FIVE-YEAR STRATEGIC PLAN
2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MASON COUNTY SCHOOLS CENTRAL OFFICE

1200 MAIN STREET

POINT PLEASANT WV 25550-0

Telephone: (304) 675-4540 **Fax:** (304) 675-7226

"Good plans shape good decisions.
That's why good planning helps to make elusive dreams come true."
Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Mrs	Alesia Green
	Ms	Charlotte Oshel
	Mr.	Stephen Kingery
	Mrs.	Sharon Nunnery
	Mr.	Tim Click
	Ms	Rita Cooper
	Mrs.	Pam Hay
	Mr.	Cameron Moffett
	Mr.	Roger Keefer
	Mrs.	Ruth Caplinger
	Dr.	Larry Parsons
	Mr.	Don Bower
ESL Teacher	Ms.	Jodi Dowell
Federal Programs	Ms.	Linda Rollins
Other	Mrs.-Counselor	Kendra Thompson
Teachers	Mrs.	Elaine Matheny
	Mrs.	Letha Rice
	Mrs.	Lois Jones
	Ms.	Maria Eshenaur
	Mrs.	Sherry Pullin
	Mrs.	Gewanna Nichols
	Mr.	Craig Hesson
	Mrs.	Connie McCarty
	Mrs.	Tonya Martin
	Mrs.	Rhonda Tennant
	Mrs.	Pat Brumfield
Technology Committee	Ms.	Kim Burris
	Mr.	Greg Martin

The committee broke into subgroups to work on the sections of the plan. They then brought back a draft of their section to review and revise with the group. The entire plan was presented to the Faculty Senate and Local School Improvement Council for review, before submission.

SCHOOL SYSTEM MISSION STATEMENT

Working together as a learning community to ensure life-long success for all in the 21st Century.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. • All students will be provided with an equal opportunity to learn. • High expectations will be the foundation for quality instruction and a challenging curriculum. • Education is a shared responsibility. • We will build a community of learners by providing diverse educational opportunities. • Teachers and administrators will communicate the belief that all students will learn. • Through an environment built of innovation, support and mutual respect, we will provide a safe, orderly and positive school climate. • All students have unique talents and skills. We accept responsibility to identify, nurture, and enhance our student's abilities. • Resources and instructional support will be provided to all students and staff to optimize learning.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	159,000.00
Rural and Low Income Schools	133,000.00
Technology E-rate	199,560.15
Technology E-rate County Match	66,176.89
Technology Infrastructure	61,906.00
Technology Local Share	17,576.00
Technology TFS/Elementary E-rate	6,824.80
Technology TFS/Elementary E-rate County Match	1,706.20
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
TFS/Elementary Technology	56,089.00
TFS/Secondary Technology	69,174.00
Title I	1,282,754.00
Title II	327,964.00
Title III Language Instruction LEP	1,225.00
Title IV Safe and Drug Free Schools	26,065.47
Title V	103,398.00
Total	**$ 2,512,419.51**

DATA ANALYSIS

A. EXTERNAL DATA
ANALYSIS

What enrollment increases or decreases have occurred in your school system? How has this impacted the system?

Enrollment figures for 2006-2007 indicate an increase of over 140 students when compared to the enrollment figures for the previous school year.

According to available data, what changes have occurred in the age, ethnic, or racial population demographics of your county? What are the implications?

The median age of Mason County residents is 39.7 years. In Mason County, 41.6% of the population is between the ages of 25 and 54 years.

Have there been any significant changes in the socio-economic demographics of your county? If so, what are the implications?

No significant changes have been noted in Mason County as the unemployment rate continues to exceed the state average. Mason County's unemployment rate is considered "much worse than average" when compared to the average for West Virginia. Mason County's per capita income in 2005 was $21,503 compared to the state per capita average income of $26,419 for the same year.

Have there been changes in the economic stability or economic trends in your county? What are the implications?

The latest Census data indicates 17.3% of Mason County residents live below the poverty level.

What are the changes in family characteristics or background of the students served in your county? What are the implications?

16.9% of births in Mason County in 2004 (latest data from Kids Count) was to mothers with less than a 12th grade education. For this same year 8.4% of the births were to unmarried teens. The percent of low birth weight babies in Mason County has shown improvement from previous years.

What are the significant social issues in your county? Are such things as drug abuse, homelessness, poverty, juvenile delinquency rate, or crime an increasing problem?

Abuse of drugs and alcohol are a concern among and adults and teenagers. The local homeless shelter houses school age children frequently. Also, there are a considerable number of students in our county who live in multiple family homes. Lack of person transportation and the absence of public transportation can be an issue to residents in obtaining proper health-care for children.

What are the possible implications of technological change for your students?

Mason County intends to follow the 21st Century Learning initiative provided by the WVDE to prepare our students for lifelong learning and the ever changing world of technology.

What outside student activities or commitments may be affecting student achievement? What are the implications?

Students work after school and on weekends to provide for personal expenses and also to save for post secondary education. Student employment can cut into needed study time for some students.

PRIORITIES

1.

Collaboration between Mason County Career Center Administration, Marshall University Mid-Ohio Valley Center, local business and industry representatives will continue and thus be the impetus for the addition, expansion and modification of vocational offerings in order to better prepare students for the employment needs of our local and regional area.

2.

With the understanding that parents are a child's first teacher and in consideration of the data concerning Mason County's high percentage of parents without a high school diploma, parent trainings on how to help their child(ren) succeed in school, set and accomplish goals will be provided. Also of priority will be the provision of high quality preschool programs to help all children enter Kindergarten ready to begin their learning experience.

B. STUDENT ACHIEVEMENT DATA
ANALYSIS

No Child Left Behind School Reports

Three of Mason County's schools, one elementary, one middle and one high school, did not make AYP for 2006-2007. The elementary that did not make AYP was due to Reading and Math scores for the Special Education subgroup. The middle school did not make AYP due to Special Education scores in Reading/Language Arts and Math. The high school did not make AYP due to the participation rate of Special Education students in Reading/Language Arts and Math and also because of the low graduation rate.

WESTEST Confidential Summary Report

almost all of our schools are "low confidence"

WV Writing Assessment

All schools reveal "average" assessment scores and the need for a more consistent approach to the instruction of writing.

SAT/ACT Results

In 2006 8.3% took the SAT and received a Math mean score of 488 and a Verbal Mean score of 495. ACT takers was

at a rate of 45.1% with an average composite score of 20.6.

AP Testing Report/AP Rate

In 2006, 24.1% of 11th Grade students had an APT score of 3 or higher. In the same year 20.8% of 12th grade students had an APT score of 3 or higher. The 11th grade percentage shows a decrease but the 12th grade percentage shows an increase.

End of Course Testing Report for Career and Technical Education

Some of the programs at MCCC are doing well with the results of end of course exams while other programs show the need for improvement.

Informal Reading Assessment

DIBELS is being used county wide as an assessment to provide teachers with a better understanding of individual students needs in acquiring Reading skills. Intervention is provided to individual and/or small groups of students based on demonstrated areas of need.

Informal Math Assessment

There is a need to explore the use of ODYSSEY computer based assessment to determine individual student needs in Math and also to provide a response to intervention needs of students in Math.

Formative and Benchmark Assessments

The County plans to develop benchmark assessment in response to the new CSOs and also in response to the various levels of student achievement.

LEP - What are the procedures for identifying LEP students (service levels/cut-off scores)?

County enrollment forms contain a question regarding the home language of students. This questions is of great assistance in identifying LEP students. The county hires a part-time teacher to work with LEP students one day per week which is sufficient to meet the needs of our current LEP students.

PRIORITIES

1.

Address the needs of Special Education students to provide sufficient resources to help them successfully accomplish the appropriate CSOs.

2.

Provide staff development on teaching 21st Century Mathematics and the provision of high expectations for student achievement in Mathematics.

3.

An emphasis on teaching the writing process and providing sufficient opportunities for students to develop and refine their writing skills.

4.

Increased parent training and opportunities to become an advocate for their child's future educational needs.

5.

Structuring instructional delivery and intervention to help all students be on grade level in Reading by the end of third grade.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Attendance rates for all schools in Mason County are acceptable.

Discipline Referral Report

The number of student expulsions increased during the 2006-2007 school year considerably when compared to previous years.

Dropout Rates/Graduation Rates (by subgroup if available)

PPHS has been identified as needing to improve the graduation rate. Efforts are continuing to implement procedures to better meet the needs of 9th grade students. An additional counselor has been added to the school to target and assist students at risk of dropping out of school. An at-risk collaboration teacher is also on staff at PPHS to help students pass required classes.

College Enrollment Rate

Hannan High had a college going rate of 31%, Point Pleasant High had a college going rate of 58% and Wahama had a college going rate of 57% in 2003. The county average of those entering college and requiring developmental courses for this year was 40%.

College Developmental Course Rate

89% of Hannan students required a developmental course in Mathematics 35% of PPHS students required a developmental course in Mathematics 41% of WHS students required a developmental course in Mathematics 67% of Hannan students required a developmental course in English 6% of PPHS students required a developmental course in English 15% of WHS students required a developmental course in English * Based on 2003 college entry data

PRIDE Survey

This was reviewed for each school. HS data reflects loss of interest or respect for school. All county schools reported in survey by SREB.

CIMP Self Assessment

1.2   6.1.3.b 1. Identify all Special Education Teachers not meeting the Highly Qualified Standard...Generate a list...Start Date 05/15/06...End Date 07/01/06...Assistant Director of Federal Programs and Assistant Superintendent of Personnel...no cost.

2. Provide Tuition Re-embursement for all college classes successfully completed, to use for Highly Qualified Standards...Teacher will notify intent to apply for re-embursement, provide statement from WVDE/RESA of lack of funding re-embursement, and submit an application for tutition re-embursement along with a copy of the grade received when the class has been completed...Start Date 01/01/06...End Date 09/01/06...Assistant Director of Federal Programs...Title Funds and Special Education...Estimated Cost...$10,000.00...

4.21 BF II-1   Special Education Teacher will monitor progress toward graduation of all students on their case load...a list will be presented to a Round Table Forum to reveiw progress of these students...Evaluation will be from the IEP reviews and the Round Table agends...Start Date 08/23/06...End Date 06/30/07...Teacher and Assistant Director of Federal Programs...no cost.

4.31 9.1.3.I.WA   1. Schools identify special education students scoring at all levels of proficiency...list given to Federal Program Director...Start Date 09/01/06...End Date 09/30/06...Teacher, Principal and Director Federal Programs...no cost.

2. IEP will contain modifications and accommodations to enhance students probability of success on the WESTEST...Review of IEP and Analysis of WESTEST scores...Start Date 05/01/06...End Date 09/30/06...no cost.

5.45 5.1.4.e.B2   District Office of Special Education will collect information via regular mail. Graduating students with disabilities will be requested to reply by returning an information letter...Also attempts are to be made to contact by phone if mailed response is not received...Copy of letter, responses and a list of phone calls made will be on file in Special Education Office...Start Date 06/01/06...End Date 06/01/07...Assistant Director Federal Programs...no cost.

PRIORITIES

1.

Implementation of high yield researched based practices in Reading and Mathematics

2.

High expectations of ALL---students and staff

3.

Increased college preparedness in English and Mathematics

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

Hannan Jr/Sr High and PP High received findings during the last OEPA monitoring but are both addressing the findings.

High Schools that Work Assessment Report

favorable report with some notations

Digital Divide Report (Technology)

In order to keep Mason County Schools computers operating at the most efficient level, we will upgrade all Windows 95/98/2000 workstations operating systems to Windows XP Professional or above. The Digital Divide Survey shows that we currently have 628 Windows 95/98/2000 computers within the network, which represent 40.8% of the total computer population. Replacement of these machines is a high priority for Mason County. All schools do have a website, and Mason County will be moving towards GradeQuick Edline to improve home/school communication with a website and email.

PRIORITIES

1.

Assist all schools in meeting the OEPA guidelines for acceptability.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Mason County Schools will provide high quality effective instruction to prepare students for 21st Century Learning, employment opportunities and lifelong learning.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	All schools will increase the number of children in mastery and above, for Math and Reading/Language Arts in grades 3-8/10, by 5 points a year.	M and Above all grades math/lang	40.00	65.00
1.2	All students will be on grade level in Reading by the end of their third grade year.	grade level by grade 3	60.00	80.00
1.3	Staff development on providing 21st Century learning opportunities and expectations will be delivered to staff in a variety of formats. (book studies, online, webinars, wikis, conferences, workshops and meetings) The goal is for all staff to participate in 21st Century staff development.	Professional Development	100.00	100.00
1.4	Each school will annually demonstrate increased parent, business and community involvement activities for the purpose of providing equal access and improved student achievement.	parent involvement	50.00	100.00
1.5	All students will be exposed to technology assisted instruction and be provided with opportunities to develop technology usage skills to enhance and demonstrate their own learning.	Technology integration	80.00	100.00
1.6	Mason County Schools will close the achievement gap by 3% a year for the next five years for Special Education subgroups.		50.00	65.00
1.7	Benchmark assessments will be developed based on the new CSOs in Reading/Language Arts and Mathematics. Intervention will be provided to students not meeting benchmark standards.	Assessment of /for learning	0.00	0.00

Goal 2: All students will be educated in a safe and drug-free learning environment that supports academic achievement.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	To decrease suspensions for violations of the Student Code of Conduct	To reduce student violence	0.00	0.00
2.2	To implement SAT interventions for every student violating the Substance Abuse Policy	Reduce possession/use of other drugs	0.00	0.00
2.3	To implement SAT interventions for every student violating the Substance Abuse Policy	Reduce alcohol use/possession	0.00	0.00
2.4	To reduce the number of violations of the Tobacco Control Policy	Reduce tobacco use/possession	0.00	0.00

Goal 3: Technology Goal: To annually improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	To increase the percentage of workstations running Windows XP Professional or higher operating systems by at least 10% each year.	Technology	0.24	1.00

Goal 4:

Objective	Objective Short Name	Baseline	5-year Target

Goal 1: Mason County Schools will provide high quality effective instruction to prepare students for 21st Century Learning, employment opportunities and lifelong learning.

Objective 1.1 All schools will increase the number of children in mastery and above, for Math and Reading/Language Arts in grades 3-8/10, by 5 points a year.

As measured by:
Westest annual report

Baseline Data			40.00
Targets		**Actual**	
2005-2006	45.00	**2005-2006**	0.00
2006-2007	50.00	**2006-2007**	0.00
2007-2008	55.00	**2007-2008**	N/A
2008-2009	60.00	**2008-2009**	N/A
2009-2010	65.00	**2009-2010**	N/A

Objective 1.2 All students will be on grade level in Reading by the end of their third grade year.

As measured by:
DIBELS

Baseline Data			60.00
Targets		**Actual**	
2005-2006	68.00	**2005-2006**	0.00
2006-2007	72.00	**2006-2007**	0.00
2007-2008	74.00	**2007-2008**	N/A
2008-2009	78.00	**2008-2009**	N/A
2009-2010	80.00	**2009-2010**	N/A

Objective 1.3 Staff development on providing 21st Century learning opportunities and expectations will be delivered to staff in a variety of formats. (book studies, online, webinars, wikis, conferences, workshops and meetings) The goal is for all staff to participate in 21st Century staff development.

As measured by:
Staff Development logs

Baseline Data			100.00
Targets		**Actual**	
2005-2006	100.00	**2005-2006**	0.00
2006-2007	100.00	**2006-2007**	0.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 1.4 Each school will annually demonstrate increased parent, business and community involvement activities for the purpose of providing equal access and improved student achievement.

As measured by:
School participation records

Baseline Data			50.00
Targets		**Actual**	
2005-2006	60.00	**2005-2006**	0.00
2006-2007	70.00	**2006-2007**	0.00
2007-2008	80.00	**2007-2008**	N/A
2008-2009	90.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 1.5 All students will be exposed to technology assisted instruction and be provided with opportunities to develop technology usage skills to enhance and demonstrate their own learning.

As measured by:
Technology Coordinator reports; Digital Divide survey; Student Survey; COMPASS (elem) and School Kit (sec); Principal E-walk moniotoring records

Baseline Data			80.00
Targets		**Actual**	
2005-2006	85.00	**2005-2006**	0.00
2006-2007	90.00	**2006-2007**	0.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 1.6 Mason County Schools will close the achievement gap by 3% a year for the next five years for Special Education subgroups.

As measured by:
WESTEST results

Baseline Data			50.00
Targets		**Actual**	
2005-2006	53.00	**2005-2006**	0.00
2006-2007	56.00	**2006-2007**	0.00

2007-2008	59.00	**2007-2008**	N/A
2008-2009	62.00	**2008-2009**	N/A
2009-2010	65.00	**2009-2010**	N/A

Objective 1.7 Benchmark assessments will be developed based on the new CSOs in Reading/Language Arts and Mathematics. Intervention will be provided to students not meeting benchmark standards.

As measured by:
Development and utilization of benchmark assessments

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	0.00
2007-2008	0.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Goal 2: All students will be educated in a safe and drug-free learning environment that supports academic achievement.

Objective 2.1 To decrease suspensions for violations of the Student Code of Conduct

As measured by:
WVEIS report

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	620.00
2006-2007	0.00	**2006-2007**	985.00
2007-2008	0.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 2.2 To implement SAT interventions for every student violating the Substance Abuse Policy

As measured by:
SAT meeting verification forms

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.50
2006-2007	0.00	**2006-2007**	1.00
2007-2008	0.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 2.3 To implement SAT interventions for every student violating the Substance Abuse Policy

As measured by:
SAT meeting verification forms

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.50
2006-2007	0.00	**2006-2007**	1.00
2007-2008	0.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 2.4 To reduce the number of violations of the Tobacco Control Policy

As measured by:
Tobacco suspensiona and exclusion forms

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	124.00
2006-2007	0.00	**2006-2007**	88.00
2007-2008	0.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Goal 3: Technology Goal: To annually improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

Objective 3.1 To increase the percentage of workstations running Windows XP Professional or higher operating systems by at least 10% each year.

As measured by:
Didital Divide Survey

Baseline Data   0.24

Targets		Actual	
2005-2006	0.40	**2005-2006**	0.46
2006-2007	0.55	**2006-2007**	0.60
2007-2008	0.70	**2007-2008**	N/A
2008-2009	0.90	**2008-2009**	N/A
2009-2010	1.00	**2009-2010**	N/A

Goal 4:

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Balanced Assessment System	
Curriculum Monitoring Process	
Standards-Based Unit and Lesson Design	
21st Century Learning Skills	
Differentiated Instruction	
Instructional Support System	
District Leadership to Create Learning Centered Schools	
Use of Data to Target Improvement Efforts	Title I Compliance High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (*Guide to Using Data in School Improvement Efforts.* Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory. Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources. Jerald, Craig. (2002**)** Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)
Leadership Development	
Strategies that Develop Students having 21st Century Learning Skills	
Integration of 21st Century Learning	
Understanding the Need to Develop 21st Century Graduates	
Culture that Accepts Responsibility for Students	
Parents as Respected and Valued Partners	More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994)."" /> Similar finding have been sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement,* by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."
Developmental Guidance with Character and Career Education Development	
Parent Involvement Communication System	
Performance Benchmarks	
Other Strategy Effective preschool early intervention programs	Title I compliance This study investigated the contributions of curriculum approach and parent involvement to

the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent involvement, structured language/basic skills learning approach, and program continuity between preschool and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale & Cole, 1988) . This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention.

Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson & Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income.

Overall, findings of the study indicate that the successful integration of a diverse set of classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies (Reynolds, 2000; Reynolds et al., 2001)

The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of-kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits typically attributed to child initiated activity – engagement based on child interest, social learning, and learning how to learn.

In conclusion, two components of preschool intervention—a blended instructional approach and parental involvement—significantly contributed to children's short- and long-term school performance. These components, although not exclusively responsible for program impacts, can be major elements in promoting early learning for children at risk.

Graue, E., Clements, M. A., Reynolds, A. J., & Niles, M. D. (2004, December 24). *Education Policy Analysis Archives*

Other Strategy
school climate

Studies show that schools in which students feel as though they belong and that people in the school care about them experience less disorder and student misbehavior. Students who bond with positive people and institutions are less likely to become involved in violence and other behavior.

Supporting Citations:

Cotton, Kathleen. (2001). Schoolwide and classroom discipline. *School Improvement Research Series*, Close-Up #9.

O'Donnell J., Hawkins, J.D., and Abbot, R.D. (1995). Predicting serious delinquency and substance use among aggressive boys.. *Journal of Clinical and Consulting Psychology*, 63, 529-537.

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Horner, R.H., Sugai, G., Lewis-Palmer, T.and Todd, A.W. (2001). Teaching school-wide behavioral expectations. *Report on Emotional & Behavioral Disorders in Youth* , 1(4), pp. 77-79.

Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review*, 27(3), pp. 446-459.

McNeely CA, Nonnemaker JM, Blum RW (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72 (4), pp. 138-146.

Other Strategy family and community involvement	**Programs that include a commitment from communities, families and school districts have shown much higher success rates in their prevention/reduction of drug use than their counterparts that lack support.** **Supporting Citation:** Tobler, N. (2000). Lessons learned. *Journal of Primary Prevention*, 20(4) 261-274.
Other Strategy clear and consistent consequences	**Schools that actively respond to problem behaviors and cultivate a positive, healthy environment have lasting effects on students' long-term behaviors in adolescence and beyond.** **Supporting Citation:** Anderson, J. (2002). Nix the quick fix: middle-school discipline for the long term. *Independent School*, 61(4), pp. 64-71. Gottfredson, D.C., Gottfredson, G.D., & Hybl, L.G. (1993). Managing

adolescent behavior: A multi year, multi school study. *American Educational Research Journal*, 30(1), pp. 179-215.

Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review*, 27(3), pp. 446-459.

St. Leger, L. H. (1999). The opportunities and effectiveness of the health promoting primary school in improving child health: a review of the claims and evidence. *Health Education Research*, 14(1), pp. 51-69.

Other Strategy enforced student code of conduct	**Activities that teach refusal or resistance skills are incorporated into the program along with opportunities for practice. These programs help prepare students to identify pressures to use drugs and give students the skills they need to resist peer pressure to use drugs.** **Supporting Citations:** Dusenbury, L. & Falco, M. (1995). Eleven components of effective drug abuse prevention curricula. *Journal of School Health*, 65(10), 420-425. Elias, J.J. et al. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program *American Journal of Ortho-psychiatry, 61(3), 409-417.*
Other Strategy student/staff leadership development	**Peer-led interventions are recommended over traditional teacher-led curricula.** **Supporting Citation:** Botvin, G.J. et al. (1990). A cognitive-behavioral approach to substance abuse prevention: One year follow up. *Addictive Behaviors*, 15(1), 47-63.
Other Strategy Technology Integration	

Technology Plan

Submitted by - bgmartin@access.k12.wv.us 2007-06-28 11:13:54.0

E-rate Year 2008-2009

Federal Compliances

Federal/State Compliances listed below must be addressed in the county/school plan.

Technology -01 – USING TECHNOLOGY EQUIPMENT/INFRASTRUCTURE FOR EQUITABLE ACCESS TO 21ST CENTURY TECHNOLOGY TOOLS

List one or more activity/strategy that describes how the county/school will budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills The action steps should ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools.

Technology 02 - TECHNOLOGY INTEGRATION FOR 21st CENTURY SKILLS/STUDENT ACHIEVEMENT

List one or more activity/strategy that focuses on using technology to improve achievement of all students with special emphasis on high need

and high poverty students. The strategies/action steps should include how 21st century tools and skills will allow students to access information, solve problems, communicate clearly, make informed decisions, acquire new knowledge, construct products, reports and systems and access online assessment systems.

Technology 03- PROVIDING COLLABORATION/COMMUNICATION TOOLS (TELECOMMUNICATIONS NETWORK/EMAIL)

List one or more activity/strategy that describes how the county/school will ensure that the use of telecommunications and internal connections in the schools will enhance student learning. The action steps/strategies should ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs.

Technology 04- INCREASED ACCESS FOR STUDENTS AND TEACHERS TO 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the county/school will provide increased access to technology for students and teachers. .

Technology 05 – DELIVERY OF 21ST CENTURY CONTENT THROUGH DISTANCE LEARNING

List one or more activity/strategy that describes how the county/school will use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Technology 06- 21ST CENTURY PARENT/COMMUNITY/PARTNERSHIP COLLABORATION

Include strategies for promoting collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

Include professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology.   Include strategy(ies) (e.g., technology integration specialists). to provide ongoing support and assistance to teachers in integrating technology into twenty-first century instruction.

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the school/county will implement, support, maintain and repair all computer equipment and internal connections.

Technology 09- ADULT LITERACY

List one or more activity/strategy that describes how the school/ county will collaborate with adult literacy providers when appropriate.

Narrative Summary

The county and school technology plans provide a description of how the county and schools plan to allocate adequate resources to provide students with equitable access to 21st century technology tools, including instructional offerings and appropriate curriculum, assessment and technology integration resources aligned to both the content and rigor of state content standards as well as to learning skills and technology tools. The plans include the various technologies that enable and enhance the attainment of 21st century skills outcomes for all students. How we plan for technology in our county and schools is based upon the validation from research-based evaluation findings from previous West Virginia-based evaluation projects.

In addition, through the technology planning process, the county and schools continue to study and include emerging technologies for application in a twenty-first century learning environment. The purchase of technology through state contracts provides for uniformity in technological hardware and software standards and procedures. State provided anti-virus protection software helps to ensure network security and integrity. Expanded bandwidth, along with additional local, state and federal funding, provide increased ability for the county to ensure that the capabilities and capacities of the technology infrastructure are adequate for acceptable performance of the

technology being implemented in the public schools. As an additional benefit, the county and schools enjoy the opportunity to purchase from state contracts that allow us to be able to take advantage of appropriate bulk purchasing abilities and to purchase from competitively bid contracts.

An added benefit for our county and school data collection and reporting to the Department of Education and to the federal government is WVEIS, the state-provided comprehensive statewide uniform integrated education management and information system. Also developed by WVEIS, the online county and school's technology plan's structure allows flexibility to adjust the plan based on developing technology, federal and state requirements and changing local school and county needs. The online county and school technology plans are developed in compliance with United States Department of Education regulations and Federal Communications Commission requirements for federal E-rate discounts. The county and schools also continue to seek applicable federal government funds, philanthropic funds, and other partnership funds (or any combination of these types of funds) to augment state appropriations and encourage the pursuit of funding through grants, gifts and donations.

Some technology initiatives in schools and counties may not be adequately addressed in the goals/objective/strategy section of the technology planning section. The county and school narrative allow planning teams to structure a framework/narrative description to describe how the county and schools will allocate adequate resources to provide students and teachers to twenty-first century technology tools,

Continue to develop and encourage the use of all forms of electronic communications to enhance learning and teaching for students and staff in all of Mason County Schools. This is to include but not limited to: Interactive Video, Internet, WVEIS, Voice, and emerging technologies.

Technology Needs Assessment

In order to keep Mason County Schools computers operating at the most efficient level, we will upgrade all Windows 95/98/2000 workstations operating systems to Windows XP Professional or above. The Digital Divide Survey shows that we currently have 628 Windows 95/98/2000 computers within the network, which represent 40.8% of the total computer population. Replacement of these machines is a high priority for Mason County. All schools do have a website, and Mason County will be moving towards GradeQuick Edline to improve home/school communication with a website and email.

Action Steps

Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

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Plan Section Special Education

Associated Goals/Objectives None   **Associated High Yield Strategies** None

Action Step contract for services to maintenance technology equipment

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2008	**Actual Begin Date** July 1, 1900	**Actual End Date** ?
Purpose US/CIP surveys, requisition requests and WV Professional Development Plan indicates the need for technology services	**Persons Responsible** Director of Special Education/ asst. director of Federal Funds	**Target Audience** Staff/Students	
		Federal Compliances Special Education 02. Services, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	**Federal Compliance Monies** $ 3,000.00
	SpecEd State Funds - $ 3,000.00		

Plan Section Special Education

Associated Goals/Objectives None   **Associated High Yield Strategies** None

Action Step Provide stipends to special education teachers to attend staff development sessions on technology, Autism, Co-Teaching, or other related issues

Projected Begin Date July 1, 2006	**Projected End Date** June 30, 2009	**Actual Begin Date** ?	**Actual End Date** ?
Purpose needs assessment data, requisition requests, WV professional development plan, US/CIP plans indicate	**Persons Responsible** director of Special Education/ asst. director		

the need for staff
development on
technology integration

Federal Compliances Special Education   **Federal Compliance Monies**
04. Professional Development, $ 15,000.00
Technology 01-Using Technology
Equipment/Infrastructure for Equitable
Access to 21st Century Technology Tools

SpecEd State Funds-$ 15,000.00

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 01 The county will budget for and use the technology equipment/infrastructure that supports the acquisition of 21st century skills

01 - Additional and updated network switches will be purchased and installed

02 - Ensure that every elementary school has a computer/student ratio of 1 computer to 3 students with 3 computers per classroom and a computer lab for every 200 students

03 - Provide state of the art infrastructure in all buildings and classrooms for technology based learning and safe school environments.

04 - Maintain a structure network environment in all schools in order to provide for Internet access for improved student achievement, a safe school environment and enhance communication between schools, homes and the community

05 - Provide state of the art infrastructure in all buildings and classrooms for technology based learning and safe school environments

06 - Implement the use of electronic whiteboards and data projectors into all classrooms both elementary and secondary

07 - Purchase assistive technology devices

10 - Identify and replace Pentium III or older workstations.

08 - Provide alarm systems and security cameras to all Mason County School facilities.

09 - Additional data lines will be installed at various schools to advance the availablity of network communications with discounts provided by e-rate.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

| **Purpose** To increase technology integration and improve achievement. | **Persons Responsible** Technology Coordinator | **Target Audience** All schools | |

Federal Compliances Technology 01-
Using Technology
Equipment/Infrastructure for Equitable
Access to 21st Century Technology Tools

Technology 02-Technology Integration for 21st Century Skills/Student Achievement

---

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 02 The county will focus on using technology to improve achievement of all students with special emphasis on high need and high poverty areas.

01 - Provide annually Acceptable Use Policy (AUP)training for staff and students that will sign a new policy each year and receive acceptable use training.

02 - Purchase DIBELS software and update training.

03 - Incorporate the use of SchoolKit, Marco Polo, SAS in Schools and other standards based digital content that is aligned to the WV CSO's.

04 - Implement appropiate software to assist development of student test taking skills

05 - Enhance school and library media collections and bookkeeping software and provide all students with online resources.

06 - Utilize Compass Odyssey software to target identified student deficiencies in basic skills.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

| **Purpose** To improve the use of 21st century tools and resources for improved student achievement. | **Persons Responsible** Directors/Coordinators/Principals/Teachers | **Target Audience** All students | |

Federal Compliances Technology
02-Technology Integration for 21st
Century Skills/Student Achievement

Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 03 The county will ensurre that the use of telecommunications and internal connections in the schools will enhance student learning.

      01 - Use of e-mail to communicate with parents and students.

      02 - Use of school web pages and county web page to post homework and communicate school activities.

      03 - Use of electronic school newsletters

      04 - Provide celluar phones to all school administrators and to county administrative personnel for emergency and security purposes discounted through e-rate.

      05 - Provide local telephone service to all schools and facilities utilizing the reduction in costs provided by e-rate.

      06 - Provide telephone long distance capabilities for all facilities discounted through e-rate.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

| **Purpose** To improve communication, provide access to the internet (standards based lesson plans and digital resources) and access to WVEIS. | **Persons Responsible** Technology Coordinator | **Target Audience** All stakeholders | |

Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 04 To provide increased access to technology for students and teachers.

      01 - Provide increased access to technology for all students and teachers through the use of mobile/wireless computer labs in every primary and secondary school in the county.

      02 - Maintain a structured network environment in all schools in order to provide for Internet access for improved student achievement, a safe school environment, and enhanced communication between schools, homes and the community.

      03 - Install/Maintain at least one computer lab in every school.

      04 - Provide an instructional workstation in every classroom and administrative office.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

| **Purpose** To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement. | **Persons Responsible** Technology Coordinator | **Target Audience** Students and teachers/administrators | |

Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

---

Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 05 To use innovative strategies (e.g., distance learning) to provide for an effective model for the distance

delivery or virtual delivery of instruction.

01 - Implement video-conferencing facilities to provide for distance learning opportunities in the schools and community.

02 - Ensure that all students in the Mason County have access to WV Virtual Schools classes in order to provide a rigorous curriculum for every student.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

| **Purpose** To provide rigor/enhance learning/improve achievement. | **Persons Responsible** Technology Coordinator/Principals/Teachers | **Target Audience** Students | |

Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning

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Technology 06-21st Century Parent/Community/Partnership Collaboration

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 06 To promote collaboration with variuos partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

01 - Use e-mail in order to communicate internally and with students, families and the community.

02 - Implement a county wide use of Ed Line Grade Quick in order to improve communication with families and community and to improve student achievement.

03 - Develop and maintain a county web-hosting service to develop interactive district and school websites.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

| **Purpose** To improve communication | **Persons Responsible** Technology Coordinator/Principals/Teachers | **Target Audience** All stakeholders | |

Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration

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Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 07 To plan for professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology.

01 - Technology contacts in each school will train staffs in a variety of programs, hardware, software and strategies to integrate curriculum.

02 - All schools, and all faculty members, will be trained in a universal program for grading, lesson planning, monitoring delivery of CSO's, and evaluating student progress through Grade Quick.

03 - Schools will be provided with professional staff development on technical support,educationalprograms/software, and how to best utilize existing hardware.

04 - Provide training for teachers to use Tools for Schools hardware/software to improve achievement, accomplish goals, enhance 21st century skills, and master the WV Technology Content Standards.

05 - Provide substitutes for teachers to attend training sessions in support of local, state, and federal technology initiatives.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

| **Purpose** To provide rigor, enhance learning/improve achievement | **Persons Responsible** Technology Coordinator | **Target Audience** Teachers/Principals | |

Federal Compliances Technology 07-Professional Development for 21st Century Instruction

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Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 08 To implement, support, maintain and repair all computer equipment, printers, and internal connections.

01 - Use Norton Anti-Virus from the school servers that push out anti-virus definitions daily.

02 - Use the BSCE and SUCCESS help lines to provide maintenance for all computers still under warranty.

03 - Use Deep Freeze in school computer labs in order to provide for improved maintenance and reliability of school networks.

04 - Provide two computer technicians to work in the schools to provide timely maintenance for all technology in the schools.

05 - Maintain a web-based reporting system for schools to report maintenance requests for technology.

06 - Ensure that all Windows updates are set to be pushed out to every computer in all schools from Central Office.

07 - Collaborate with RESAII technicians to provide timely maintenance for all technology in schools.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

Purpose To provide a stable and robust 21st century learning environment

Persons Responsible Technology Coordinator/RESAII/Vendors/County Technician

Target Audience All stakeholders

Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools

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Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** Technology Integration

Action Step TECH 09 To collaborate with adult literacy providers when appropiate.

01 - Collaborate with adult literacy providers in the county to provide access to computer labs in schools for adult literacy classes.

02 - Provide hardware and software support to the Adult Basic Education Center.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

Purpose To improve the use of 21st century tools and resources.

Persons Responsible Technology Coordinators/Adult literacy providers

Target Audience All stakeholders

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc%	Commit	County Match
554394	1537534	Roosevelt Elementary School	23,366.00	70	16,356.20	0.00
		State Totals - Elemenary TFS	23,366.00		16,356.20	7,009.80
		State Totals - Elementary TFS	23,366.00		16,356.00	7,010.00
TFS/Secondary E-rate Application	1537534	State Totals - Secondary TFS	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	51,705.00		39,296.00	12,409.00
		Data Lines	64,800.00		49,248.00	15,552.00
		Internal Conn Maint	0.00		0.00	0.00

			Annual	Disc%	Commit	County Match
		Internal Connections	90,000.00		66,000.00	24,000.00
		Internet Access	0.00		0.00	0.00
		Long Distance	9,600.00		7,296.00	2,304.00
		Paging	0.00		0.00	0.00
		Voice	49,632.00		37,720.00	11,912.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	265,737.00		199,560.00	66,177.00
TFS/Elementary E-rate Application	2008	Roosevelt Elementary	8,531.00	80	6,824.80	1,706.20
		State Totals - TFS/Elementary	8,531.00		6,824.80	1,706.20
TFS/Secondary E-rate Application	2008	Hannan JR SR HS	0.00		0.00	0.00
		Point Pleasant MS	0.00		0.00	0.00
		State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	51,705.00		39,295.98	12,409.26
		Data Lines	64,800.00		49,248.00	15,552.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	90,000.00		66,000.00	24,000.00
		Internet Access	0.00		0.00	0.00
		Long Distance	9,600.00		7,296.00	2,304.00
		Paging	0.00		0.00	0.00
		Voice	49,631.00		37,720.17	11,911.63
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	265,737.00		199,560.15	66,176.89
TFS/Elementary E-rate Application	2007	Roosevelt Elementary	8,531.00	80	6,824.80	1,706.20
		State Totals - TFS/Elementary	8,531.00		6,824.80	1,706.20
TFS/Secondary E-rate Application	2007	Hannan JR SR HS	0.00		0.00	0.00
		Point Pleasant MS	0.00		0.00	0.00
		State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2006	Cellular	19,305.24		15,251.14	4,054.10
		Data Lines	68,400.00		54,264.00	14,136.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	197,599.00		158,079.20	39,519.80
		Internet Access	0.00		0.00	0.00
		Long Distance	12,085.44		9,547.50	2,537.94
		Paging	0.00		0.00	0.00
		Voice	42,320.76		33,317.52	9,003.24
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	339,710.44		270,459.36	69,251.08
State Basic Skills E-rate Application	2006	Roosevelt Elementary	23,265.00	70	16,285.50	6,979.50
		State Totals - BS/CE	23,265.00		16,285.50	6,979.50
State SUCCESS E-rate Application	2006	Hannan JR SR HS	46,275.83	80	37,020.66	9,255.17
		Point Pleasant MS	46,903.83	80	37,523.06	9,380.77
		State Totals - SUCCESS	93,179.66		74,543.73	18,635.93

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	8,817.60		6,613.20	2,204.40

	Data Lines	81,738.00		61,303.50	20,434.50
	Internal Conn Maint	0.00		0.00	0.00
	Internal Connections	104,920.00		81,837.60	23,082.40
	Internet Access	0.00		0.00	0.00
	Long Distance	7,800.00		5,850.00	1,950.00
	Paging	0.00		0.00	0.00
	Voice	33,174.24		24,880.68	8,293.56
	Web Hosting	0.00		0.00	0.00
	E-rate Totals	236,449.84		180,484.98	55,964.86
State Basic Skills E-rate Application 2005	Beale ES	11,435.50	80	9,148.40	2,287.10
	Leon ES	7,164.20	80	5,731.36	1,432.84
	Point Pleasant IS	4,131.00	80	3,304.80	826.20
	Point Pleasant Primary	5,099.50	70	3,569.65	1,529.85
	Roosevelt ES	12,979.00	70	9,085.30	3,893.70
	State Totals - BS/CE	40,809.20		30,839.51	9,969.69
State SUCCESS E-rate Application 2005	Hannan HS	18,849.80	80	15,079.84	3,769.96
	Point Pleasant HS	14,632.60	70	10,242.82	4,389.78
	Point Pleasant MS	18,849.80	80	15,079.84	3,769.96
	Wahama HS	18,849.80	80	15,079.84	3,769.96
	State Totals - SUCCESS	71,182.00		55,482.34	15,699.66

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

Look at the information included in this section. Revise if any of the information listed is incorrect or needs to be updated.

1. Do you have an Acceptable Use Policy?　　　　　　　　　　　　　　　　　　　　　　　　　　　　● Yes　○ No

2. If yes, what is the last date of adoption/revision?　　　　　　　　　　　　　　　　　　　　　　08/29/2001

3. When was the public meeting held for CIPA Compliance?　　　　　　　　　　　　　　　　　　09/25/2001

4. Provide the URL to your acceptable use policy.

http://boe.maso.k12.wv.us

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	12	2	14
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0

12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	9	2	11
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	3	0	3
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0

16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process