

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MORGAN COUNTY SCHOOLS CENTRAL OFFICE

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"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	Attendance Director	Linda McGraw	
	Director	Kristie Randall	
	Superintendent	David Banks	
	Director	Terry Riley	
	Asst. Superintendent	Joan Willard	
	Director	Laura Hovermale	
	Principal	George Ward	
	Business & Community	Extension Agent	Bob Knight
		Doodlesbugs	Jennifer Spinks
School Board Member		Laura Smith	
Chamber of Commerce		Beth Curtain	
Owner Perry Realty		Connie Perry	
Director		Linda Ward	
Federal Programs	Director	Varnell Burkhart	
	James Rumsey Technical Institute	O. Mitch Rinker	
Other		Margaret Gordon	
		Nikki Cowles	
		Wendy Kinder	
		Roger Steiner	
Parents		Margee Hill	
		Staci Smith	
Service Personnel	MCSSSPA	Mike Rozalski	
		Kandy Kulus	
Teachers	Intermediate Title I Teacher	Curt Heldreth	
	Teacher	Elaine Mitchell	
	Special Education		
Technology Committee	RTI Specialist		
	Technology Coordinator		
	Asst Coordinator		

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

Our mission is to provide a "learning for all" educational program.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All students can learn.
2. Everything we do must be based on what's best for students.
3. All staff is accountable for the success of every student.
4. The measure of student success is determined by what is learned.
5. The learning and working culture must be nurturing, safe, orderly, respectful, and supportive.
6. Collaborative instructional leadership and high quality teaching are essential for increasing student achievement.
7. Parents, businesses, and community members are valued and respected partners in the educational process.
8. All staff must continue to learn.
9. Professional development must be goal-focused, sustained and guided by research-based principles.
10. Accountability data must be used system-wide to make informed decisions about teaching and learning.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Local Levy/Bond Money	100,000.00
Step 7	48,000.00
Technology E-rate	137,213.53
Technology E-rate County Match	37,042.15
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	37,649.00
TFS/Elementary Technology	34,832.00
TFS/Secondary Technology	42,958.00
Title II	131,521.00
Title III Language Instruction LEP	2,403.00
Title V	32,622.37
Total	\$ 604,241.05

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Student enrollment continues to show an increasing trend. Over the five previous years the increase has averaged around 30 students a year. Enrollment for the 2006-2007 school year increased by 66 students. Continued increases are expected as housing developments have substantially increased in the county.

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

The ages of 5-19 constitute 18.2% of the county population, while 30.8% fall in the 35-55 range. Racial/ethnic increases have not been significant, the county remains predominately white. The implications for these factors are that the retirement populations will become larger in the next 5-10 years and students are not exposed to diversity in the school system.

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

Low socio-economic status reveals a decreasing trend the last two years. This trend may impact the amount of federal program funding. This would reduce resources and support services available for students.

2003-2004 46.5%

2004-2005 42.3%

2005-2006 41.6%

2006-2007 xx.x%

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

Post secondary education for 18-24 year olds (Associates and Certificate Programs) Morgan County 28.5% State Average 38.3% National Average 38.4% (Bachelors plus programs) Morgan County 4.1% State Average 5.6% National Average 7.8% Summary of Concerns *The post secondary education rate is significantly lower than the state and national average *National statistics show a significant increase in median earnings from high school to associates/certificate programs to bachelor programs *The employment rate for youth not in school in Morgan County is higher than the state and national average.

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

The percent of children in single parent families has increased from 8.5% in 1980 to 23.7% in 2000.

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?

Significant social issues in Morgan County include drug abuse and teen pregnancy rates. The percent of all crimes related to drug abuse is 15%; up from 10% in 1999. Teen pregnancy rates (per thousand children) have declined from 66.3% in 1997 to 56.8% in 2001. This rate, however, is above the state average of 46.1%.

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

Students must become proficient in the use of 21st century learning expectations and technology. This is essential if our students will be prepared to work in a global job market.

PRIORITIES

1. Morgan County Schools will retain and hire an adequate number of "highly qualified teachers" to service the needs of our continued growth in enrollment.
2. Morgan County Schools will continue to provide and maintain appropriate 21st Century tools for teachers and students.
3. Morgan County Schools will implement the new 21st Century CSOs and program of studies during the 2007-2008 school year at the secondary level.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

2006-2007 - The county did not meet AYP targets for Math and Reading/Language Arts in the Students with Disabilities category at the elementary and middle school programmatic levels. Listed below are the non-proficiency rates for these subgroups:

Elementary - Reading 68.1% Math 51.1%

Middle - Reading 58.5% Math 68.2%

WESTEST Confidential Summary Report

2006-2007 - Morgan County's "all student" subgroup met or exceeded the state starting point at all programmatic levels. Morgan County scores exceeded the state averages for 7th grade. The county percent proficient for "students

with disabilities" subgroup is below the state starting point at every programmatic level in mathematics and in reading. County scored did show enough improvement in the "student with disabilities" subgroups to meet AYP for elementary and middle programmatic levels.. Even though students in the "economically disadvantaged" subgroup meet AYP expectations at all programmatic levels, there is an achievement gap when compared to the "all students" group.

WESTEST Confidential Item Analysis Summary

2006-2007 Specific areas of concerns:

An overall concern is that students are not performing well on constructed response items and higher level thinking skill questions.

Specific content standard concerns: 3rd Grade: *Number/Operations & *Reading 4th Grade: *Probability & *Writing 5th Grade: *Number/Operations *Geometry & Reading 6th Grade: All areas of math. 7th Grade All areas of math 8th All areas of math *Reading & *Writing 10th Grade: *All areas of math & *Reading

WESTEST Confidential Roster Report

This report will be used by schools to identify students for re-teach and other strategies to improve achievement. This report was also used to identify students that made mastery but that are at-risk. Title I and special education support faculty members will analyze specific weaknesses of student who did not meet mastery and those at risk for not meeting mastery. Using TestMate Clarity software students also will be rank ordered by scale scores in math and reading.

WV Writing Assessment

2006-07 - 77.5% Student in Morgan County were proficient on the writing assessment.

2006-2007 - 4th grade, 70% of the students demonstrated proficiency. This is a 9% increase from the previous year. This is consistent with the state average of 70%. The areas with the lowest scores were in Sentence Structure and Mechanics. Only 13% of the students scored at above mastery or distinguished. Although there was improvement, writing continues to be an area of concern for the elementary level..

2006-2007 - 7th grade, 75% of our students demonstrated proficiency. This was a slight increase from the previous year. This score is slightly below the state average of 76%. Concerns: There were not any students who scored in the distinguished performance level. Only 62% of the students in the county demonstrated proficiency in narrative writing. The weakest area was in writing mechanics.

2006-2007 - 10th grade, 89% of Morgan County students demonstrated proficiency. This was a dramatic increase of 11%. The was above the state average of 87%. It should be noted that the county and the state demonstrated a large drop in scores during the 2005-2006 school year. This score is also three percent higher than the scores from 2004-2005 school year. Concern: Only 82% of the students demonstrated proficiency in persuasive writing. Analysis of the results indicates Mechanics and Sentence Structure to be the weakest areas.

SAT/ACT Results

SAT scores have increased in both areas - math and verbal. Although math has increased; Morgan County still remains below the state and national averages. Verbal scores have increased and are currently above the state and national averages. This spring the test was changed to include a writing sample. Summary of Concerng: *Continue to make improvements in the verbal portion of the SAT. *Increase math scores to meet or exceed the state and national averages. *Monitor writing performance this year to establish baseline data.

ACT - The number of students taking the ACT has increased the last three years. ACT scores have remained fairly constant for the past five years; however, Morgan County's scores generally are slightly below state and national averages. In 2005-2006 Morgan County's scores increased in all areas with science scores higher than the state average.

The ACT test scores for 2005-06 indicate that the following percentage of students who took the ACT are ready for college in selected courses:

Algebra 24%, English 68%, Biology 21%, Social Science 49% and 14% met the readiness standard for all four courses. These numbers are all below the state average. The smallest gap is 1% in Science and in meeting all four course standards.

*ACT scores must improve to meet or exceed state and national scores for our students to remain competitive in college entrance.

ACT Explore - Grade 8 Middle School

2006-07 ACT Explore results:Morgan County students had a composite score of 14.8 compared to a national composite of 14.9. Morgan County composite score was increased from last year but was slightly below the national average Morgan County students scored at the national average in every test except math. Subject scores increased on all tests from the previous school year. The subject scores follow:

ENGLISH Morgan 14.2 National 14.2

MATH Morgan 14.9 National 15.1

READING Morgan 13.8 National 13.8

SCIENCE Morgan 15.9 National 15.9

Concerns: Female students scored higher than males on the composite and all tests except math. Gender scores were identical for the math test. At least thirty percent of the students expressed a need for help with public speaking, math and in exploring options after high school.

ACT Plan - Grade 10 High School

The profile summary report for the 2006-2007 ACT PLAN: Morgan County students had a composite mean score of 16.6 compared to a national score of 17.5. This reflects an increased compsite score from the previous year. However, Morgan County students scored below the national average on the composite and in all test areas. The breakdown by each topic follows.

MATH Morgan 16.4 National 17.4

ENGLISH Morgan 16.2 National 16.9

READING Morgan 15.9 National 16.9

SCIENCE Morgan 17.4 National 18.2

Summary of concerns: xxx

AP Testing Report/AP Rate

Students enrolled in AP courses include a significantly higher population than the state average. Summary of Concerns *Increase the number of students qualifying for college credit (3 or above) *Increase the number of AP classes countywide

End of Course Testing Report for Career and Technical Education

2005-06

The total average score for all EOC tests increased by 2 points (75 to 77) and the percent of studetns passing the course increased by 7.97% (59.26 to 67.23).

Three courses need improvement and did not meet the state standard or met it minimally. Those courses are Agriculture Mechanics II and Accounting I and II. Ag Mech trailed the state average score by 5 points and Accounting II by 10 points.

Formative and Benchmark Assessments

Benchmark assessments have been developed for math and reading/language arts for 2nd through 10th grades. Subsequent assessments will be developed and administered during the 2007-2008 school year to assess 21st Century CSOs.. Each school will develop and administer formative assessments to continuously monitor learning.

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

Morgan County uses the Woodcock-Munoz Language Survey to determine the amount of services for which a student is eligible.

LEP - What are the number and percent of LEP students at each proficiency level on WESTELL (negligible, very limited, average, advanced)?

2006-07 Data is not yet available.

2004-05 Data indicates the following:

	Level 1	Level 2	Level 3	Level 4	Level 5
Reading	1)16%	1)16%	2) 33%	1)16%	1)16%
Listening	1)16%	0)0%	1)16%	0)0%	4)66%
Writing	1)16%	1)16%	1)16%	3)50%	0)0%
Speaking	0)0%	1)16%	0)05	1)16%	4)66%

2005-06 results

	Level 1	Level 2	Level 3	Level 4	Level 5
Rdg.	1)13%	2)25%	1)13%	2)25%	2)25%
List.	0)0%	0)0%	2)25%	2)25%	4)50%
Writ.	0)0%	4)50%	1)13%	3)38%	0)0%
Spead.	0)0%	0)0%	1)13%	3)38%	4)50%

LEP - What are the number and percent of LEP students participating in the statewide assessment program?

2006-2007 school year, of the fourteen students in Morgan county, eight students participated in the WESTEST. The remaining six were not grade appropriate. 100% of the grade level eligible students participated in WVMAP.

LEP - What are the number and percent of LEP students at or above the 50th percentile on the statewide assessment program?

2006-07 school year: Six students were grade appropriately eligible and participated in the WESTEST. Of these 67% demonstrated proficiency by (four students) scoring at the mastery performance level or above on the Reading/Language Arts Subtest.

PRIORITIES

1. Increase proficiency of students with disabilities for both reading and math at all programmatic levels.
- 2.

Increase the math and reading proficiency of students in the "economically disadvantaged" subgroup across all programmatic levels.

3. Administer county-wide benchmark assessments in math and reading to monitor student progress and target support services based upon results.
4. Provide staff development to review writing rubrics and writing expectations. Explore alternative on-line practice software to replace Writing Roadmap 2.0 (State funding for this program was not renewed for the 2007-08 school year).

C. OTHER STUDENT OUTCOMES**ANALYSIS****Attendance Report (by subgroup if available)**

2006-2007 - The county's accountability attendance rate was 97.4%. This is above the state expectation of 90% and the state average of 97.2%. This was a slight decrease from the previous school year's rate of 97.5%. The lowest attendance rates in the county were among female middle and high school students.

Discipline Referral Report

2005-2006 - The number of discipline related incidents decreased by 16% this school year. The number of suspensions decreased 14% during this school year.

Dropout Rates/Graduation Rates (by subgroup if available)

2006-2007 Morgan County's graduation rate is 87.2% which is above the state expectation of 80.0% and the state average of 84.6%. This is a decrease of 3.9% from the previous year. Prior to this year the graduation rate had steadily increased for four years.

College Enrollment Rate

Our county college going rate is steadily increasing. However, it still is below the state average.

Three-year county average is 43.2%. State-three year average 58.9%

2002-03 - 33.8%

2003-04 - 46.0%

2004-05 - 48.5%

Results of Nationally Recognized Physical Fitness Test

2006-2007 was the inaugural year for the Fitnessgram. xx

CIMP Self Assessment

Morgan County's FY 05-06 CIMP concerns/needs are as follows:

- 1.Special Education personnel meeting West Virginia standard for highly qualified. '04-'05 62%, '05-'06 65%, '06-'07 69%
- 2.Prior Written Notice not given to parents/students at appropriate times.
- 3.Drop out rates of students with disabilities comparable to those for all students.
- 4.The %age of students with disabilities suspended or removed is proportionate to the %age of students with disabilities enrolled.
5. Special ed. teachers consult with school administration and/or other school personnel in the determination of IEP services for students removed for more than 10 days.

6. A functional behavioral assessment must be conducted whenever removals accumulate to more than 10 school days in a school year for the first time.
7. An appropriate BIP is in place for all students with disabilities whenever removals accumulate to more than 10 school days in a school year.
8. The district follows policies and procedures whenever a student with a disability is removed and the removal constitutes a change of placement.
9. Students with disabilities make continuous progress within the state's system for educational accountability (meeting AYP).

Special Education Data Profiles

In the 2005-2006 school term,

33.83% Mastery and above in reading

35.32% Mastery and above in math

Areas that show the greatest weakness in math:

Mental Impairment 93%

Other Health 71%

Specific Learning Disabilities 67%

Areas that show the greatest weakness in reading:

Mental Impairments 89%

Specific Learning Disabilities 74%

Other Health Impaired 63%

LEP - What are the number and percent of limited English proficiency (LEP) students?

'05-'06 Morgan County serves 11 LEP students which is less than 1% of our population (.0004).

'06-'07 Morgan County serves 14 LEP students which is less than 1% of our population (.005).

LEP - What are the major language groups?

The major language group is Spanish.

LEP - What are the number and percent of immigrant students (*if available)?

'05-'06 no data indicating the number of immigrant students

'06-'07 no data indicating the number of immigrant students

LEP - What are the number and percent of migrant students?

'05-'06 No data indicating the number of migrant students.

'06-'07 No data indicating the number of migrant students.

What are the number and percent of schools/levels serving LEP students?

'05-'06 5 out of 7 schools in Morgan County serve LEP students (71%).

'06-'07 6 out of 7 schools in Morgan County serve LEP students (86%)

PRIORITIES

- 1.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

Six of eight schools achieved full accreditation status. Two schools were identified for improvement in the area of achievement for the special education subgroup.

One Title I school was identified as a school of choice. This was the result of not meeting AYP for reading two consecutive years, (05-06 Low SES - 06-07 Special Education). The school did show significant improvements in the Low SES reading and all student reading during the 2006-07 school year. A letter notifying parents of their right to transfer their children was mailed at the beginning of the school year. Any transfer requests were processed and

implemented by Sept 14, 2007.

Two schools received an on-site OEPA Team visit during the 2006-2007 school year. Both schools have a draft report available. Final reports will be pending after a follow-up review this fall/winter. Both schools have developed a plan to address specific report deficiencies and recommendations.

The OEPA monitoring team recommended that Widmyer Elementary be considered for Exemplary Accreditation status during the 2005-2006 reporting cycle. However, this report is still in draft format. This school was named a school of excellence for 2006-2007.

Monitoring Reports (Special Education and NCLB)

Monitoring reports indicate: *A need to increase the number of highly qualified special education and Title I teachers. *A need to increase the number of students with disabilities meeting AYP.

Highly Qualified Personnel Report

During the 2006-2007 school year xxxx

During the 2005-2006 school year 17 teachers were not credentialed as "highly qualified" in at least one NCLB Core Subject Area.

Framework Assessment of High Yield Practices

*Monitoring practices *Use of formative and benchmark assessments to modify the instructional program *Use of high-yield strategies

Digital Divide Report (Technology)

The Morgan County Schools ratio of students to computers is 4.8:1 which is below the state average of 4.3:1. Morgan County has reduced the gap but additional XP Pro or better PCs being added will help close this gap

Special Education Monitoring Reports

Provide monitoring and training on the following:

MDET

IEP process

Child Find

ESY

Provide notice annually to parents

SAT training

Post new positions with multiple areas of certification.

PRIORITIES

1.

There is a need to increase the percentage of NCLB core subject classes taught by highly qualified teachers.

2. There is a need to increase the percentage of students with disabilities meeting AYP.

3. Increase the number of computers and other 21st Century learning tools accessible to teachers and students, particularly in science classrooms.

4. Provide a support team to work with schools that did not meet AYP to develop, implement, support and monitor efforts to increase student achievement.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students will achieve proficiency in reading/language arts.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	The percent of elementary students meeting or exceeding the established annual growth targets for reading/language arts in the aggregate will increase as measured by WESTEST. (*BASELINE DATA DID NOT INCLUDE WARM SPRINGS INTERMEDIATE SCORES)	Reading Elementary	80.80	82.00
1.2	The percent of middle school students meeting or exceeding the established annual growth targets for reading/language arts in the aggregate will increase as measured by WESTEST.	Reading Middle	81.60	91.00
1.3	The percent of high school students meeting or exceeding the established annual growth targets for reading/language arts in the aggregate will increase as measured by WESTEST.	Reading High School	77.50	81.00
1.4	The percent of students meeting or exceeding the state standard for proficiency on the West Virginia Writing Assessment will increase annually.	Writing Assessment	77.30	86.00
1.5	The percent of ESL students making progress in learning English as demonstrated by WESTELL will increase.	Reading ESL	16.00	96.00
1.6	Percent of ESL students attaining English proficiency will increase	Reading ESL	16.00	96.00
1.7	ACT Explore English Test scores will increase annually.	ACT Explore English	13.90	14.50
1.8	ACT Explore Reading Test scores will increase annually.	ACT Explore Reading Test	13.90	14.10
1.9	ACT Plan English Test scores will increase annually.	ACT Plan English	16.80	16.50
1.10	ACT Plan Reading Test scores will increase annually.	ACT Plan Reading	16.70	16.30
1.11	The percent of elementary school students that fail to demonstrate proficiency in reading/language arts for the students with disabilities subgroup will decrease by 10% annually as measured by WESTEST.	Reading Elementary Special Education	0.00	49.50
1.12	The percent of middle school students that fail to demonstrate proficiency in reading/language arts for the students with disabilities subgroup will decrease by 10% annually as measured by WESTEST.	Reading Middle Special Education	62.70	42.80

Goal 2: All students will achieve proficiency in mathematics.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The percent of elementary students meeting or exceeding the established annual growth targets for mathematics in the aggregate will increase as measured by WESTEST. (*BASELINE DATA DID NOT INCLUDE WARM SPRINGS INTERMEDIATE SCORES)	Math Elementary	82.10	87.00
2.2	The percent of middle school students meeting or exceeding the established annual growth targets for mathematics in the aggregate will increase as measured by WESTEST.	Math Middle	67.60	83.00
2.3	The percent of high school school students meeting or exceeding the established annual growth targets for mathematics in the aggregate will increase as measured by WESTEST.	Math High School	77.00	82.00
2.4	ACT Explore Math Test scores will increase annually.	ACT Explore Math Test	13.70	15.20
2.5	ACT Plan Math Test scores will increase annually.	ACT Plan Math	16.80	17.00
2.6	The percent of elementary school students that fail to demonstrate proficiency in math for the students with disabilities subgroup will decrease by 10% annually as	Math Elementary Special Education	0.00	37.30

measured by WESTEST.

2.7	The percent of middle school students that fail to demonstrate proficiency in math for the students with disabilities subgroup will decrease by 10% annually as measured by WESTEST.	Math Middle Special Education	73.30	50.70
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Goal 3: All students will graduate from high school prepared for post-secondary education.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	The percent of students graduating from high school will increase annually.	Graduation	90.60	93.00
3.2	The county's accountability attendance rate will meet or exceed 95%.	Attendance	97.20	97.65
3.3	The annual college-going rate as calculated by the Higher Education Commission will increase annually.	College	45.70	60.00
3.4	Increase and maintain parent involvement throughout all programatic levels. Baseline to be developed in 2006-2007.	Parent Involvement	0.00	75.00
3.5	The ACT Explore Composite test scores will increase annually.	ACT Explore Composite	14.50	15.10
3.6	The ACT Plan Composite test scores will increase annually.	ACT Plan Composite	17.20	17.20
3.7	The percentage of students qualifying as ready for College Algebra will increase annually.	College Algebra Readiness	14.00	44.00
3.8	The percentage of students qualifying as ready for College English Composition will increase annually.	College English Readiness	75.00	77.00

Goal 4: All students will achieve proficiency in science.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	ACT Explore Science Test scores will increase annually.	ACT Explore Science	16.30	16.50
4.2	ACT Plan Science Test scores will increase annually.	ACT Plan Science	18.00	18.00
4.3	The percentage of high school students demonstrating proficiency in science will increase annually as measured by WESTEST.	Science WESTEST High School	88.00	91.50
4.4	The percentage of middle school students demonstrating proficiency in science will increase annually as measured by WESTEST.	Science WESTEST Middle	82.60	87.00
4.5	The percentage of elementary school students demonstrating proficiency in science will increase annually as measured by WESTEST.	Science WESTEST Elementary	82.60	90.00

Goal 5: All core subject classes will be taught by highly qualified teachers

	Objective	Objective Short Name	Baseline	5-year Target
5.1	All NCLB Core Subject classes will be taught by highly qualified teachers.	Highly Qualified Teachers	86.80	98.00

Goal 6: To 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
6.1	Provide updated computer equipment with Windows XP OS for student access	Technology	0.50	1.00

Goal 1: All students will achieve proficiency in reading/language arts.

Objective 1.1 The percent of elementary students meeting or exceeding the established annual growth targets for reading/language arts in the aggregate will increase as measured by WESTEST. (*BASELINE DATA DID NOT INCLUDE WARM SPRINGS INTERMEDIATE SCORES)

As measured by:
WESTEST PERCENT PROFICIENT

Baseline Data		80.80	
Targets		Actual	
2005-2006	83.00	2005-2006	73.50
2006-2007	76.77	2006-2007	76.20
2007-2008	78.00	2007-2008	N/A
2008-2009	79.50	2008-2009	N/A
2009-2010	82.00	2009-2010	N/A

Objective 1.2 The percent of middle school students meeting or exceeding the established annual growth targets for reading/language arts in the aggregate will increase as measured by WESTEST.

As measured by:
WESTEST PERCENT PROFICIENT

Baseline Data		81.60	
Targets		Actual	
2005-2006	84.00	2005-2006	84.40
2006-2007	86.00	2006-2007	81.10
2007-2008	85.00	2007-2008	N/A
2008-2009	88.00	2008-2009	N/A
2009-2010	91.00	2009-2010	N/A

Objective 1.3 The percent of high school students meeting or exceeding the established annual growth targets for reading/language arts in the aggregate will increase as measured by WESTEST.

As measured by:
WESTEST PERCENT PROFICIENT

Baseline Data		77.50	
Targets		Actual	
2005-2006	80.00	2005-2006	74.60
2006-2007	75.83	2006-2007	69.80
2007-2008	77.75	2007-2008	N/A
2008-2009	79.50	2008-2009	N/A
2009-2010	81.00	2009-2010	N/A

Objective 1.4 The percent of students meeting or exceeding the state standard for proficiency on the West Virginia Writing Assessment will increase annually.

As measured by:
West Virginia Writing Assessment Percent Proficient

Baseline Data		77.30	
Targets		Actual	
2005-2006	80.00	2005-2006	70.80
2006-2007	75.00	2006-2007	77.50
2007-2008	80.00	2007-2008	N/A
2008-2009	83.00	2008-2009	N/A
2009-2010	86.00	2009-2010	N/A

Objective 1.5 The percent of ESL students making progress in learning English as demonstrated by WESTELL will increase.

As measured by:
WESTELL

Baseline Data		16.00	
Targets		Actual	
2005-2006	33.00	2005-2006	0.00
2006-2007	66.00	2006-2007	0.00
2007-2008	76.00	2007-2008	N/A
2008-2009	86.00	2008-2009	N/A
2009-2010	96.00	2009-2010	N/A

Objective 1.6 Percent of ESL students attaining English proficiency will increase

As measured by:
WESTELL level 5

Baseline Data		16.00	
Targets		Actual	
2005-2006	33.00	2005-2006	0.00
2006-2007	66.00	2006-2007	0.00
2007-2008	76.00	2007-2008	N/A

2008-2009	86.00	2008-2009	N/A
2009-2010	96.00	2009-2010	N/A

Objective 1.7 ACT Explore English Test scores will increase annually.

As measured by:
County ACT Explore English Test Score

Baseline Data			13.90	
	Targets		Actual	
	2005-2006	14.00	2005-2006	14.10
	2006-2007	14.20	2006-2007	14.20
	2007-2008	14.30	2007-2008	N/A
	2008-2009	14.40	2008-2009	N/A
	2009-2010	14.50	2009-2010	N/A

Objective 1.8 ACT Explore Reading Test scores will increase annually.

As measured by:
County ACT Explore Reading Test Score

Baseline Data			13.90	
	Targets		Actual	
	2005-2006	14.00	2005-2006	13.70
	2006-2007	13.80	2006-2007	13.80
	2007-2008	13.90	2007-2008	N/A
	2008-2009	14.00	2008-2009	N/A
	2009-2010	14.10	2009-2010	N/A

Objective 1.9 ACT Plan English Test scores will increase annually.

As measured by:
County ACT Plan English Test Score

Baseline Data			16.80	
	Targets		Actual	
	2005-2006	16.90	2005-2006	15.70
	2006-2007	16.00	2006-2007	16.20
	2007-2008	16.30	2007-2008	N/A
	2008-2009	16.40	2008-2009	N/A
	2009-2010	16.50	2009-2010	N/A

Objective 1.10 ACT Plan Reading Test scores will increase annually.

As measured by:
County ACT Plan Reading Test Score

Baseline Data			16.70	
	Targets		Actual	
	2005-2006	16.80	2005-2006	15.80
	2006-2007	16.10	2006-2007	15.90
	2007-2008	16.10	2007-2008	N/A
	2008-2009	16.20	2008-2009	N/A
	2009-2010	16.30	2009-2010	N/A

Objective 1.11 The percent of elementary school students that fail to demonstrate proficiency in reading/language arts for the students with disabilities subgroup will decrease by 10% annually as measured by WESTEST.

As measured by:
Non-proficient rate on the WESTEST

Baseline Data			0.00	
	Targets		Actual	
	2005-2006	0.00	2005-2006	63.00
	2006-2007	56.70	2006-2007	68.10
	2007-2008	61.00	2007-2008	N/A
	2008-2009	55.00	2008-2009	N/A
	2009-2010	49.50	2009-2010	N/A

Objective 1.12 The percent of middle school students that fail to demonstrate proficiency in reading/language arts for the students with disabilities subgroup will decrease by 10% annually as measured by WESTEST.

As measured by:
Non-proficient rate on the WESTEST

Baseline Data			62.70	
	Targets		Actual	
	2005-2006	56.00	2005-2006	52.80
	2006-2007	47.60	2006-2007	58.50
	2007-2008	52.70	2007-2008	N/A
	2008-2009	47.50	2008-2009	N/A
	2009-2010	42.80	2009-2010	N/A

Goal 2: All students will achieve proficiency in mathematics.

Objective 2.1 The percent of elementary students meeting or exceeding the established annual growth targets for mathematics in the aggregate will increase as measured by WESTEST. (*BASELINE DATA DID NOT INCLUDE WARM SPRINGS INTERMEDIATE SCORES)

As measured by:
WESTEST PERCENT PROFICIENT

Baseline Data		82.10	
Targets		Actual	
2005-2006	84.00	2005-2006	72.30
2006-2007	74.00	2006-2007	78.30
2007-2008	81.00	2007-2008	N/A
2008-2009	84.00	2008-2009	N/A
2009-2010	87.00	2009-2010	N/A

Objective 2.2 The percent of middle school students meeting or exceeding the established annual growth targets for mathematics in the aggregate will increase as measured by WESTEST.

As measured by:
WESTEST PERCENT PROFICIENT

Baseline Data		67.60	
Targets		Actual	
2005-2006	71.00	2005-2006	74.90
2006-2007	76.50	2006-2007	73.40
2007-2008	77.00	2007-2008	N/A
2008-2009	80.00	2008-2009	N/A
2009-2010	83.00	2009-2010	N/A

Objective 2.3 The percent of high school school students meeting or exceeding the established annual growth targets for mathematics in the aggregate will increase as measured by WESTEST.

As measured by:
WESTEST PERCENT PROFICIENT

Baseline Data		77.00	
Targets		Actual	
2005-2006	80.00	2005-2006	65.20
2006-2007	70.00	2006-2007	68.80
2007-2008	74.00	2007-2008	N/A
2008-2009	78.00	2008-2009	N/A
2009-2010	82.00	2009-2010	N/A

Objective 2.4 ACT Explore Math Test scores will increase annually.

As measured by:
County ACT Explore Math Test Score

Baseline Data		13.70	
Targets		Actual	
2005-2006	13.80	2005-2006	14.60
2006-2007	14.70	2006-2007	14.90
2007-2008	15.00	2007-2008	N/A
2008-2009	15.10	2008-2009	N/A
2009-2010	15.20	2009-2010	N/A

Objective 2.5 ACT Plan Math Test scores will increase annually.

As measured by:
County ACT Plan Math Test Score

Baseline Data		16.80	
Targets		Actual	
2005-2006	16.90	2005-2006	15.80
2006-2007	16.10	2006-2007	16.40
2007-2008	16.60	2007-2008	N/A
2008-2009	16.80	2008-2009	N/A
2009-2010	17.00	2009-2010	N/A

Objective 2.6 The percent of elementary school students that fail to demonstrate proficiency in math for the students with disabilities subgroup will decrease by 10% annually as measured by WESTEST.

As measured by:
WESTEST PERCENT NON-PROFICIENT

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	54.30
2006-2007	48.80	2006-2007	51.10
2007-2008	46.00	2007-2008	N/A

2008-2009	41.40	2008-2009	N/A
2009-2010	37.30	2009-2010	N/A

Objective 2.7 The percent of middle school students that fail to demonstrate proficiency in math for the students with disabilities subgroup will decrease by 10% annually as measured by WESTEST.

As measured by:

Baseline Data			
Targets		Actual	
2005-2006	65.70	2005-2006	65.30
2006-2007	58.70	2006-2007	68.20
2007-2008	61.40	2007-2008	N/A
2008-2009	56.30	2008-2009	N/A
2009-2010	50.70	2009-2010	N/A

Goal 3: All students will graduate from high school prepared for post-secondary education.

Objective 3.1 The percent of students graduating from high school will increase annually.

As measured by:
Graduation Rate

Baseline Data		90.60	
Targets		Actual	
2005-2006	91.00	2005-2006	91.10
2006-2007	91.50	2006-2007	87.20
2007-2008	91.00	2007-2008	N/A
2008-2009	92.00	2008-2009	N/A
2009-2010	93.00	2009-2010	N/A

Objective 3.2 The county's accountability attendance rate will meet or exceed 95%.

As measured by:
Accountability Attendance Rate

Baseline Data		97.20	
Targets		Actual	
2005-2006	97.30	2005-2006	97.50
2006-2007	97.55	2006-2007	97.40
2007-2008	97.55	2007-2008	N/A
2008-2009	97.60	2008-2009	N/A
2009-2010	97.65	2009-2010	N/A

Objective 3.3 The annual college-going rate as calculated by the Higher Education Commission will increase annually.

As measured by:
Percent attending college as reported by the Higher Education Commission

Baseline Data		45.70	
Targets		Actual	
2005-2006	49.35	2005-2006	48.50
2006-2007	51.00	2006-2007	0.00
2007-2008	54.00	2007-2008	N/A
2008-2009	57.00	2008-2009	N/A
2009-2010	60.00	2009-2010	N/A

Objective 3.4 Increase and maintain parent involvement throughout all programatic levels. Baseline to be developed in 2006-2007.

As measured by:
Percentage of parents involved in student/school activities.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	60.00	2006-2007	0.00
2007-2008	65.00	2007-2008	N/A
2008-2009	70.00	2008-2009	N/A
2009-2010	75.00	2009-2010	N/A

Objective 3.5 The ACT Explore Composite test scores will increase annually.

As measured by:
County ACT Explore Composite Test Score

Baseline Data		14.50	
Targets		Actual	
2005-2006	14.60	2005-2006	14.60
2006-2007	14.70	2006-2007	14.80
2007-2008	14.90	2007-2008	N/A
2008-2009	15.00	2008-2009	N/A
2009-2010	15.10	2009-2010	N/A

Objective 3.6 The ACT Plan Composite test scores will increase annually.

As measured by:
County ACT Plan Composite Test Scores

Baseline Data		17.20	
Targets		Actual	
2005-2006	17.30	2005-2006	16.30
2006-2007	16.70	2006-2007	16.60
2007-2008	16.80	2007-2008	N/A
2008-2009	17.00	2008-2009	N/A
2009-2010	17.20	2009-2010	N/A

Objective 3.7 The percentage of students qualifying as ready for College Algebra will increase annually.

As measured by:
ACT Math Assessment

Baseline Data				14.00
	Targets		Actual	
	2005-2006	20.00	2005-2006	24.00
	2006-2007	29.00	2006-2007	0.00
	2007-2008	34.00	2007-2008	N/A
	2008-2009	39.00	2008-2009	N/A
	2009-2010	44.00	2009-2010	N/A

Objective 3.8 The percentage of students qualifying as ready for College English Composition will increase annually.

As measured by:
ACT English Composite Assessment

Baseline Data				75.00
	Targets		Actual	
	2005-2006	78.00	2005-2006	68.00
	2006-2007	71.00	2006-2007	0.00
	2007-2008	73.00	2007-2008	N/A
	2008-2009	75.00	2008-2009	N/A
	2009-2010	77.00	2009-2010	N/A

Goal 4: All students will achieve proficiency in science.

Objective 4.1 ACT Explore Science Test scores will increase annually.

As measured by:
County ACT Explore Science Test Score

Baseline Data		16.30	
Targets		Actual	
2005-2006	16.40	2005-2006	15.60
2006-2007	15.80	2006-2007	15.90
2007-2008	16.10	2007-2008	N/A
2008-2009	16.30	2008-2009	N/A
2009-2010	16.50	2009-2010	N/A

Objective 4.2 ACT Plan Science Test scores will increase annually.

As measured by:
County ACT Plan Science Test Score

Baseline Data		18.00	
Targets		Actual	
2005-2006	18.10	2005-2006	17.60
2006-2007	17.80	2006-2007	17.40
2007-2008	17.60	2007-2008	N/A
2008-2009	17.80	2008-2009	N/A
2009-2010	18.00	2009-2010	N/A

Objective 4.3 The percentage of high school students demonstrating proficiency in science will increase annually as measured by WESTEST.

As measured by:
Percent Proficient on WESTEST Science Test.

Baseline Data		88.00	
Targets		Actual	
2005-2006	88.50	2005-2006	89.00
2006-2007	89.00	2006-2007	85.00
2007-2008	88.50	2007-2008	N/A
2008-2009	90.00	2008-2009	N/A
2009-2010	91.50	2009-2010	N/A

Objective 4.4 The percentage of middle school students demonstrating proficiency in science will increase annually as measured by WESTEST.

As measured by:
Percent Proficient on WESTEST Science Test.

Baseline Data		82.60	
Targets		Actual	
2005-2006	83.50	2005-2006	83.80
2006-2007	84.00	2006-2007	81.90
2007-2008	84.00	2007-2008	N/A
2008-2009	85.50	2008-2009	N/A
2009-2010	87.00	2009-2010	N/A

Objective 4.5 The percentage of elementary school students demonstrating proficiency in science will increase annually as measured by WESTEST.

As measured by:
Percent Proficient on WESTEST Science Test.

Baseline Data		82.60	
Targets		Actual	
2005-2006	83.00	2005-2006	83.30
2006-2007	83.50	2006-2007	85.80
2007-2008	87.00	2007-2008	N/A
2008-2009	88.50	2008-2009	N/A
2009-2010	90.00	2009-2010	N/A

Goal 5: All core subject classes will be taught by highly qualified teachers

Objective 5.1 All NCLB Core Subject classes will be taught by highly qualified teachers.

As measured by:

Percentage of NCLB Core Subject classes taught by teachers credentialed as "highly qualified".

Baseline Data				86.80
	Targets		Actual	
	2005-2006	90.00	2005-2006	89.60
	2006-2007	92.00	2006-2007	0.00
	2007-2008	94.00	2007-2008	N/A
	2008-2009	96.00	2008-2009	N/A
	2009-2010	98.00	2009-2010	N/A

Goal 6: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology

Objective 6.1 Provide updated computer equipment with Windows XP OS for student access

As measured by:

Percentage of computers that are XP or higher as measured by Digital Divide Survey

Baseline Data				0.50
	Targets		Actual	
	2005-2006	0.60	2005-2006	0.54
	2006-2007	0.70	2006-2007	0.71
	2007-2008	0.80	2007-2008	N/A
	2008-2009	0.90	2008-2009	N/A
	2009-2010	1.00	2009-2010	N/A

HIGH YIELD STRATEGIES THAT WILL BE UTILIZED TO COMPLETE THE FIVE YEAR PLAN

CURRICULUM	INSTRUCTION	SCHOOL EFFECTIVENESS	STUDENT/PARENT SUPPORT	CONTINUOUS IMPROVEMENT
Rigorous Performance in Core Subjects <input type="checkbox"/>	Classroom Environments <input type="checkbox"/>	Culture of Support and Trust and Collaboration <input type="checkbox"/>	Culture that Accepts Responsibility for Students <input type="checkbox"/>	District Leadership to Create Learning Centered Schools <input type="checkbox"/>
21st Century Content <input checked="" type="checkbox"/>	Instructional Management <input type="checkbox"/>	Performance Goals to Develop 21st Century Learners <input type="checkbox"/>	Innovative Approaches to Meeting Subgroup Needs <input type="checkbox"/>	Change as an On-Going Continuous Process <input type="checkbox"/>
Standards-Based Curriculum <input type="checkbox"/>	Standards-Based Unit and Lesson Design <input type="checkbox"/>	Leadership Development <input type="checkbox"/>	Support System for Student Physical and Social and Emotional Needs <input type="checkbox"/>	Identification of System-Wide Core Beliefs <input type="checkbox"/>
Prioritization and Mapping <input type="checkbox"/>	21st Century Learning Skills <input type="checkbox"/>	Integration of 21st Century Learning <input checked="" type="checkbox"/>	Developmental Guidance with Character and Career Education Development <input type="checkbox"/>	Well-Articulated Mission <input type="checkbox"/>
Performance Benchmarks <input checked="" type="checkbox"/>	Differentiated Instruction <input type="checkbox"/>	Balanced Professional Development <input type="checkbox"/>	Strategies that Develop Students having 21st Century Learning Skills <input type="checkbox"/>	Change Based on Internal and External Factors <input type="checkbox"/>
Balanced Assessment System <input type="checkbox"/>	Research-Based High Yield Instructional Strategies <input type="checkbox"/>	Presence of the Correlates of Effective Schools	Effective Transition Pre K to Post Secondary <input type="checkbox"/>	Systemic Design and Implementation <input type="checkbox"/>
Pre K-12 Literacy Model <input type="checkbox"/>	Authentic Classroom Assessments <input type="checkbox"/>		Understanding the Need to Develop 21st Century Graduates <input type="checkbox"/>	Parents as Respected and Valued Partners <input type="checkbox"/>
Pre K-12 Mathematics Model <input type="checkbox"/>	Adjustment of Instructional Time <input type="checkbox"/>	Professional Development for School Strategic Planning Committees <input type="checkbox"/>	Parent Involvement Communication System <input checked="" type="checkbox"/>	Change Processes that Address Interrelatedness of Activities and Resources <input type="checkbox"/>
Curriculum Support System <input type="checkbox"/>	Integration of Literacy Strategies <input type="checkbox"/>	Support for the Work of the School Strategic Planning Process <input type="checkbox"/>	Proactive Community <input type="checkbox"/>	Plan and Do and Study and Act Cycle <input type="checkbox"/>
Curriculum Monitoring Process <input type="checkbox"/>	Accelerated Learning <input type="checkbox"/>	Analyze Trends and Establish Priorities for School Improvement <input type="checkbox"/>	Data-Based System for Monitoring Student Academic and Personal Progress <input type="checkbox"/>	Collaboratively Developed Strategic Plan <input type="checkbox"/>
	Instructional Support System <input type="checkbox"/>	Time and Resources to Support School-Based Learning Communities <input type="checkbox"/>	Effective Preschool Programs <input type="checkbox"/>	
	Instructional Monitoring System <input type="checkbox"/>	Support for School-Based Professional Development that is Ongoing and Embedded <input checked="" type="checkbox"/>		
	Highly Qualified Teachers <input checked="" type="checkbox"/>	District Monitoring System for School Accountability <input type="checkbox"/>		
		Time Prior to and During the Instructional Term for Meaningful Staff Planning <input type="checkbox"/>		
Other Strategies				

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

High Yield Strategies Identified	Year 1 (2006)	Year 2 (2007)	Year 3 (2008)	Year 4 (2009)	Year 5 (2010)
Highly Qualified Teachers	Frequent Monitoring of Student Progress Strategies for Providing Social/Emotional and Academic Support Parents as Respected and Valued Partners Change Based on Internal and External Factors	District Monitoring System for School Accountability Highly Qualified Teachers 21st Century Content Integration of 21st Century Learning Parent Involvement Communication System	21st Century Content Highly Qualified Teachers		
21st Century Content	Formative Assessments	Effective Preschool Programs			
Integration of 21st Century Learning	Highly Qualified Teachers	Use of Data to Target Improvement Efforts			
Parent Involvement Communication System	Innovative Approaches to Meeting Subgroup Needs	Performance Benchmarks			
Support for School-Based Professional Development that is Ongoing and Embedded	Effective Transition PreK - Post Secondary				
Use of Data to Target Improvement Efforts	Proactive Parent Involvement System				
Performance Benchmarks	Use of Data to Target Improvement Efforts				
	Differentiated Instruction Time for Planning, Collaboration and Problem Solving				
	Research-Based High Yield Instructional Strategies				
	Performance Benchmarks				

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Highly Qualified Teachers	The US Department of Education's <i>Secretary's Third Annual Report on Teacher Quality, (2004)</i> states: "A highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers. In fact, highly qualified teachers are able to raise the academic achievement levels of all students to high levels--not just the students who are already performing well." Thus, the need for highly qualified 21 st Century proficient teachers is apparent
21st Century Content	
Integration of 21st Century Learning	According to <i>Technically Speaking</i> , a report by the National Academy of Engineering and the National Research Council, "Technologically literate workers are more likely than those lacking such literacy to have a broad range of knowledge and abilities, such as the critical thinking skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS)".
Parent Involvement Communication System	<p>Research from the National Parent Teacher Association indicates:</p> <ul style="list-style-type: none"> • When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' educational level. • The more extensive the parent involvement, the higher the achievement. • When parents are involved, students exhibit more positive attitudes and behavior. • Secondary students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future. Students whose parents are not involved are more likely to drop out.
Support for School-Based Professional Development that is Ongoing and Embedded	
Use of Data to Target Improvement Efforts	Robert Marzano's <i>What Works in Schools: Translating Research into Action</i> , cites the use of data as part of one of the critical areas around which schools can focus improvement efforts. His translation of the meta-analysis of research titled, <i>A new Era of School Reform: What 30 years of Research Tells Us</i> summarizes data collection as a critical part of setting challenging goals and effective feedback.
Performance Benchmarks	Benchmarking is a process of measuring organizational growth and development against a set of standards within an industry; when thought of in terms of student achievement, it is measuring learning against teaching and is among the most important tools a teacher can have to gauge where the students are on an individual or group basis. (Camp and Spendolini)

Technology Plan

Submitted by - tjr58001 2007-09-17 12:54:37.0

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,

Maintain county and school computer systems utilizing student technicians through the Aries Technology curriculum. This provides student opportunities for computer repair, networking, cabling, and server management while providing hands-on training in a work-based environment.

Technology Needs Assessment

The Morgan County Schools ratio of students to computers is 4.8:1 which is below the state average of 4.3:1. Morgan County has reduced the gap but additional XP Pro or better PCs being added will help close this gap

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step #technology# Provide technology resources for high need and high poverty students that are not available to them at home.

Projected Begin Date August 23, 2006	Projected End Date June 7, 2009	Actual Begin Date August 23, 2006	Actual End Date June 7, 2009
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Purpose To improve achievement levels of at-risk students	Persons Responsible County and School Technology Staff Administrative Staff
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Federal Compliances
Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step #technology# s 21st century state and local funds are used to update school computer labs on a rotating basis.

Projected Begin Date July 1, 2007	Projected End Date June 7, 2009	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To provide state of the art technology for integrated curriculum to improve student achievement	Persons Responsible County and School Technology Staff
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Federal Compliances
Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/01: Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology

- 01 - 21st century state and local funds are used to update school computer labs on a rotating basis.
- 02 - Add 29 new workstations to Berkeley Springs HS
- 03 - Infrastructure updates at Warm Springs HS (Cisco Policy switches, etc).
- 04 - Add 24 new workstations (with Microsoft Office) and a interactive white board at Pleasant View Elementary School
- 05 - Add 27 new workstations at Greenwood ES

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2008	May 1, 2006	June 8, 2009

Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Morgan County schools.

Persons Responsible

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 None

Action Step #technology# Provide schools with Qwizdom interactive student response systems.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
May 1, 2006	June 8, 2009	May 1, 2006	June 8, 2009

Purpose Provide schools with a classroom tool to increase motivation, ongoing assessment and student achievement

Persons Responsible Directors Principals

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step #technology# Implement K-8 Odyssey county-wide and continue to expand use of GradeQuick and IDMS Web to integrate standards based curriculum to enhance student achievement

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2006	June 30, 2009	July 1, 2006	June 30, 2009

Purpose Increase student achievement

Persons Responsible County Technology Staff Administrators Teachers

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

Plan Section Technology

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

Action Step #technology# Provide schools with Odyssey basic skills software.

Projected Begin Date August 24, 2006	Projected End Date June 8, 2009	Actual Begin Date August 24, 2006	Actual End Date June 8, 2009
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Purpose Provide schools with software to provide targeted re-teach lessons/tutorials, ongoing assessment and student achievement.

Persons Responsible
Directors Principals
County Tech Coordinator

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

Plan Section Technology

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

Action Step TECH/02: Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

- 01 - Provide technology resources for high need and high poverty students that are not available to them at home.
- 02 - Provide schools with Qwizdom interactive student response systems for benchmarking
- 03 - Implement K-8 Odyssey county-wide and continue to expand use of GradeQuick and IDMS Web to integrate standards based curriculum to enhance student achievement
- 04 - Provide schools with Odyssey basic skills software

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date May 1, 2006	Actual End Date June 8, 2009
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Purpose To improve the use of 21st century tools and resources to improve student achievement.

Persons Responsible

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** None

Action Step #technology# Use of system-wide email for communication between staff, students, and parents.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date July 1, 2006	Actual End Date June 30, 2009
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Purpose Facilitate faster and more efficient communication.

Persons Responsible
County Tech Coordinator
School Tech Coordinators
Administrative Staff

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

Plan Section Technology

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

Action Step #technology# Maintain data lines in schools and provide long distance service for schools and offices.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date July 1, 2006	Actual End Date June 30, 2009
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Purpose To provide high speed access for student access to distance learning facilities and internet resources.

Persons Responsible
Technology Staff
Administrative Staff

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

Plan Section Technology

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

Action Step #technology# Maintain cellular phone service for schools.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date July 1, 2006	Actual End Date June 30, 2009
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Purpose To provide administrative staff with high end alternative communication capability

Persons Responsible
Technology Staff
Administrative Staff

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

Plan Section Technology

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

Action Step TECH/03: Ensure that the use of telecommunications and internal connections in the schools will enhance student learning.

- 01 - Use of system-wide email for communication between staff, students, and parents.
- 02 - Maintain data lines in schools and provide long distance service for schools and offices.
- 03 - Maintain cellular phone service for schools.
- 04 - Request e-rate discounts for web hosting in order to provide EdLine for parent/student/community collaboration

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date May 1, 2006	Actual End Date June 8, 2009
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Purpose To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS.

Persons Responsible

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** None

Action Step #technology# Provide schools with interactive white boards, data projectors and/or tablet PC or notebook computers.

Projected Begin Date July 1, 2006	Projected End Date June 8, 2009	Actual Begin Date July 1, 2006	Actual End Date June 8, 2009
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Purpose Provide schools with a classroom tool to increase motivation, presentation of 21st Century style lessons and student achievement	Persons Responsible Directors Principals County Tech Coordinator
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Federal Compliances
Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

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

Action Step TECH/04: Provide increased access for students and teachers to 21st century tools and resources

01 - Provide schools with interactive white boards, data projectors and/or tablet PC or notebook computers.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date May 1, 2006	Actual End Date June 8, 2009
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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
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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** None

Action Step #technology# Implement distance learning opportunities to teach middle school Spanish at Warm Spring Middle and Paw Paw High Schools and Latin and other classes at Berkeley Springs High School

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date July 1, 2006	Actual End Date June 30, 2009
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Purpose Provide enhanced curriculum offerings to students	Persons Responsible County Tech Staff School Administrators School Tech Staff
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Federal Compliances
Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section Technology

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

Action Step #technology# Keep administrators and faculty informed on e-learning opportunities.

Projected Begin Date August 11, 2006	Projected End Date June 8, 2009	Actual Begin Date August 11, 2006	Actual End Date June 8, 2009
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Purpose Principals will be able to take part in learning groups that are linked electronically. This allows for participation without costly travel time and expenses.

Persons Responsible
Directors

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/05: Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources

01 - Implement distance learning opportunities to teach middle school Spanish at Warm Spring Middle and Paw Paw High Schools and Latin and other classes at Berkeley Springs High School

02 - Keep administrators and faculty informed on e-learning opportunities.

03 - Provide a virtual school lab at Berkeley Springs HS

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date May 1, 2006	Actual End Date June 8, 2009
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Purpose 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).

Persons Responsible

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step #technology# Continue expansion and use of Edline and Gradequick in all schools.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date July 1, 2006	Actual End Date June 30, 2009
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Purpose Increase parental access to student performance data.

Persons Responsible
Administrative Staff
Technology Staff

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step #technology# County and school web pages and Edline provide community and parental access to student achievement information and general school and county office information.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date July 1, 2006	Actual End Date June 30, 2009
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Purpose To increase parental involvement in student achievement and provide community access to school information.

Persons Responsible
Technology staff

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

Plan Section Technology

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

Action Step TECH/06: Promote parental involvement and improved collaboration with community/home through the user of 21st century tools and resources

- 01 - Continue expansion and use of Edline and Gradequick in all schools.
- 02 - County and school web pages and Edline provide community and parental access to student achievement information and general school and county office information.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date May 1, 2006	Actual End Date June 8, 2009
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Purpose To improve communication and collaboration among stakeholders

Persons Responsible

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

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology **Associated High Yield Strategies** Use of Data to Target Improvement Efforts

Action Step #technology# Train all county teachers in core subjects on the use of web based Odyssey to enhance student achievement

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date July 1, 2006	Actual End Date June 30, 2009
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Purpose Teacher staff development

Persons Responsible
County Tech Staff
School Tech Staff C&I
Directors

Target Audience
Teachers

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

Plan Section Technology

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

Action Step #technology# Conduct summer technology academy during August 2007

Projected Begin Date August 6, 2007	Projected End Date August 7, 2007	Actual Begin Date August 6, 2007	Actual End Date August 7, 2007
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Purpose Provide teacher training on 21st Century Learning tools

Persons Responsible
County Tech Coordinator
WSMS TIS

Intended Impact on Audience Teachers

Professional Development Trainer Led

Federal Compliances Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/07: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

- 01 - Provide Odyssey training for all schools
- 02 - Provide summer academy in 2007; plan for academy in 2008

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

Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources

Persons Responsible

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

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step #technology# Use Symantec Anti-Virus from the servers to push s/w to workstations

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 1, 2006	June 30, 2009	August 1, 2006	June 30, 2009

Purpose To maintain updated anti-virus protection and spyware protection

Persons Responsible County Tech Coordinator

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step #technology# Provide and train all schools in troubleshooting and repair techniques to provide for timely maintenance of all computer equipment in the schools.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 1, 2006	June 30, 2009	August 1, 2006	June 30, 2009

Purpose To provide efficiency in use of computers for instructional and support purposes

Persons Responsible County Tech Coordinator
School Tech Coordinator/TIS Aries
Teachers

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/08: Maintain and repair all 21st century tools and internal connections

- 01 - Use Symantec Anti-Virus from the servers to push s/w to workstations
- 02 - Provide and train all schools in troubleshooting and repair techniques to provide for timely maintenance of all computer equipment in the schools.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date May 1, 2006	Actual End Date June 8, 2009
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Purpose To provide a stable and robust 21st century learning environment

Persons Responsible

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

Technology 09-Adult Literacy

Plan Section Technology

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

Action Step #technology# High School Odyssey Intervention will be added to provide for adult literacy, credit recovery and alternative education

Projected Begin Date June 18, 2007	Projected End Date June 30, 2009	Actual Begin Date June 18, 2007	Actual End Date June 30, 2009
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Purpose

Persons Responsible
Adult Programs
Coordinator
Administrators Teachers

Federal Compliances
Technology 09-Adult Literacy

Plan Section Technology

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

Action Step TECH/09: To collaborate with adult literacy providers to provide 21st century skills for community

- 01 - High School Odyssey Intervention will be added to provide for adult literacy, credit recovery and alternative education

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date May 1, 2006	Actual End Date June 8, 2009
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Purpose To provide 21st century skills for adults/community

Persons Responsible

Federal Compliances
Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	9,000.00	6,390.00	2,610.00
		Data Lines	41,040.00	29,594.00	11,446.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	80,500.00	69,850.00	10,650.00
		Internet Access	0.00	0.00	0.00
		Long Distance	4,500.00	3,195.00	1,305.00
		Paging	0.00	0.00	0.00

Voice	23,210.00	16,820.00	6,390.00
WAN	0.00	0.00	0.00
Web Hosting	16,006.00	11,364.00	4,642.00
E-rate Totals	174,256.00	137,214.00	37,042.00

TFS/Elementary E-rate Application	2008 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008 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	9,000.00	6,390.00	2,610.00
		Data Lines	41,040.00	29,594.40	11,445.60
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	80,500.00	69,850.06	10,650.02
		Internet Access	0.00	0.00	0.00
		Long Distance	4,500.00	3,195.00	1,305.00
		Paging	0.00	0.00	0.00
		Voice	23,209.00	16,820.04	6,389.88
		WAN	0.00	0.00	0.00
		Web Hosting	16,005.00	11,364.03	4,641.65
		E-rate Totals		174,255.00	137,213.53

TFS/Elementary E-rate Application	2007 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007 State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2006	Cellular	8,640.00	6,048.00	2,592.00
		Data Lines	45,495.00	32,099.25	13,395.75
		Internal Conn Maint	21,600.12	15,120.09	6,480.03
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	5,004.00	3,502.80	1,501.20
		Paging	0.00	0.00	0.00
		Voice	28,860.00	20,382.00	8,478.00
		WAN	0.00	0.00	0.00
		Web Hosting	20,068.00	14,047.60	6,020.40
E-rate Totals		129,667.12	91,199.74	38,467.38	

State Basic Skills E-rate Application	2006 State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006 State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2005	Cellular	8,640.00	6,480.00	2,160.00
		Data Lines	37,185.00	28,141.50	9,043.50
		Internal Conn Maint	36,000.00	28,800.00	7,200.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	5,004.00	3,753.00	1,251.00
		Paging	0.00	0.00	0.00
		Voice	20,400.00	15,480.00	4,920.00
		Web Hosting	9,700.00	7,275.00	2,425.00
		E-rate Totals		116,929.00	89,929.50

State Basic Skills E-rate Application	2005 State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application 2005 State Totals - SUCCESS 0.00 0.00 0.00

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? 10/17/2001

3. When was the public meeting held for CIPA Compliance? 10/16/2001

4. Provide the URL to your acceptable use policy. <http://morganschools.net>

	Other Schools Buildings Total	
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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
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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
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7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	7	1	8
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8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
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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
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10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
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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
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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
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13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	7	1	8
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14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
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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
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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