FIVE-YEAR STRATEGIC PLAN
2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

PENDLETON COUNTY SCHOOLS PENDLETON COUNTY BOARD OF EDUCATION

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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	Superintendent	Doug Lambert
	Director of Student Services	Donald Bucher
	Director of Curriculum and Instruction/Technology	Ann Bennett
	Test Coordinator	Debra Jackson
	Director of Finance/E-rate/Technology	J.P. Mowery
	Principal	Lincoln Propst
	Principal	Charles Hedrick
	Principal	John Marra
	Principal	John Smith
Other	Parent Coordinator	Kitty Carson
	Guidance	Mary Grace Richardson
	Guidance	Marsha Keller
Parents	Parent	Cary Hevener
	Parent	Jeanette Ratliff
	Parent	Debbie Hill
	Parent	Becky McConnell
	Parent	Jimmy Oglesby
Teachers	Teacher	Kim Keplinger
	Teacher	Cindy Wilkins
	Teacher	Amy Rexrode
	Teacher	Lynn Beatty
	Teacher	Vickie Skavenski
	Teacher	Donald Wagner
	Teacher	Patty Sickler
	Teacher	Crystal Ceely
	Teacher	Patricia Hammer
	Teacher	Rose Robinson
	Teacher	Nicole Hevener
	Teacher	Judy Waggoner
	Teacher	Mary Beth Lambert
	Teacher	Frank Skavenski
	Teacher	Rick Linaburg
	Teacher	Angie Cooper
	Teacher	Patricia McClung
	Teacher	Ruth Vogel
	Teacher	Cheryl Dahmer
	Teacher	Gary Smith
	Teacher	John Verzich
	Teacher	Debbie Thompson
	Teacher	Regina Hedrick
	Teacher	Sue Harper
	Teacher	Sandy Simmons
	Teacher	Dora Boggs
	Teacher	Rebecca Schlaegel
	Teacher	Robrietta Lambert
	Teacher	Lynn Vandevander
	Teacher	John Dorsey
	Teacher	Jane Conrad

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

Providing Children Success

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. We believe that all children will achieve mastery of the essential curriculum given appropriate time and conditions. We believe that schools and school systems are responsible for creating the conditions necessary for all students to achieve mastery. We believe that commitment to high standards in all aspects of the organization is essential to produce mastery for all. We believe that strong instructional leadership and highly qualified personnel are required to build the systems and develop the culture to achieve mastery for all. We believe that parents, treated as valued and respected partners involved in the activities of the school, enhance student learning. We believe that the primary measures of school and system success are the increase of students who achieve mastery and beyond and the decrease in the achievement gap among student sub-groups. We believe that transforming a school system to produce "mastery for all" requires a systemic continuous improvement process.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	42,000.00
Grants	780.00
Step 7	10,000.00
Technology E-rate	33,539.40
Technology E-rate County Match	11,016.60
Technology Local Share	4,636.40
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	16,368.00
TFS/Elementary Technology	15,169.50
TFS/Secondary Technology	18,747.00
Title I	277,076.20
Title II	73,359.00
Title IV Safe and Drug Free Carryover Budget	15,173.41
Title IV Safe and Drug Free Schools	94,290.96
Title V	1,615.00
Total	**$ 613,771.47**

DATA ANALYSIS

A. EXTERNAL DATA
ANALYSIS

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

Our enrollment on May 31, 2007 showed a decrease of 4 students which is encouraging in that we have had higher decreases over the past few years when the same tally was taken. We are hopeful that this will be reflected in the 2nd month report in October 2007 of which school funding is based.

Our pre-school numbers will increases due to the addition of a collaborative effort between Pendleton County Schools and Head Start.

Countywide student population has decreased by 150 students-10% in the past 6 years. County concerns are less state funds, less personnel and less programs. Also a concern is an increased reliance upon "special state funding" from $200,000(FY 01) to $800,000 (FY 06)

For 2006-07, preliminary student numbers show a decrease of 21 students.

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

The population of citizens under 18 years of age has dropped 14% from 1990-2000 and the elderly population has increased. Our school enrollment has decreased, may level out but will not increase.

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

2006-07 data: Our economcially disadvataged count dropped from 54.71% to 48.73%, aprroximately 10%. While the change has been attributed to differences in the reporting and gathering of data, it still is significant in that funding sources are based on this count.

No significant changes in racial or minority status have been noted. A 20% increase in free/reduced meals has been noted. 50% of our students receive free/reduced meals. The higher participation will result in more reimbursement for the food program. The county may be considered for state/federal grants or monies. Increased participation in the food program will increase cell size. A larger cell size will have implications for AYP.

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

The total number of jobs in the county is decreasing, but the county has the lowest unemployment rate in the state. The closing of the Hanover Shoe Factory had an impact on the county. Less school enrollment will result in less state money. More parents are traveling out of the county for employment- more time away from home, i.e., parental involvement and support is affected, homework, conferences, etc. The economic stability of bordering counties/states where parents are employed will/may ultimately affect Pendleton County.

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

In 10 years, single parent homes have increase 76%. The number of students on free/reduced meals has increased. More grandparents are becoming the main caregivers. The lack of family structure and less parental involvement has an affect on county test scores.

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?

The PRIDE Survey(1-year's data) shows students are using drugs, alcohol, and tobacco, but the validity and reliability of the survey is an issue. An increase has been noted in juvenile delinquency cases and an increase in the number of children living in poverty. This may have an impact on attendance, discipline, and test scores.

According to the 2005 West Virginia Youth Risk Behavior Survey:

25.3% of high school students were smokers

41.5% of high school students used alcohol

19.6% of high school students used marijuana

PRIDE Survey usage has been discountinued in RESA VIII's SDFS Program.

For 2006-07, Kids Count ranked Pendleton County as the second best district to raise children. Monogalia County was rated first. This placement is still something of which we are very proud to achieve.

On a positive note, KidsCount recently proclaimed Pendleton County as the top distict in West Virginia to raise children.

The Asset Survey was given in September 2006 to 448 Pendleton County students grades 7-12 by Pendleton Community Care. The instrument used the Search Institute's Profile of Student Life: Attitudes and Behaviors Survey. The survey assesses the extent to which youth experience the 40 Developmental Assets, the building blocks of healthy youth development and how the assets relate to their behavior. Survey results showed that 84% of youth are not involved in creative extracurricular activities; 76% feel they do not have enough positive role models and 75% feel they are not given useful roles in the community. The findings and strategies will be reflected in Goal 4 of our strategic plan.

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

May 2007 - We recently were honored as a Hall of Fame member to the June Harless Center of Marshall University. Pendleton County has set the standard for rural counties in West Virginia by implementing video conferencing to improve teacher professional development and provide higher level classes for students. Examples include curriculum enrichment courses (foreign language, calculus and AP classes), family support services (family math night, family literacy nights), video field trips, mentoring, and cognitive coaching models for K-2 teachers.

Students living in a rural community have access to the world through technology.

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

For the Class of 2007, the following data was acquired through an on-line survey. 65% of seniors surveyed worked anywhere from less than 10 to more than 40 hours a week. Most worked for extra spending money. 95% were pleased with their high school experience. 77% were positive regarding the overall academic offerings.

May 2007 follow-up regarding the Class of 2006: Of the 74 students who graduated, 50% returned their survey - 64% were in college, 19% in a technical program, 8% are in the military and 5% are working.

29% of seniors work after school and many work 4 or more hours each day. Most seniors worked 20 hours per week. The students will have less time for academics and extra-curricular activities. Students may choose to take an easier course load.

For the Class of 2006, no survey was given regarding the information above.

B. STUDENT ACHIEVEMENT DATA
ANALYSIS

No Child Left Behind School Reports

County did not make AYP based on special edcuation cell group.

For 2005-06 testing, our school system did not make AYP based on special education cell group in math. For 2006-07 testing, our school system did not make AYP based on special education cell group in math and reading.

WESTEST Confidential Summary Report

With the exception of the 8th grade, our reading scores were higher than math. Special education cell had mastery in reading more frequently than math - however, county wide we did not make AYP in our special education cell.

2005-06 testing shows that as before, our reading scores were higher than math. We did oberve that our gains were not as significant as before.

WESTEST Confidential Item Analysis Summary

See school plan - time was provided (full day) for teachers to utilize in determinng strenghts and weaknesses and to identify those CSO's below the county benchmark of 60%.

For the 2006-07 term, we are using half days (6) instead of the the three full days used last year for data analysis and preparation in the utilization of the I know web-site. Formative assessments are to be used every four and half weeks to help in the mastery/proficent process in all grades.

WESTEST Confidential Roster Report

See school plan.

WV Writing Assessment

Our scores continue to be at or above state level. At the fourth grade level weaknesses were noted in sentence structure and mechanics. The elementary grades will continue to use writing process training.

2006 testing:

Grades four through ten will utilize the writing roadmap curriculum for the 2006-07 school term.

Fourth grade - 74% at or above mastery; strengths include skills in organization, development, word choice - weaknesses

in sentence structure and mechanics.

Seventh grade - 71% at or above mastery; weaknesses (slight) include sentence structure and mechanics. Our scores were strongest in expository writing - weaker in narrative writing.

Tenth grade - 80% at or above mastery; weaknesses include sentence structure and mechanics - Scores indicated strengths in expository and narrative writing.

We are at or slightly above the state average.

2006-2007

Fourth grade - 79% at or above mastery, above the state average of 70%.

Seventh Grade - 72% at or above mastery; lowest mean score was in the area of mechanics. Our scores were the strongest in expository writing and persuasive writing. Our weakest scores were in narrative writing.

Tenth grade - 84% at or above mastery; weaknesses in sentence structure and mechanics. Scores indicated strengths in descriptive writing and persuasive writing.

The test scores for the 7th and 10th grades were slightly below the state average

SAT/ACT Results

Fewer students attempted the SAT with scores increasing from 03-04 to 04-05; on the ACT, we again had less students particiapting, but the overall scores decreased .6. We will monitor this to determine if a decreasing trend occurs. ACT scores have shown an flucuation on the composite from 21.5 (01-02) to 19.5 (03-04). O4-05 data show the scores increasing to 20.4 - .4 off the state average. Reading and science scores tend to be slightly higher over the same 5 years.

For 2005-06 testing, fewer students participated in the SAT - a declining trend continues - but higher participation in the ACT. Overal math in SAT remained consistant but our verbal scores increased 15 points (518 to 533). Our scores increased in the ACT by 1.1 (20.0 to 21.1). We exceeded the state composite score by .5.

Additionally, the percent of ACT - Tested Students College Ready refelcted that Pendleton County High School students exceeded the percentages set forth by ACT that determined whether our students were college ready.

ACT Explore - Grade 8 Middle School

Eighth grade has shown minimal progress.

2006 School Year:

The academic achievement of our eighth grade students is improving. The current achievement scores are the strongest scores in three years. Our scores are above the national norm group.

2007 School Year:

Our Composite Score was the same as the National Norm, but the math score was below the National Norm. English and reading scores were above the National Norms. All scores were slightly below the 2006 scores. The girls still seem to be out performing the boys.

ACT Plan - Grade 10 High School

Tenth grade scores overall are higher than the national average.

2006 term:

Areas of concern include prose fiction and organization in English (rhetorical skills).

2007School Year:

The PLAN scores were below the National Norms in all areas. The scores were also below last year's scores.

AP Testing Report/AP Rate

We currently have very few student attempting AP classes since it is not offered during our regular curricular day.

End of Course Testing Report for Career and Technical Education

We are awaiting the 04-05 data - Our most recent (03-04) data shows that fifty percent of our students passed the technical skills end of course exams with an average of 74. The required passing rate is 70.

We attempted to acquire 2004-05 data but was not successful.

2005-06 - The 05-06 data shows that our students met standards for both terms in all courses except Business Computer Application II and Forestry I.

Informal Reading Assessment

School Principals - no trends readily apparent.

Response to Intervention (RTI) is a new program we are currently implementing at Franklin Elementary. Dibels (Dynamic Indicators of Basic Early Literacy Skills) is a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. Classroom teachers use DIBELS data to determine which skills are lacking, where to begin focused instruction and whether the student's skills are imporving as a result of the intervention instruction.

North Fork Elementary will also be using the DIBELS process as part of it's assessment of student's reading skills.

For 2006-07, we are part of the state iniatitive to implement the RTI program county wide. Teams will recieve professional developmnet this summer with the implementation to occur in the fall.

Reports had been compiled from the two pilot schools and staff seem to be pleased with the data produced.

Informal Math Assessment

School Principals - no trends readily apparent.

2006 term - Concerns were voiced that the IMA did not correlate to the Standards Based Math Curriculum that Pendleton County adopted - Investigations. We will monitor the situation to determine what course of action to take.

Formative and Benchmark Assessments

Pendleton County, as stated in our plan, is working diligently in setting these assessments. Data analysis days have been established in the school calendar to allow staff time to completely analyze and set the benchmarks to be assessed.

For the 2006-07 term, Principals have been instructed to use the I know web site to construct and administer assessments every four and half weeks. The results of the assessments will then be utilized in the classroom, identifying strengths and weaknesses and alloting additional time to review.

We will be using grade level subject matter formative assessment test bank as a pretest and postest to all students. The results will be used to assist in determination of proficiency.

2006-07 - Odyssey has been implementated at North Fork Elementary School and is part of the benchmarking efforts. We hope, if funds become available, to expand it's usage county wide.

2007-08 - Odyssey will be implemented at Franklin Elementary School resulting in two of our three elementary schools having access. Long term planning will include Brandywine Elementary once funding becomes available.

PRIORITIES

1.

Raise Math scores in all cells.

2.

Raise Reading scores in all cells.

3.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Our attendance rate has traditionally been above the state average in all sub groups.

Discipline Referral Report

See individual school plans - after conferring with principals, no alarming trend noted.

Following Discipline Referal information for RESA VIII Consortium Counties for the 2005-2006 school year from WVEIS.

Student Assaults - 482 Violations

Grant - 49

Hampshire - 40

Hardy - 77

Jefferson - 202

Morgan - 71

Pendleton - 38

WVSDB - 5

Alcohol - 25 Violations

Grant - 0

Hampshire - 4

Hardy - 1

Jefferson - 7

Morgan - 6

Pendleton - 7

WVSDB - 0

Tobacco - 143 Violations

Grant   - 10

Hampshire - 39

Hardy - 23

Jefferson - 51

Morgan - 8

Pendleton - 12

WVSDB - 0

Weapons - 4   Violations

Grant   - 1

Hampshire - 0

Hardy - 1

Jefferson - 2

Morgan - 0

Pendleton - 0

WVSDB - 0

Drug Related - 68 Violations

Grant   - 3

Hampshire - 21

Hardy - 5

Jefferson - 28

Morgan - 10

Pendleton - 1

WVSDB - 0

Bullying/Harassment/Intimidation - 156 Violations

Grant   - 12

Hampshire - 19

Hardy - 2

Jefferson - 100

Morgan - 14

Pendleton - 8

WVSDB - 1

Bullying/Harassment/Racial - 68 Violations

Grant   - 4

Hampshire - 7

Hardy - 3

Jefferson - 36

Morgan - 18

Pendleton - 0

WVSDB - 0

Dropout Rates/Graduation Rates (by subgroup if available)

Most recent graduation rate 04-05 is 93%. Our drop out rate has held steady over the past 7 years, usually below the state average.

For 2005, our graduation rate shows an increase from 86.3 to 92.6, well above the state benchmark. More significantly, our sub group graduation rate has improved.

For 2006, the graduation rate was 85.7%, a drop from the previous year. However, we are still meeting AYP guidelines.

For 2007, our graduation rate was 87.8%.

College Enrollment Rate

04-05 term - 61%; over the past 7 years, a decreasing trend has developed, although we have been above the state college going rate average.

Data shows that we are slightly below the state average of 59% - Pendleton County is currently at 54% - Fall 2005. Our three year trend gives an average of 52% - it is noteworthy to point out that we had a dramatic drop in 2004 (43.9). As mentioned in earlier comments, we feel that was an aberration.

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College Developmental Course Rate

Most recent data reflects: Fall 2004 - Our enrollment in Developmental Math was 27.6% - the state average was 29.6% - in Developmental English 20.7% - the state average was 16.0%. The percentage of students enrolled in any developmental course is 37.9% - the state average is 33.3%.

Data available for incoming freshman Fall 2005 - Developmental Math enrollment was 33.3% - state average was 30.3%; Developmental English 10.3% - state average was 15.6%. The percentage of students enrolled in any developmental course was 33.3% - the state average was 34.1%.

Pendleton County students carried a GPA of 2.65 for the fall semester - state average was 2.49. For the spring semester, the GPA was 2.69 - state average was 2.50

PRIDE Survey

Compared to the West Virginia averages, Pendleton County students exceeded the average usage. Of particular interest was the peception of harm regarding wine coolers - a low peception of harm with a high usage reported. We have addressed this in our county plan under Goal 4.

We anticipate administering the PRIDE survey during the 2007-08 school term and will report the findings when they become available..

Results of Nationally Recognized Physical Fitness Test

Over the past two years, 3 of the 4 county schools have shown an increasing passing rate. The 4th school showed a minimal decrease of 2%. An added empahsis has and is being placed in our physical education departments to increase the passing rate to assist in the health and well-being of our students.

For the 2005-06 term, our three elementary schools completed the PPFT as follows:

Brandywine Elem - 78.9% passes

Franklin Elem - 49.5% passed

North Fork Elem - 74.3% passed

Overall average - 67.56%

Youth Risk Behavior Survey
WEST VIRGINIA YOUTH RISK BEHAVIOR SURVEY 2005

TOBACCO
Percentage of students who smoked cigarettes on one or more of the past 30
days   25.3%
Percentage of students who smoked cigarettes on school property on one or more of the past 30
days   8.3%

ALCHOHOL
Percentage of students who had at least one drink of alcohol on one or more of the past 30
days   41.5%
Percentage of students who had at least one drink of alcohol on school property on one or more of the past
30 days   6.4%

MARIJUANA/OTHER DRUGS
Percentage of students who used marijuana one or more times during the past 30
days   19.6%
Percentage of students who used marijuana on school property one or more times during the past 30
days   4.9%

Percentage of students who were offered, sold, or given an illegal drug on school property by
someone during the past 12
months   24.8%

Percentage of students who used any form of cocaine, including powder, crack, or freebase one
or more times during their life time   6%

CIMP Self Assessment

Pendleton County Schools Identified the following areas in their FY 06-07 self assessment as the areas that needed to be improved. To provide training and necessary support for Special Education teachers who are not highly qualified. Assume that all IEP reviews are completed within a timeline that does not exceed 1 calendar year. IEPs are written to include all required components. On-going child find activities are conducted at least annually. Decrease the Dropout rate by 1% .Students with disabilitites will make AYP in math.Will provide all exceptional students with an instructional day equal to that of all non-exceptional students. IEPs for students with disabilitites age 16 and older will reflect measurable post secondary goals.

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

Currently (2006-07 term), we have no students identiifed as Limited English Proficiency.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

For the most recent testing window (04-05 term) ,all county schools met AYP. However, as a county, we did not due to our special education cell group. We have addressed this in our plan through the use of Marzano's instructional strategies, embracing standard based math over an implementation period of three years, and working with collaborative teaching and differential learning strategies.

North Central Report on Schools

N/A

Monitoring Reports (Special Education and NCLB)

The Special Education Comprehensive Improvement Process (CIMP) for Pendleton County identified the following areas for improvement focus: - A need to provide training and necessary support for Special Education teachers who are not fully certified; - A need to compile a database to ensure that all IEP reviews are compledeted within timelines; - A need to provide training to ensure that all IEPs are written to include all required components with 100% compliance; - A need to conduct an awareness campaign that informs agencies, organizations, and individuals of the nature of exceptional students, and the availability of special education and what services for 3-5 year olds thru Part B; - A need to decrease the drop-out rate for 06-07 by 1%; - A need to show that students with disabilites will make AYP in Math; - A need to

provide exceptional students an instructional day, a school day and school calendar at least equivalent to that of non-exceptional students; - A need to provide students with disabilities age 16 and older post secondary goals.

Walkthrough Summmaries

We are currently introducing walk throughs through the use of palm pilots through a program called E-Walk. Data will be gathered to document the instructional strategies we hope to accomplish by both school and county.

Our princiapls are actively engaged in the e-walk process. Our primary purpose this upcoming year is to integrate data received from the e-walks as part of our stragetic plan model. Our original template was changed to further model what we are looking for in our process.

May 2007 - As mentioned above, our administrators are actively engaged in the e-walk process. Reviewing the year end reports, it's obvious the exercise is measuring the intended objectives. Data has been gathered for the past two years with the principals realizing a comfort zone in the practice. Professional development will occur at the beginning of the 2007-08 term to enable all to make the answer the following - "Now that the data has been gathered and compiled, what do we do with it?" One apparent finding deals with Bloom's Taxonomy in that higher order questioning needs to take place in the classroom. This will assist our teaching methods in helping achieve one component of 21st Century learning.

High Schools that Work Assessment Report

N/A

Making Middle Grades Matter Report

N/A

High Schools that Work Annual Report

N/A

Highly Qualified Personnel Report

Pendleton County currently has 3 staff members not highly qualified. They are working toward the certification that will satisfy this requirement.

 Pendleton County is one of 4 counties in WV designated as 100% HIghly Qualified for the 2006-07 term.

Digital Divide Report (Technology)

A timely replacement procedure has resulted in 364 of our 425 computers being 2000, XP, or Vista. The remaining 61 are 98 machines or machines that are not Internet connected and used solely for word processing or specific subject areas utilizing CD's. Upgrades and replacement procedures will continue as funds allow and student needs are projected.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: To assure that all students master an appropriately prioritized and sequenced K-12 curriculum that develops enduring understanding, essential skills, and critical knowledge as defined through the policies of the West Virginia Board of Education and the West Virginia Content Standards and Objectives.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	1.01 Increase the percentage of students tested on WESTEST who meet mastery and beyond in Math	G1.01Increase mastery %'s in math	71.36	81.74
1.2	1.2 Increase the precentage of students tested on WESTEST who meet mastery and beyond in Language Arts.	G1.02Increase mastery %'s in Reading//LA	80.25	86.40

Goal 2: To assure that each teacher utilizes research-based instructional design, management, delivery, and assessment systems that result in highly engaged students who achieve mastery and beyond of the essential curriculum.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	2.1 Implement a differentiated instructional model.	G2.01.Differentiated Instructional Model	0.00	100.00
2.2	2.2 Increase the use of a variety of instructional strategies at the elementary and high school levels (Marzano's 9 instructional strategies).	G2.02.Marzano's instructional strategies	0.00	1.00

Goal 3: To assure that all schools exemplify the leadership, culture, and organizational practices consistent with effective schools research and possess the commitment, knowledge, and support to create structures and services that result in all students mastering the essential curriculum.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	3.1 Continue Implementation of leadership practices related to the culture and climate of PC schools.	G3.01. School's Culture and Climate	0.00	0.02
3.2	3.2 Maintain a high quality faculty during periods of staff attrition. a. Recruit and select highly qualified personnel. b. Develop a system-wide mentoring program for new teachers. (Address in later years of plan)	G3.02. Maintain a high quality faculty	97.00	100.00

Goal 4: To assure that all students receive the support they need to achieve mastery and beyond of the essential curriculum and that all parents are treated as valued partners in their student's educational process.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	4.1 Increase percentage of parent involvement (PTSO, parent/teacher conference, workshops, awards assemblies, open house, IEP meetings).	G.4.01. Increase parent involvement	0.00	95.00
4.2	4.2 Youth in Pendleton County will be supported in acheiving healthy lifestyles which will promote student success.	G4.02. Connecting students /fam to comm.	0.00	0.00

Goal 5: All students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

	Objective	Objective Short Name	Baseline	5-year Target
5.1	To increase the identification and involvement of students to the Student Assistance Team by 10%.	Student Assistance Teams	532.00	779.00
5.2	To improve attendance, reduce repeat ATOD/violence policy violations, and/or improve academic performance of students participating in SAP by 10%	Student Assistance Program	532.00	779.00
5.3	To assure the appropriate coordination/implemation of the Title IV programming.	Programming Coordination	0.00	0.00
5.4	To increase the awareness and participation in school safety & crisis managment plans/teams by increasing prepardness drills/table tops by 5%.	School Safety & Crisis Management	55.00	66.00

			Baseline	5-year Target
5.5	To reduce the number of violence and/or weapons related incidents in or on school grounds by 5%	Weapons/Violence Violations	2.00	0.00
5.6	To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 10%	Bullying	900.00	599.00
5.7	To reduce the number of alcohol, tobacco, and/or other drug policy violations on school grounds by 5% annnually	ATODSkills/Violations	212.00	190.00
5.8	To increase skill of students in utilizing nonviolent means to solve interpersonal conflicts as measured in an annual 5% reduction in the number of incidents on school grounds	Peer Mediation/Conflict Resolution	900.00	599.00

Goal 6: To improve technological curriculum and instruction in all areas. (Tech)

	Objective	**Objective Short Name**	**Baseline**	**5-year Target**
6.1	Increase the amount of technological equipment in all schools	Technology-Improve infrastructure	51.70	0.00

Goal 1: To assure that all students master an appropriately prioritized and sequenced K-12 curriculum that develops enduring understanding, essential skills, and critical knowledge as defined through the policies of the West Virginia Board of Education and the West Virginia Content Standards and Objectives.

Objective 1.1 1.01 Increase the percentage of students tested on WESTEST who meet mastery and beyond in Math

As measured by:
WESTEST scores

Baseline Data 71.36

Targets		Actual	
2005-2006	0.02	**2005-2006**	75.60
2006-2007	0.02	**2006-2007**	67.50
2007-2008	78.58	**2007-2008**	N/A
2008-2009	80.15	**2008-2009**	N/A
2009-2010	81.74	**2009-2010**	N/A

Objective 1.2 1.2 Increase the precentage of students tested on WESTEST who meet mastery and beyond in Language Arts.

As measured by:
WESTEST scores

Baseline Data 80.25

Targets		Actual	
2005-2006	0.02	**2005-2006**	79.80
2006-2007	0.02	**2006-2007**	77.10
2007-2008	83.00	**2007-2008**	N/A
2008-2009	84.65	**2008-2009**	N/A
2009-2010	86.40	**2009-2010**	N/A

Goal 2: To assure that each teacher utilizes research-based instructional design, management, delivery, and assessment systems that result in highly engaged students who achieve mastery and beyond of the essential curriculum.

Objective 2.1 2.1 Implement a differentiated instructional model.

As measured by:
1. Samples/logs 2. Walkthroughs 3. Lesson Plans 4. Evaluation/Reflections

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.25	**2006-2007**	0.00
2007-2008	0.50	**2007-2008**	N/A
2008-2009	0.75	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 2.2 2.2 Increase the use of a variety of instructional strategies at the elementary and high school levels (Marzano's 9 instructional strategies).

As measured by:
1. Samples/logs 2. Walkthroughs 3. Lesson Plans 4. Evaluations/Reflections

Baseline Data			0.00
Targets		**Actual**	
2005-2006	2.00	**2005-2006**	0.00
2006-2007	2.00	**2006-2007**	0.00
2007-2008	2.00	**2007-2008**	N/A
2008-2009	2.00	**2008-2009**	N/A
2009-2010	1.00	**2009-2010**	N/A

Goal 3: To assure that all schools exemplify the leadership, culture, and organizational practices consistent with effective schools research and possess the commitment, knowledge, and support to create structures and services that result in all students mastering the essential curriculum.

Objective 3.1 3.1 Continue Implementation of leadership practices related to the culture and climate of PC schools.

As measured by:
1. Satisfaction surveys 2. Discipline/Referral Reports

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	0.02	**2008-2009**	N/A
2009-2010	0.02	**2009-2010**	N/A

Objective 3.2 3.2 Maintain a high quality faculty during periods of staff attrition. a. Recruit and select highly qualified personnel. b. Develop a system-wide mentoring program for new teachers. (Address in later years of plan)

As measured by:
Personnel records

Baseline Data   97.00

Targets		Actual	
2005-2006	97.00	**2005-2006**	97.00
2006-2007	98.00	**2006-2007**	0.00
2007-2008	99.00	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Goal 4: To assure that all students receive the support they need to achieve mastery and beyond of the essential curriculum and that all parents are treated as valued partners in their student's educational process.

Objective 4.1 4.1 Increase percentage of parent involvement (PTSO, parent/teacher conference, workshops, awards assemblies, open house, IEP meetings).

As measured by:
1. Parent-Teacher Conferences 2. PTO Attendance 3. Open House Attendance 4. Future Parental Surveys 5. Parent Education Attendance - "Classes"

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.02	**2006-2007**	90.00
2007-2008	91.00	**2007-2008**	N/A
2008-2009	93.00	**2008-2009**	N/A
2009-2010	95.00	**2009-2010**	N/A

Objective 4.2 4.2 Youth in Pendleton County will be supported in acheiving healthy lifestyles which will promote student success.

As measured by:
1. Analysis of Referrals to Guidance Counselor 2. Kids Count Report 3. Attendance and discipline records by subgroup 4. Analysis of referrals to community agencies/services

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 5: All students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

Objective 5.1 To increase the identification and involvement of students to the Student Assistance Team by 10%.

As measured by:
Student Assistance Program Logs as documented on Principal's Verification Form

Baseline Data 532.00

Targets		Actual	
2005-2006	532.00	**2005-2006**	532.00
2006-2007	585.00	**2006-2007**	1863.00
2007-2008	644.00	**2007-2008**	N/A
2008-2009	708.00	**2008-2009**	N/A
2009-2010	779.00	**2009-2010**	N/A

Objective 5.2 To improve attendance, reduce repeat ATOD/violence policy violations, and/or improve academic performance of students participating in SAP by 10%

As measured by:
Student Assistance Program Logs as documendted on Principal's Verification Form, Attendance Rates, WVEIS data

Baseline Data 532.00

Targets		Actual	
2005-2006	532.00	**2005-2006**	532.00
2006-2007	585.00	**2006-2007**	1863.00
2007-2008	644.00	**2007-2008**	N/A
2008-2009	708.00	**2008-2009**	N/A
2009-2010	779.00	**2009-2010**	N/A

Objective 5.3 To assure the appropriate coordination/implemation of the Title IV programming.

As measured by:
Title IV Grant Application and Activities Outcomes

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

Objective 5.4 To increase the awareness and participation in school safety & crisis managment plans/teams by increasing prepardness drills/table tops by 5%.

As measured by:
Principal Verification Forms, Drills Summaries, Crisis Plan Evaluations

Baseline Data 55.00

Targets		Actual	
2005-2006	55.00	**2005-2006**	55.00
2006-2007	57.00	**2006-2007**	38.00
2007-2008	60.00	**2007-2008**	N/A
2008-2009	63.00	**2008-2009**	N/A
2009-2010	66.00	**2009-2010**	N/A

Objective 5.5 To reduce the number of violence and/or weapons related incidents in or on school grounds by 5%

As measured by:
WEVIS

Baseline Data 2.00

Targets		Actual	
2005-2006	2.00	**2005-2006**	2.00
2006-2007	0.00	**2006-2007**	4.00
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 5.6 To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 10%

As measured by:
WEVIS

Baseline Data 900.00

Targets		Actual	
2005-2006	900.00	**2005-2006**	911.00
2006-2007	820.00	**2006-2007**	238.00
2007-2008	738.00	**2007-2008**	N/A
2008-2009	665.00	**2008-2009**	N/A

2009-2010	599.00	**2009-2010**	N/A

Objective 5.7 To reduce the number of alcohol, tobacco, and/or other drug policy violations on school grounds by 5% annnually

As measured by:
WEVIS

Baseline Data			212.00
Targets		**Actual**	
2005-2006	212.00	**2005-2006**	231.00
2006-2007	220.00	**2006-2007**	226.00
2007-2008	209.00	**2007-2008**	N/A
2008-2009	199.00	**2008-2009**	N/A
2009-2010	190.00	**2009-2010**	N/A

Objective 5.8 To increase skill of students in utilizing nonviolent means to solve interpersonal conflicts as measured in an annual 5% reduction in the number of incidents on school grounds

As measured by:
WEVIS

Baseline Data			900.00
Targets		**Actual**	
2005-2006	900.00	**2005-2006**	911.00
2006-2007	820.00	**2006-2007**	447.00
2007-2008	738.00	**2007-2008**	N/A
2008-2009	665.00	**2008-2009**	N/A
2009-2010	599.00	**2009-2010**	N/A

Goal 6: To improve technological curriculum and instruction in all areas. (Tech)

Objective 6.1 Increase the amount of technological equipment in all schools

As measured by:
Digital Divide Survey - Data will be analyzed to determine replacement schedule of computers, whtieboards, projectors, etc.

Baseline Data   51.70

Targets		Actual	
2005-2006	51.70	**2005-2006**	51.70
2006-2007	65.00	**2006-2007**	60.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Prioritization and Mapping	Title I compliance If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier. (Erin Hogan Fouberg, <u>Summative versus Formative Assessment</u>, *Teaching and Learning Technologies, TIP)*
Adjustment of Instructional Time	Title I compliance The 1994 report of the National Education Commission on Time and Learning, Prisoners *of Time,* is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas. National Education Commission on Time and Learning, *Prisoners of Time: Report of the National Educational Commission on Time and Learning,* April 1994. According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006)
Highly Qualified Teachers	Title I compliance The 1994 report of the National Education Commission on Time and Learning, Prisoners *of Time,* is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas. National Education Commission on Time and Learning, *Prisoners of Time: Report of the National Educational Commission on Time and Learning,* April 1994. According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006)
Time and Resources to Support School-Based Learning Communities	Title I compliance Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate

instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement.

Fuchs, L.S., Fuchs, D (2002)

Innovative Approaches to Meeting Subgroup Needs	Title I Compliance Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials. Marzano, Robert J. (2003). <u>What Works In Schools</u>. Alexandria, Va. Association for the Supervision and Curriculum Development
Developmental Guidance with Character and Career Education Development	Title I compliance Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs. Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, Va. Association for the Supervision and Curriculum Development. Orkwis, R., & McLane, K. (1998). *A curriculum every student can use: Design principles for student access.* ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)
Strategies that Develop Students having 21st Century Learning Skills	Title I compliance High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components: 1. **Parents Are Involved** School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership policies and practices. An important component includes training of teachers and other district staff on how to work effectively with parents. 2. **There is structured communication and collaboration among personnel between the sending school and the receiving school.**

School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions.

3. **There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.**

To affect successful transition at all grade levels, school districts must provide leadership for all schools to assure that students are assured a seamless educational experience as they transition from school to school. District leadership should involve curriculum articulation, common discipline approaches, and effective school to school communication practices. Without a district level coordination of services, schools will invent their own method of transitioning students that could jeopardize a successful transitioning experience for students.

4. **Transition approaches include both social and academic support systems for students.**

High performing systems provide proper district leadership and professional development for staff on how to address the needs of students as they move from one school to another with regards to the social/emotional issues and adjustments that may occur as a result of the new social setting, the new routines regarding expectations, and the new size and diversity composition of the school.

Pre-school Transition:
Epstein, J. L., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press.

Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.

Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2.

Middle School Transition Research:

Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464.

Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318.

Mac Iver, D.J. & Epstein. J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.

"Transition from Middle School into High School" by Nancy B. Mizell & Judith L. Irvin Source: National Middle School Association info@nmsa.org

High School Transition Research:
Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org

What Does Research Say About School-to-Work Transition? www.ncrel.org

Transition to College: Separation and Change for Parent and Students. www.aboutourkids.org

Effective Transition Pre K to Post Secondary	Title I compliance A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support,

evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs
with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).

Title I compliance

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Parents as Respected and Valued Partners	Title I compliance 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." Title I compliance 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

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Change Based on Internal and External Factors	Title I compliance Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993) Title 1 Compliance Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993) Dufour, Richard and Robert Eaker (1998)
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. (Bernhartdt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) 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.) 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. (Bernhartdt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) Student achievement data are the most important type of data on which to focus. Educators

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Support for the Work of the School Strategic Planning Process	***Title I Compliance*** **Research indicates that a child's success in school is significantly influenced by having:** SAFE, ORDERLY LEARNING ENVIRONMENTS AND CLASSROOMS THAT ARE WELL-MANAGED WITH CLEARLY UNDERSTOOD PURPOSES AND DISCIPLINARY RULES Research from the effective schools movement of the last several decades has identified the following common characteristics of high-achieving schools: ● vigorous instructional leadership. ● a principal who makes clear, consistent, and fair decisions. ● an emphasis on discipline and a safe and orderly environment. ● instructional practices that focus on basic skills and academic achievement. ● collegiality among teachers in support of student achievement. ● teachers with high expectations that all their students can and will learn. ● frequent review of student progress. Good classroom management is essential for teachers to deal with students who chronically misbehave, but such students also benefit from specific suggestions from teachers on how to cope with their conflicts and frustrations. It should not be assumed that disruptive children cannot learn. By holding difficult children to high expectations, teachers demonstrate faith that all students can learn and promote students' engagement with the content and the classroom activity. Effective discipline policies contribute to the academic atmosphere by emphasizing the importance of regular attendance, promptness, respect for teachers and academic work, and good conduct. When schools take the time to orient students transferring from one school to another, they ease the special stresses and adjustment difficulties those students face. The result is apt to be improved student performance. **Sources:** Wang, 1998. What works: research about teaching and learning. 1987.
Support System for Student Physical and Social and Emotional Needs	Title I Compliance A comprehensive, developmental approach to school counseling is associated with gains in academic achievement. In CDG programs school counselors should be involved in implementing classroom guidance and small groups targeting student mastery of academic/educational

competencies. Elementary students will profit from a "how to get ahead in school" guidance curriculum, including such topics as listening, study, and test-taking skills, building positive school attitudes and behaviors, effective writing and reading skills, and homework completion skills. School counselors can facilitate cross- and same-age peer tutoring for students needing a bit more academic support. Naturally, conducting workshops and in-services for parents, teachers, and staff on ways to foster student learning are useful activities as well.

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Sink, C.A., and Stroh, H.R. (2003b). Improving academic achievement in primary students through a systematic approach

	to guidance and counseling. Lynnwood, WA: Washington School research Center. http://www.spu.edu/wsrc/currentresearch.html
	Sink, C. A., & Yillik-Downer, A. (2001). School counselors' perceptions of comprehensive guidance and counseling programs: A survey of national trends. Professional School Counseling, 4, 278-288.
	Whiston, S. C. (2003). Outcomes research on school counseling services. In B. T. Erford (Ed.), Transforming the school counseling profession (pp. 435-447). Upper Saddle River, NJ: Merrill Prentice Hall.
	Whiston, S. C., & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. Journal of Counseling & Development, 76, 412-426.
Change Processes that Address Interrelatedness of Activities and Resources	
Other Strategy Conflict Resolution/Peer Mediation	**Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism.** ### Supporting Citations: DuRant, R.J. et al. (1996). Comparison of two violence prevention curricula for middle school adolescents. *Journal of Adolescent Health*, 19, 111-117. Johnson,D.W. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. *Review of Educational Research*, 66(4), p.459-506. Lindsay, Paul (1998). Conflict resolution and peer mediation in public schools: what works?. *Mediation Quarterly*, v.16,no.1, 85-99. Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) A review of selected school-based conflict resolution and peer mediation projects. *Journal of School Health* 65(10), 426-431.
Other Strategy Refusal/Resistance Skills Training	**Social Skills Training means focusing on a range of social competency skills (e.g. developing self-control, stress management, responsible decision-making, social problem solving, and communication skills). It is an integral part of the Comprehensive, Multi-Component Approach.** ### Supporting Citations: Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. *Journal of Clinical and Consulting Pscyhology*, 63, 676-677. Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman

(Ed.), *Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress* (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.

Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. *Health Education Research: Theory and Practice* 7(3), 403-430.

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.

Mayer, G.R., and Sulzer-Azaroff, B. (1991). Interventions for vandalism. In G. Stoner, M.K. Shinn and H.M. Walker (Eds.) *Interventions for achievement and behavior problems* (pp. 559-580). Washington, D.C.: National Association of School Psychologists

Payton JW, Wardlaw DM, Graczyk PA et al. (2000). Social and emotional learning: a framework for promoting mental health and reducing risk behaviors in children and youth. *Journal of School Health* 70 (5) pp. 179-185.

Pilgrim, Colleen et al. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. *Journal of Primary Prevention*, 18(3), 341-361.

Other Strategy Risk/Protective Factor Approach	**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 School Climate	**Research suggests that prevention programs should address risk factors.** **Supporting Citation:** **Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in**

adolescence and early adulthood: Implications for substance abuse prevention. *Pscyhological Bulletin*, 112(1), 64-105.

Miller GE, Brehm K, Whitehouse S (1998). **Reconceptualizing school-based prevention for antisocial behavior within a resiliency framework**. *School Psychology Review*, 27(3), 364-379.

Moon DG, Jackson KM, Hecht ML (2000). **Family risk and resiliency factors, substance use, and the drug resistance process in adolescence**. *Journal of Drug Education*, 30(4), 373-395.

Technology Plan

Submitted by - aab66001 2007-09-19 15:27:17.0

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,

Technology Needs Assessment

A timely replacement procedure has resulted in 364 of our 425 computers being 2000, XP, or Vista. The remaining 61 are 98 machines or machines that are not Internet connected and used solely for word processing or specific subject areas utilizing CD's. Upgrades and replacement procedures will continue as funds allow and student needs are projected.

Action Steps

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

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Plan Section Technology

Associated Goals/Objectives Technology-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH 1/The county will budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills. (Technology)

1 - A server will be purchased and installed at Franklin Elementary School.

2 - All 98 machines will be removed from all schools used for Internet connection.

3 - AB Tutor Software will be purchased and installed on all 7-12 machines.

4 - Palms and Wireless Generation software will be purchased with Title I funds to implement the Tier 3 reading program at North Fork and Brandywine.

5 - Wireless Generation/Dibels software will be renewed for Franklin Elementary K-3 with a RTI Grant.

7 - The Gradequick program will be sustained at for grades 7-12.

6 - Two workstations will be purchased for Franklin Elementary classrooms.

8 - Ceiling mounts will be researched for possible purchase for classrooms using white boards and projectors.

Projected Begin Date June 12, 2007	**Projected End Date** June 11, 2010	**Actual Begin Date** June 12, 2007	**Actual End Date** June 11, 2008
Purpose To support all schools with current equipment and infrastructure	**Persons Responsible** Technology Director, Coordinator of Computer Services, Business Manager	**Target Audience** All Schools	
		Federal Compliances Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	

Plan Section Title II

Associated Goals/Objectives None

Associated High Yield Strategies None

Action Step Provide support and training to implement the RTI and DIBELS program (TII)

- Selected teachers will attend Tier II reading and RTI workshops

- Substitutes will be provided for DIBELS training

- Substitutes and support will be provided for DIBELS assessment analysis

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 13, 2007	June 9, 2008	?	?

| Purpose To equip K-3 teachers with additional reading assessment tools | Persons Responsible Principal, K-3 Team, Director of Student Services | | |

| Professional Development Trainer Led | | Federal Compliances Title II 02. Professional Development, 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-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH/2: The county will focus on using technology to improve achievement of all students with special emphasis on high need and high poverty students. (Technology)

1 - The Skills Tutor program will be maintained for all students and programmed to meet academic needs.

2 - The Odyssey program will be purchased and implemented in Pre-K-6 at Franklin Elementary

3 - Teachers and Staff will utilize the IKnow site for student assessment.

4 - Dibels assessment will be implemented in all K-3 levels to identify, monitor, and increase reading instruction as prescribed.

5 - A digital camera and color printer will be provided for the 9-12 arts programs to promote student interest in the graphic arts field.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
June 12, 2007	June 11, 2010	June 12, 2007	June 11, 2008

| Purpose To improve achievement for all students | Persons Responsible Teachers, Principals, and support staff | Target Audience All students with special emphasis on high need and high poverty | |
| | | 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-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH/3: The county will ensure that the use of telecommunications and internal connections in the schools will enhance student learning. (Technology)

1 - Maintain all voice, long distance and cellular communications, receiving discounts via the e-rate. State funding from the Tools for Schools Elementary and Secondary Initiatives will be utilized for the local match.

2 - Maintain T1 lines for schools and administrative offices receiving discounts via the e-rate program.

3 - Maintain/improve network infrastructure by upgrading network components including switches and cabling at Pendleton County Middle/High School, Franklin Elementary School and North Fork Elementary School receiving discounts via the e-rate program.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 22, 2007	June 10, 2010	August 27, 2007	June 10, 2008

| Purpose To enhance student learning | Persons Responsible All staff | Target Audience Students and Educators | |
| | | 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-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH/4: To provide increased access to technology for students and teachers. (Technology)

1 - Computer labs will be available for teachers and staff to schedule on a monthly calendar.

2 - The distance learning lab will be staffed and available for classes or special sessions.

3 - Mobile white boards with projectors and a laptop will be available at all schools for teachers and students to utilize.

4 - Graphing calculators will be provided for all higher level mathematics classes.

5 - An automated library system for Franklin Elementary School will be researched for possible purchase and implementation.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
June 12, 2007	June 10, 2010	August 22, 2007	June 10, 2008

Purpose To provide increased access to technology

Persons Responsible All staff

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

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

Plan Section Technology

Associated Goals/Objectives Technology-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH/5: To use innovative strategies to provide for an effective model for the distance delivery or virtual delivery of instruction. (Technology)

1 - High School Calculus class will be offered from Marshall University

2 - College courses will be delivered through the distance learning classroom.

3 - Virtual Field trips will be offered to all schools to enhance instruction.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 22, 2007	June 10, 2010	August 27, 2007	June 1, 2008

Purpose To increase distance learning strategies

Persons Responsible Technology Director, Teachers, Principals

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-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH/6: To promote collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers. (Technology)

1 - Maintain our collaborative projects with the June Harless Center/Marshall University.

2 - Promote county and school web sites to provide parental and community information.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
June 12, 2007	June 11, 2010	June 12, 2007	June 11, 2008

Purpose To promote collaboration with institutions of higher learning

Persons Responsible Technology Director

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-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH/7: To plan for professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology. (Technology)

1 - County teachers will provide DIBELS training for Brandywine K-3 and North Fork 2-3.

10 - Teachers and Principals attending the 21st Century Leadership summer programs will provide support to all staff members as needed.

2 - Standards Based Math training will be conducted monthly via distance learning connections from the June Harless Center.

3 - Odyssey training will be provided for Franklin Elementary School and North Fork Elementary

4 - Creative Curriculum.net training will be provided for all Pre-K staff.

5 - A Harcourt Reading consultant will provide training for K-6 staff in implementing technology with the new reading series.

6 - The TIS teacher will provide training for using the SchoolKit programs for grades 7-12.

7 - Electronic gradebook trainings will be offered to all new personnel expressing interest.

8 - Whiteboard trainings will be offered to all teachers requesting information to integrate this technology with instruction.

9 - Intel Teach to the Future professional development will be offered to K-12 staff.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
September 4, 2007	May 30, 2010	September 4, 2007	May 30, 2008

Purpose To provide professional development

Persons Responsible Technology Integration Specialist

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-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH/8: To implement, support, maintain and repair all computer equipment and internal connections. (Technology)

1 - Support and maintain a County Coordinator Computer Services position.

2 - Switches will be purchased for Pendleton County Middle-High School

3 - Continue communications for computer repair with RESA VIII

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 1, 2007	June 30, 2010	August 1, 2007	August 1, 2008

Purpose Maintenance of equipment

Persons Responsible Coordinator of Computer Services

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology-Improve infrastructure

Associated High Yield Strategies None

Action Step TECH/9: To collaborate with adult literacy providers when appropriate. (Technology)

1 - All schools will provide access to computer labs for approved adult literacy classes.

Projected Begin Date	**Projected End Date**	**Actual Begin**	**Actual End**

June 12, 2007   June 11, 2010   **Date**   **Date**
                                          June 12, 2007   June 11, 2008

Purpose To provide   **Persons Responsible**
community collaboration   Technology Director,
projects   Principals

                          Federal Compliances
                          Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2008	Cellular	2,928.00	2,196.00	732.00
		Data Lines	27,360.00	20,520.00	6,840.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	3,120.00	2,340.00	780.00
		Paging	0.00	0.00	0.00
		Voice	11,148.00	8,483.40	2,664.60
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	44,556.00	33,539.40	11,016.60

TFS/Elementary E-rate Application	2008	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	Cellular	2,928.00	2,196.00	732.00
		Data Lines	27,360.00	20,520.00	6,840.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	3,120.00	2,340.00	780.00
		Paging	0.00	0.00	0.00
		Voice	11,148.00	8,483.40	2,664.60
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	44,556.00	33,539.40	11,016.60

TFS/Elementary E-rate Application	2007	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	2,928.00	2,196.00	732.00
		Data Lines	27,360.00	20,520.00	6,840.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	3,120.00	2,340.00	780.00
		Paging	0.00	0.00	0.00
		Voice	11,148.00	8,483.40	2,664.60
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	44,556.00	33,539.40	11,016.60

State Basic Skills E-rate Application	2006 State Totals - BS/CE		0.00	0.00	0.00
State SUCCESS E-rate Application	2006 State Totals - SUCCESS		0.00	0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	4,323.36		3,328.99	994.37
		Data Lines	28,815.00		22,187.55	6,627.45
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	2,940.72		2,264.35	676.37
		Paging	0.00		0.00	0.00
		Voice	20,312.88		16,175.59	4,137.29
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	56,391.96		43,956.48	12,435.48
State Basic Skills E-rate Application	2005	Brandywine	2,340.00	80	1,872.00	468.00
		Franklin ES	2,340.00	80	1,872.00	468.00
		North Fork ES	2,340.00	90	2,106.00	234.00
		State Totals - BS/CE	7,020.00		5,850.00	1,170.00
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? 10/19/2005

3. When was the public meeting held for CIPA Compliance? 08/06/2001

4. Provide the URL to your acceptable use policy.

http://www.pendletoncountyschools.com/policy_manual/04I_instructII.pdf

	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?	4	2	6
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	1	0	1
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?	0	0	0

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

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

The Pendleton County School System will assist the schools with financial, technical, and human resources avilable to enable the successful implementation of both the County and School Five Year Plan.

Professional development activities and/or time allocated for teachers to do what is prescribed will occur.

Process Monitoring

Assistance will be available for those responsible for implementing the county and school plans, whether through scheduled meeting times, after school, or during ISE days. Action steps will be discussed at Faculty Senate meetings and during Administrative County Team meetings. School teams responsible for items will report as appropriate. A checklist will be compiled and completed as actions steps and activities are completed.

Evaluation Process

School reports will be submitted to the County Superintendent to update progress. Items will regularly appear on BOE agendas to inform members of progress on school & county level. Reports generated from Compass,Odyssey, Accelerated Reading, WESTEST Item Analysis, WV School Report Cards, DIBELS Assessments, Writing Assessments, Skills Tutor, Discipline and Attendance Reports, Parent surveys, Senior exit and follow-up surveys will be analyzed to determine the progress made. Additionally discussions will occur between staff and administration regarding the progress made toward achieving the goals, objectives, and action steps of county and school plans.