

# FIVE-YEAR STRATEGIC PLAN 2005-2010

## Annual Update 2007

E-rate Funding Year 2008-2009

**PLEASANTS COUNTY SCHOOLS PLEASANTS 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

|                         |  |                  |                |
|-------------------------|--|------------------|----------------|
| <b>Administration</b>   | Director of Student Services           | Helen Wells      |                |
|                         | Assistant Superintendent               | Donna Barksdale  |                |
|                         | Principal                              | Tom Hardbarger   |                |
|                         | Principal                              | Becky Griffith   |                |
|                         | Superintendent                         | Dr. Joe Super    |                |
|                         | Principal                              | Mike Wells       |                |
|                         | Director of Transportation             | Rockie Hall      |                |
|                         | Principal                              | Bruce Martin     |                |
|                         | Director of Maintenance and Facilities | Rex Cox          |                |
|                         | Assistant Principal                    | Randy Nutter     |                |
|                         | <b>Business &amp; Community</b>        |                  | Sherri Fleegle |
|                         |  |                  | Dan Dennis     |
|                         |  |                  | Jim McGoldrick |
|                         |  | Terry Nichols    |                |
|                         |  | Jim McKnight     |                |
|                         |  | Walter Carpenter |                |
|                         |  | Ron McFadden     |                |
|                         |  | Bill Hanlin      |                |
|                         |  | Mike Nelson      |                |
|                         |  | Marvin Buckley   |                |
|                         |  | Tina Butcher     |                |
|                         |  | Frank Wilson     |                |
|                         |  | Lisa Beaty       |                |
|                         |  | Larry Barnhart   |                |
|                         |  | Dotte White      |                |
|                         |  | Traci Brammer    |                |
|                         |  | Mike Cronin      |                |
|                         |  | Kristi Venderlic |                |
|                         |  | Verna Owens      |                |
|                         |  | Marie Taylor     |                |
|                         | Debbie Thompson                        |                  |                |
| <b>Federal Programs</b> | Director of Federal Programs           | Glen DeHaven     |                |
| <b>Other</b>            | Board Member                           | Angie Colvin     |                |
|                         | Board Member                           | Dan Greenleaf    |                |
|                         | Board Member                           | Betty Bailey     |                |
|                         | Board Member                           | Mike McGee       |                |
|                         | School Nurse                           | Pat Mays         |                |
|                         | Board Member                           | David Meeks      |                |
| <b>Parents</b>          |  | Greg Arnott      |                |
|                         |  | Susan Cunningham |                |
|                         |  | French Wagner    |                |
|                         |  | Stella Amos      |                |
|                         |  | Teresa Hall      |                |
|                         |  | Don Thomas       |                |
|                         |  | Barbara Kincaid  |                |
|                         |  | Brian Barnhart   |                |
|                         |  | Lori Renner      |                |
|                         |  | John Strimer     |                |
|                         |  | Dan Enright      |                |
|                         |  | Lewis Barnard    |                |
|                         |  | Keith White      |                |
|                         |  | Anita Yeager     |                |
|                         |  | April Meeks      |                |
|                         |  | Joe Reckard      |                |
|                         |  | Audra Cunningham |                |
|                         |  | Kathleen Drazba  |                |
|                         |  | J.B. Phillips    |                |
|                         |  | Mike Bauso       |                |
|                         | Alan Farnsworth                        |                  |                |
|                         | Kathy Fuenty                           |                  |                |
|                         | Jim Hooper                             |                  |                |

|                             |                        |                  |
|-----------------------------|------------------------|------------------|
|                             |                        | Leann Wilson     |
|                             |                        | Diana Pickens    |
|                             |                        | Steve Kalinofski |
|                             |                        | Susan Bailey     |
|                             |                        | John Riggs       |
|                             |                        | Darla Knight     |
|                             |                        | Vanessa Coartney |
|                             |                        | Richard Davis II |
|                             |                        | Tamara Meeks     |
|                             |                        | Lew Maze         |
|                             |                        | David Fleming    |
|                             |                        | Emily Barksdale  |
|                             |                        | Travis Malone    |
|                             |                        | Codey Bills      |
|                             |                        | Danielle Cox     |
|                             |                        | Jaclyn Kincaid   |
|                             |                        | Brian Coartney   |
|                             |                        | Jackie Smith     |
|                             |                        | Susan Cospers    |
|                             |                        | Kriss Bodnar     |
|                             |                        | Diana Lewis      |
|                             |                        | Liz Eddy         |
|                             |                        | Shelley Taylor   |
|                             |                        | Charlene Sweeney |
|                             |                        | Vance Weekley    |
|                             |                        | Kristi Carpenter |
|                             |                        | Debbie Hisam     |
|                             |                        | Jan Brewer       |
|                             |                        | Lori Barnhart    |
|                             |                        | Gary Bills       |
| <b>Service Personnel</b>    | Bus Operator           |                  |
|                             | Secretary              |                  |
|                             | Secretary              |                  |
|                             | Mechanic               |                  |
|                             | Secretary              |                  |
|                             | Mechanic               |                  |
|                             | Bus Operator           |                  |
| <b>Students</b>             |                        |                  |
| <b>Teachers</b>             | 5-8 Reading            |                  |
|                             | Kindergarten           |                  |
|                             | Kindergarten           |                  |
|                             | 3rd Grade              |                  |
|                             | 1st Grade              |                  |
|                             | 9-12 Math              |                  |
|                             | 9-12 Math/Science      |                  |
|                             | 5-8 Social Studies     |                  |
|                             | 5-8 Counselor          |                  |
|                             | Speech                 |                  |
|                             | 9-12 LD Inclusion      |                  |
|                             | Gifted Inclusion       |                  |
| <b>Technology Committee</b> | Director of Technology |                  |

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

Pleasants County Schools will educate all students to learn, decide, relate, and succeed as responsible citizens. Vision Statement: All students will succeed, no exceptions, no excuses.

## CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

### We believe...

1. Each student's potential to learn and succeed is our highest priority.
2. The education of each child emphasizes pride, respect, cooperation, compassion, and unity, as well as the knowledge and skills needed for life.
3. Our schools will reinforce high moral standards, good conduct, a positive culture, and will exhibit academic, professional and personal integrity at all levels.
4. The education of our students is a shared responsibility among community, schools, parents, and students.
5. Our facilities must be accessible, clean, safe, and provide an ideal environment in which to learn.
6. Innovative technology enhances learning and performance.
7. Partnerships with business and industry support the learning experience.
8. Clear communication is vital to the success of the system.
9. Excellence is expected inside and outside of the classroom.

# Annual Budget

## Required Strategic Plan Budget Funding Source Totals

| <b>Funding Source</b>                         | <b>Amount</b>        |
|---|----------------------|
| General                                       | 111,000.00           |
| Technology E-rate                             | 50,549.18            |
| Technology E-rate County Match                | 21,663.94            |
| Technology Infrastructure                     | 19,316.00            |
| Technology Local Share                        | 5,484.00             |
| 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                 |
| TFS/Elementary Technology                     | 17,942.00            |
| TFS/Secondary Technology                      | 22,174.00            |
| Title II                                      | 81,795.00            |
| Title V                                       | 1,975.00             |
| <b>Total</b>                                  | <b>\$ 331,899.12</b> |

# DATA ANALYSIS

## A. EXTERNAL DATA ANALYSIS

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

Pleasants County Schools experienced a slight decrease in enrollment over the past two decades. However, enrollment has leveled off in the past few years.

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

The most significant change in Pleasants County's population is an increase in the 65+ age group. The implication of this information is that we need to keep the senior citizens informed and involved in the schools since the burden of funding schools will continue to reside with persons on a fixed income.

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

Pleasants County has had an increase in the number of low income families. The implications are that Pleasants County Schools needs to implement additional instructional strategies that are effective with low SES students.

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

Local plants have closed and/or downsized. There are more low paying service industry jobs. This impacts the number of low SES students in the schools.

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

Pleasants County now serves more low SES students and students from non-traditional families. This impacts our need for differentiated instruction and increased student services.

**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?**

Drug and alcohol use continue to be areas of concern in Pleasants County impacting the need for increased student services.

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

Increasing numbers of students have access to computers at home. Schools are working hard to keep up with emerging technologies and equipment. However, current school facilities were not designed to accommodate technology.

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

We have a partnership with the Boys and Girls club of Pleasants County to offer before and after school tutoring and mentoring programs to all students. The implications are that this has given latch-key students a safe haven and academic support.

**Special Education**

Pleasants County has experienced an increased enrollment in special education programs. We need to encourage collaboration and inclusion of special education students in regular education settings. Teachers need time to collaborate, communicate and receive professional development to continually improve instruction and instructional practices.

### PRIORITIES

1. Provide teachers time to collaborate, thus continually improving instruction and instructional practices.
2. Bring all students to mastery and above and close the achievement gap between special ed, low SES, and regular ed subgroups.
3. Provide facilities that are able to support instruction for all 21st century learners.

## B. STUDENT ACHIEVEMENT DATA ANALYSIS

**No Child Left Behind School Reports**

Pleasants County Middle School did not meet AYP.

**WESTEST Confidential Summary Report**

Math achievement is a relative weakness.

**WESTEST Confidential Item Analysis Summary**

Geometry and problem analysis are a concern at the elementary level. Algebra and measurement are also concerns.

**WESTEST Confidential Roster Report**

The number of special education students who are below mastery in reading/language arts and math is a concern.

**WV Writing Assessment**

24% of the 7th grade students scored below mastery on the Writing Assessment.

**SAT/ACT Results**

Although ACT scores have improved, there is a continuing need to improve the overall composite score, targeting math.

**ACT Explore - Grade 8 Middle School**

EXPLORE scores are consistent with WESTEST scores.

**ACT Plan - Grade 10 High School**

PLAN scores are consistent with WESTEST scores.

**AP Testing Report/AP Rate**

10 students enrolled in AP Calculus  
10 students took the test - 0 passed

14 students enrolled in AP Chemistry  
14 students took the test - 8 passed

AP Music Theory was not offered. However, 3 students took the test and 2 passed

**End of Course Testing Report for Career and Technical Education**

**Students who are over caseload in one academic discipline area.**

'05-'06 school term found that the MI program was not in compliance with the Policy 2419 caseload requirements. As of 06-07 all special education programs are in compliance with caseload requirements.

**PRIORITIES**

1. Improve math achievement.
2. Improve reading/language arts achievement.
3. Improve writing performance.
4. Close the achievement gap.
5. Move all students to mastery and above on the WESTEST.
6. Provide a challenging and rigorous curriculum, incorporating 21st Century skills.
7. Provide professional development to improve instructional practices and strategies.
8. Provide opportunities for special educators and regular educators to collaborate and work together.

**C. OTHER STUDENT OUTCOMES**

**ANALYSIS**

**Attendance Report (by subgroup if available)**

The attendance report does not reflect an area of concern.

**Discipline Referral Report**

Alternative education programs at the middle and high school levels have addressed repetitive disciplinary issues.

**Dropout Rates/Graduation Rates (by subgroup if available)**

The high school meets the graduation rate requirement. However, special education and low SES populations have lower graduation rates. A more aggressive approach must be taken to reduce the number of special education and low SES populations from not graduating.

**College Enrollment Rate**

St. Marys High School enrollment rate is slightly above the state average.

**College Developmental Course Rate**

In 2003-2004, 29% of college enrolled St. Marys High School graduates took developmental math classes; 3% took developmental English. In 2004-2005, 54% of college enrolled St. Marys High School graduates took developmental math classes; 21% took developmental English. This increase warrants further investigation as to how the data is obtained and its validity.

**PRIDE Survey**

Drug, alcohol and tobacco use are concerns.

**Results of Nationally Recognized Physical Fitness Test**

All schools met PPFT requirements. However, student obesity and other related health risks are of concern.

**CIMP Self Assessment**

Increase the number of special education students who meet adequate yearly progress each year.

**Special Education Data Profiles**

Based on the 2004-2005 and 2005-2006 WESTEST data Pleasants County Special Education population showed improved student performance in the areas of reading and mathematics. Even though there is still a concern at Pleasants County Middle School, the data does indicate improvements are being made in reading and math.

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

There are no LEP students currently enrolled in Pleasants County Schools.

**PRIORITIES**

1. To increase the number of students with disabilities who make continuous progress within the state's system for educational accountability (meeting AYP)
- 2.

To increase the number of Special Education and low SES students who graduate.

**D. CULTURE AND CONDITIONS**

**ANALYSIS**

**Office of Performance Audits Compliances and Recommendations**

Improve writing across the curriculum, increase the number of walkthroughs conducted by administration, monitor lesson plans and utilize WESTEST results.

**North Central Report on Schools**

N/A

**Monitoring Reports (Special Education and NCLB)**

**Walkthrough Summaries**

Principals are conducting walkthroughs to ensure that high yield strategies are being implemented.

**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**

We are attempting to ensure that all Pleasants County personnel are highly qualified.

**Framework Assessment of High Yield Practices**

There is a need to improve parent communication and involvement. There is also a need to increase professional development as it relates to effective strategies and best practices.

**Digital Divide Report (Technology)**

After review of the Digital Divide Survey the following observations were made:

1. Our student to computer ratio is higher than state average.
2. We offer Virtual School classes (Spanish 1A/1B) at Pleasants County Middle School.
3. Most teachers in grades 5-12 receive 1-5 hours of professional development in the area of technology.
4. We will continue to utilize Edline and a district-wide broadcast system to improve home and school communication.
5. We will investigate Virtual School classes at the secondary level.

**PRIORITIES**

1. Improve student writing performance.
2. Utilize WESTEST results to drive instruction.
3. Provide collaboration time for regular ed and special ed instructors.
4. Increase the use of walkthroughs to effectively monitor instructional practices.



# GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

**Goal 1:** The Pleasants County Board of Education and Family of Public Schools will provide a challenging curriculum (including the related arts) which addresses the CSO's, allows all students to achieve mastery and beyond, and prepares them for post-secondary education.

| Objective   | Objective Short Name          | Baseline | 5-year Target |
|---|-------------------------------|----------|---------------|
| 1.1 To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in math at the elementary level.  | Elementary Math               | 21.00    | 6.70          |
| 1.2 To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in math at the middle school level.   | Middle School Math            | 27.80    | 14.94         |
| 1.3 To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in math at the high school level.   | High School Math              | 27.30    | 25.66         |
| 1.4 To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in reading/language arts at the elementary level.   | Elementary RLA                | 17.50    | 6.34          |
| 1.5 To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in reading/language arts at the middle school level.  | Middle School RLA             | 18.00    | 13.63         |
| 1.6 To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in reading/language arts at the high school level.  | High School RLA               | 17.00    | 27.34         |
| 1.7 To annually increase by 10% the percentage of students in the Special Education subgroup at Pleasants County Middle School scoring at or above mastery level on the WESTEST in Math.                  | Middle School Special Ed Math | 38.90    | 52.71         |
| 1.8 To show a 2% annual increase in the average composite ACT score.  | ACT                           | 20.80    | 22.71         |
| 1.9 To annually increase by 10% the percentage of students in the Special Education subgroup at Pleasants County Middle School scoring at or above mastery level on the WESTEST in Reading Language Arts. | Middle School Special Ed RLA  | 0.00     | 32.61         |

**Goal 2:** The Pleasants County Board of Education and Family of Public Schools will provide teachers time to collaborate, designed to improve instruction and instructional practices that will support 21st Century Learning.

| Objective   | Objective Short Name | Baseline | 5-year Target |
|---|----------------------|----------|---------------|
| 2.1 To utilize accrued instructional time in early release half-day sessions to collaborate with colleagues regarding effective instructional practices to support 21st Century Learning. | Collaboration        | 0.00     | 9.00          |

**Goal 3:** The Pleasants County Board of Education and Family of Public Schools will regularly and effectively communicate school and student progress toward goals.

| Objective  | Objective Short Name | Baseline | 5-year Target |
|--|----------------------|----------|---------------|
| 3.1 To increase parent school communication through the acquisition and use of technology. | Communication        | 0.00     | 4500.00       |

**Goal 4:** The Pleasants County Board of Education and Family of Public Schools will provide the support services necessary to achieve curricular and extra-curricular goals.

| Objective  | Objective Short Name          | Baseline | 5-year Target |
|--|-------------------------------|----------|---------------|
| 4.1 To provide adequate health services to Pleasants County students by employing school nurses. | Support Services - Nursing    | 1.00     | 2.00          |
| 4.2 To provide adequate counseling services to Pleasants County students by                      | Support Services - Counseling | 0.00     | 1.00          |

|     |   |  |           |
|-----|---|--|-----------|
|     | employing elementary counselors.  |  |           |
| 4.3 | To provide transportation services to Pleasants County students participating in after-school activities.             | Support Services - Activity Bus        | 0.00 1.00 |
| 4.4 | To provide adequate psychological services to Pleasants County students by employing a half-time school psychologist. | Support Services - School Psychologist | 0.00 0.50 |

**Goal 5:** The Pleasants County Board of Education will provide facilities that are appropriate, safe, secure, and able to support instruction for the 21st Century.

|     | <b>Objective</b>  | <b>Objective Short Name</b> | <b>Baseline</b> | <b>5-year Target</b> |
|-----|---|-----------------------------|-----------------|----------------------|
| 5.1 | To plan for the construction of a high school with the capabilities to support 21st Century skills. | Facilities                  | 0.00            | 1.00                 |

**Goal 6:** Technology Goal: The Pleasants County Board of Education and Family of Public Schools will enhance teaching by analyzing, planning, and implementing consistent and sequential strategies for integrating technology throughout the curriculum and promoting 21st century skills.

|     | <b>Objective</b>   | <b>Objective Short Name</b> | <b>Baseline</b> | <b>5-year Target</b> |
|-----|--|-----------------------------|-----------------|----------------------|
| 6.1 | To create an up-to-date technological environment that provides equitable, stable access to a variety of technologies to all students, staff, and community and to provide continued professional development. | Technology                  | 0.52            | 0.99                 |

**Goal 1:** The Pleasants County Board of Education and Family of Public Schools will provide a challenging curriculum (including the related arts) which addresses the CSO's, allows all students to achieve mastery and beyond, and prepares them for post-secondary education.

**Objective 1.1** To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in math at the elementary level.

**As measured by:**  
WESTEST

| <b>Baseline Data</b> |                  | 21.00 |                        |
|----------------------|------------------|-------|------------------------|
|                      | <b>Targets</b>   |       | <b>Actual</b>          |
|                      | <b>2005-2006</b> | 18.90 | <b>2005-2006</b> 11.40 |
|                      | <b>2006-2007</b> | 10.26 | <b>2006-2007</b> 9.20  |
|                      | <b>2007-2008</b> | 8.28  | <b>2007-2008</b> N/A   |
|                      | <b>2008-2009</b> | 7.45  | <b>2008-2009</b> N/A   |
|                      | <b>2009-2010</b> | 6.70  | <b>2009-2010</b> N/A   |

**Objective 1.2** To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in math at the middle school level.

**As measured by:**  
WESTEST

| <b>Baseline Data</b> |                  | 27.80 |                        |
|----------------------|------------------|-------|------------------------|
|                      | <b>Targets</b>   |       | <b>Actual</b>          |
|                      | <b>2005-2006</b> | 25.02 | <b>2005-2006</b> 23.59 |
|                      | <b>2006-2007</b> | 21.23 | <b>2006-2007</b> 20.50 |
|                      | <b>2007-2008</b> | 18.45 | <b>2007-2008</b> N/A   |
|                      | <b>2008-2009</b> | 16.60 | <b>2008-2009</b> N/A   |
|                      | <b>2009-2010</b> | 14.94 | <b>2009-2010</b> N/A   |

**Objective 1.3** To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in math at the high school level.

**As measured by:**  
WESTEST

| <b>Baseline Data</b> |                  | 27.30 |                        |
|----------------------|------------------|-------|------------------------|
|                      | <b>Targets</b>   |       | <b>Actual</b>          |
|                      | <b>2005-2006</b> | 24.57 | <b>2005-2006</b> 33.00 |
|                      | <b>2006-2007</b> | 29.70 | <b>2006-2007</b> 35.20 |
|                      | <b>2007-2008</b> | 31.68 | <b>2007-2008</b> N/A   |
|                      | <b>2008-2009</b> | 28.51 | <b>2008-2009</b> N/A   |
|                      | <b>2009-2010</b> | 25.66 | <b>2009-2010</b> N/A   |

**Objective 1.4** To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in reading/language arts at the elementary level.

**As measured by:**  
WESTEST

| <b>Baseline Data</b> |                  | 17.50 |                        |
|----------------------|------------------|-------|------------------------|
|                      | <b>Targets</b>   |       | <b>Actual</b>          |
|                      | <b>2005-2006</b> | 15.75 | <b>2005-2006</b> 10.29 |
|                      | <b>2006-2007</b> | 9.26  | <b>2006-2007</b> 8.70  |
|                      | <b>2007-2008</b> | 7.83  | <b>2007-2008</b> N/A   |
|                      | <b>2008-2009</b> | 7.05  | <b>2008-2009</b> N/A   |
|                      | <b>2009-2010</b> | 6.34  | <b>2009-2010</b> N/A   |

**Objective 1.5** To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in reading/language arts at the middle school level.

**As measured by:**  
WESTEST

| <b>Baseline Data</b> |                  | 18.00 |                        |
|----------------------|------------------|-------|------------------------|
|                      | <b>Targets</b>   |       | <b>Actual</b>          |
|                      | <b>2005-2006</b> | 16.20 | <b>2005-2006</b> 16.22 |
|                      | <b>2006-2007</b> | 14.60 | <b>2006-2007</b> 18.70 |
|                      | <b>2007-2008</b> | 16.83 | <b>2007-2008</b> N/A   |
|                      | <b>2008-2009</b> | 15.15 | <b>2008-2009</b> N/A   |
|                      | <b>2009-2010</b> | 13.63 | <b>2009-2010</b> N/A   |

**Objective 1.6** To annually decrease by 10% the percentage of students scoring below mastery level on the WESTEST in reading/language arts at the high school level.

**As measured by:**  
WESTEST

| <b>Baseline Data</b> |                  | 17.00 |                        |
|----------------------|------------------|-------|------------------------|
|                      | <b>Targets</b>   |       | <b>Actual</b>          |
|                      | <b>2005-2006</b> | 15.30 | <b>2005-2006</b> 28.00 |
|                      | <b>2006-2007</b> | 25.20 | <b>2006-2007</b> 37.50 |
|                      | <b>2007-2008</b> | 33.75 | <b>2007-2008</b> N/A   |

|                  |       |                  |     |
|------------------|-------|------------------|-----|
| <b>2008-2009</b> | 30.38 | <b>2008-2009</b> | N/A |
| <b>2009-2010</b> | 27.34 | <b>2009-2010</b> | N/A |

**Objective 1.7** To annually increase by 10% the percentage of students in the Special Education subgroup at Pleasants County Middle School scoring at or above mastery level on the WESTEST in Math.

**As measured by:**  
WESTEST

|                      |                  |       |                  |       |
|----------------------|------------------|-------|------------------|-------|
| <b>Baseline Data</b> |                  |       | 38.90            |       |
|                      | <b>Targets</b>   |       | <b>Actual</b>    |       |
|                      | <b>2005-2006</b> | 42.79 | <b>2005-2006</b> | 34.26 |
|                      | <b>2006-2007</b> | 30.85 | <b>2006-2007</b> | 39.60 |
|                      | <b>2007-2008</b> | 43.56 | <b>2007-2008</b> | N/A   |
|                      | <b>2008-2009</b> | 47.92 | <b>2008-2009</b> | N/A   |
|                      | <b>2009-2010</b> | 52.71 | <b>2009-2010</b> | N/A   |

**Objective 1.8** To show a 2% annual increase in the average composite ACT score.

**As measured by:**  
ACT

|                      |                  |       |                  |       |
|----------------------|------------------|-------|------------------|-------|
| <b>Baseline Data</b> |                  |       | 20.80            |       |
|                      | <b>Targets</b>   |       | <b>Actual</b>    |       |
|                      | <b>2005-2006</b> | 21.22 | <b>2005-2006</b> | 21.30 |
|                      | <b>2006-2007</b> | 21.73 | <b>2006-2007</b> | 21.40 |
|                      | <b>2007-2008</b> | 21.82 | <b>2007-2008</b> | N/A   |
|                      | <b>2008-2009</b> | 22.26 | <b>2008-2009</b> | N/A   |
|                      | <b>2009-2010</b> | 22.71 | <b>2009-2010</b> | N/A   |

**Objective 1.9** To annually increase by 10% the percentage of students in the Special Education subgroup at Pleasants County Middle School scoring at or above mastery level on the WESTEST in Reading Language Arts.

**As measured by:**  
WESTEST

|                      |                  |       |                  |       |
|----------------------|------------------|-------|------------------|-------|
| <b>Baseline Data</b> |                  |       | 0.00             |       |
|                      | <b>Targets</b>   |       | <b>Actual</b>    |       |
|                      | <b>2005-2006</b> | 0.00  | <b>2005-2006</b> | 39.34 |
|                      | <b>2006-2007</b> | 43.27 | <b>2006-2007</b> | 24.50 |
|                      | <b>2007-2008</b> | 26.95 | <b>2007-2008</b> | N/A   |
|                      | <b>2008-2009</b> | 29.65 | <b>2008-2009</b> | N/A   |
|                      | <b>2009-2010</b> | 32.61 | <b>2009-2010</b> | N/A   |

**Goal 2:** The Pleasants County Board of Education and Family of Public Schools will provide teachers time to collaborate, designed to improve instruction and instructional practices that will support 21st Century Learning.

**Objective 2.1** To utilize accrued instructional time in early release half-day sessions to collaborate with colleagues regarding effective instructional practices to support 21st Century Learning.

**As measured by:**

Documentation of collaboration during accrued instructional time at each school.

| <b>Baseline Data</b> |                  |      |                  | 0.00 |
|----------------------|------------------|------|------------------|------|
|                      | <b>Targets</b>   |      | <b>Actual</b>    |      |
|                      | <b>2005-2006</b> | 2.00 | <b>2005-2006</b> | 2.00 |
|                      | <b>2006-2007</b> | 9.00 | <b>2006-2007</b> | 9.00 |
|                      | <b>2007-2008</b> | 9.00 | <b>2007-2008</b> | N/A  |
|                      | <b>2008-2009</b> | 9.00 | <b>2008-2009</b> | N/A  |
|                      | <b>2009-2010</b> | 9.00 | <b>2009-2010</b> | N/A  |

**Goal 3:** The Pleasants County Board of Education and Family of Public Schools will regularly and effectively communicate school and student progress toward goals.

**Objective 3.1** To increase parent school communication through the acquisition and use of technology.

**As measured by:**

Funds allocated to communication technology.

| <b>Baseline Data</b> |                |                  | 0.00          |
|----------------------|----------------|------------------|---------------|
|                      | <b>Targets</b> |                  | <b>Actual</b> |
| <b>2005-2006</b>     | 0.00           | <b>2005-2006</b> | 0.00          |
| <b>2006-2007</b>     | 4500.00        | <b>2006-2007</b> | 4500.00       |
| <b>2007-2008</b>     | 4500.00        | <b>2007-2008</b> | N/A           |
| <b>2008-2009</b>     | 4500.00        | <b>2008-2009</b> | N/A           |
| <b>2009-2010</b>     | 4500.00        | <b>2009-2010</b> | N/A           |

**Goal 4:** The Pleasants County Board of Education and Family of Public Schools will provide the support services necessary to achieve curricular and extra-curricular goals.

**Objective 4.1** To provide adequate health services to Pleasants County students by employing school nurses.

**As measured by:**  
School nurses employed.

| <b>Baseline Data</b> |      | 1.00             |      |
|----------------------|------|------------------|------|
| <b>Targets</b>       |      | <b>Actual</b>    |      |
| <b>2005-2006</b>     | 1.00 | <b>2005-2006</b> | 1.00 |
| <b>2006-2007</b>     | 2.00 | <b>2006-2007</b> | 2.00 |
| <b>2007-2008</b>     | 2.00 | <b>2007-2008</b> | N/A  |
| <b>2008-2009</b>     | 2.00 | <b>2008-2009</b> | N/A  |
| <b>2009-2010</b>     | 2.00 | <b>2009-2010</b> | N/A  |

**Objective 4.2** To provide adequate counseling services to Pleasants County students by employing elementary counselors.

**As measured by:**  
Elementary counselors employed.

| <b>Baseline Data</b> |      | 0.00             |      |
|----------------------|------|------------------|------|
| <b>Targets</b>       |      | <b>Actual</b>    |      |
| <b>2005-2006</b>     | 0.50 | <b>2005-2006</b> | 0.30 |
| <b>2006-2007</b>     | 1.00 | <b>2006-2007</b> | 1.00 |
| <b>2007-2008</b>     | 1.00 | <b>2007-2008</b> | N/A  |
| <b>2008-2009</b>     | 1.00 | <b>2008-2009</b> | N/A  |
| <b>2009-2010</b>     | 1.00 | <b>2009-2010</b> | N/A  |

**Objective 4.3** To provide transportation services to Pleasants County students participating in after-school activities.

**As measured by:**  
Activity bus operator contract.

| <b>Baseline Data</b> |      | 0.00             |      |
|----------------------|------|------------------|------|
| <b>Targets</b>       |      | <b>Actual</b>    |      |
| <b>2005-2006</b>     | 0.00 | <b>2005-2006</b> | 0.00 |
| <b>2006-2007</b>     | 1.00 | <b>2006-2007</b> | 1.00 |
| <b>2007-2008</b>     | 1.00 | <b>2007-2008</b> | N/A  |
| <b>2008-2009</b>     | 1.00 | <b>2008-2009</b> | N/A  |
| <b>2009-2010</b>     | 1.00 | <b>2009-2010</b> | N/A  |

**Objective 4.4** To provide adequate psychological services to Pleasants County students by employing a half-time school psychologist.

**As measured by:**  
School Psychologist contract.

| <b>Baseline Data</b> |      | 0.00             |      |
|----------------------|------|------------------|------|
| <b>Targets</b>       |      | <b>Actual</b>    |      |
| <b>2005-2006</b>     | 0.00 | <b>2005-2006</b> | 0.00 |
| <b>2006-2007</b>     | 0.50 | <b>2006-2007</b> | 0.50 |
| <b>2007-2008</b>     | 0.50 | <b>2007-2008</b> | N/A  |
| <b>2008-2009</b>     | 0.50 | <b>2008-2009</b> | N/A  |
| <b>2009-2010</b>     | 0.50 | <b>2009-2010</b> | N/A  |

**Goal 5:** The Pleasants County Board of Education will provide facilities that are appropriate, safe, secure, and able to support instruction for the 21st Century.

**Objective 5.1** To plan for the construction of a high school with the capabilities to support 21st Century skills.

**As measured by:**

Construction of a new high school.

**Baseline Data**

| <b>Targets</b>   |      | <b>Actual</b>    |      |
|------------------|------|------------------|------|
| <b>2005-2006</b> | 0.00 | <b>2005-2006</b> | 0.00 |
| <b>2006-2007</b> | 0.00 | <b>2006-2007</b> | 0.00 |
| <b>2007-2008</b> | 0.00 | <b>2007-2008</b> | N/A  |
| <b>2008-2009</b> | 0.00 | <b>2008-2009</b> | N/A  |
| <b>2009-2010</b> | 1.00 | <b>2009-2010</b> | N/A  |



**Goal 6:** Technology Goal: The Pleasants County Board of Education and Family of Public Schools will enhance teaching by analyzing, planning, and implementing consistent and sequential strategies for integrating technology throughout the curriculum and promoting 21st century skills.

**Objective 6.1** To create an up-to-date technological environment that provides equitable, stable access to a variety of technologies to all students, staff, and community and to provide continued professional development.

**As measured by:**

Currently 84% of all computers in Pleasants County are Windows XP operating system and above. Increase number of XP computers each year.

| <b>Baseline Data</b> |                  |      | <b>Actual</b>    | 0.52 |
|----------------------|------------------|------|------------------|------|
|                      | <b>Targets</b>   |      |                  |      |
|                      | <b>2005-2006</b> | 0.62 | <b>2005-2006</b> | 0.62 |
|                      | <b>2006-2007</b> | 0.72 | <b>2006-2007</b> | 0.83 |
|                      | <b>2007-2008</b> | 0.90 | <b>2007-2008</b> | N/A  |
|                      | <b>2008-2009</b> | 0.96 | <b>2008-2009</b> | N/A  |
|                      | <b>2009-2010</b> | 0.99 | <b>2009-2010</b> | N/A  |

# HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

| High Yield Strategies Identified                        | Scientifically Based Research   |
|---|---|
| Differentiated Instruction                              | Differentiation instruction involves an overall dedication to attending to the learning needs of individual students or a small group of students and reacting responsively to those needs, rather than teaching a class as though all the students are alike and have the same needs, including the use of extended day and extended year programs.  |
| Performance Benchmarks                                  | <p>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.</p> <p>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.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment</i>, <i>Teaching and Learning Technologies</i>, TIP)</p>  |
| Culture of Support and Trust and Collaboration          | <p>In short, the collaborative environment fosters continuous learning by the teachers that enhances their effectiveness in the classroom.</p> <p>Author: Inger, Morton<br/>Source: ERIC Clearinghouse on Urban Education New York NY.</p>  |
| Parent Involvement Communication System                 |   |
| Prioritization and Mapping                              | <p>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.</p> <p>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.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment</i>, <i>Teaching and Learning Technologies</i>, TIP)</p>  |
| <p><b>Other Strategy</b><br/>Technology Integration</p> | <p><b>West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program 1999</b></p> <p>What impact does technology have on learning?</p> <p><b>by Dale Mann, Ph.D., Charol Shakeshaft, Ph.D., Jonathan Becker, J.D., Robert Kottkamp, Ph.D.</b></p> <p><b>3/10/99</b>   This is the fundamental question driving the research efforts of the Milken Exchange. West Virginia’s technology program – nearly a decade old – provides a good case study of a solid technology program and the impact it has on standardized test scores.</p> <p>In 1990, the state of West Virginia implemented its Basic Skills/Computer Education program. This study – a collaborative investigation by the West Virginia Department of Education, the Milken Exchange on Education Technology, and Interactive Incorporated – found that the program has had a measurable positive impact on learning. West Virginia has seen across-the-board increases in statewide assessment scores in all basic skill areas, and students’ NAEP (National Assessment of Educational Progress) scores have risen. The study also attributes eleven percent of West Virginia’s increase in mathematics and language arts scores to the computer interventions.</p> <p>This 51-page report released in 1999 is a collaboration of the West Virginia Department of Education</p> |

|  |  |
|--|--|
| <p><b>Other Strategy</b><br/>Effective preschool early intervention programs</p> | <p>and the Milken Exchange on Education Technology.</p> <p>link - <a href="http://www.mff.org/publications/publications.taf?page=155">http://www.mff.org/publications/publications.taf?page=155</a></p> <p>This study investigated the contributions of curriculum approach and parent involvement to the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent involvement, structured language/basic skills learning approach, and program continuity between preschool and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale &amp; Cole, 1988) . This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention.</p> <p>Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson &amp; Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income.</p> <p>Overall, findings of the study indicate that the successful integration of a diverse set of classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies (Reynolds, 2000; Reynolds et al., 2001)</p> <p>The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of-kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits typically attributed to child initiated activity – engagement based on child interest, social learning, and learning how to learn.</p> <p>In conclusion, two components of preschool intervention—a blended instructional approach and parental involvement—significantly contributed to children's short- and long-term school performance. These components, although not exclusively responsible for program impacts, can be major elements in promoting early learning for children at risk.</p> <p>Graue, E., Clements, M. A., Reynolds, A. J., &amp; Niles, M. D. (2004, December 24). <i>Education Policy Analysis Archives</i></p> |
|--|--|

# Technology Plan

Submitted by - gab67001 2007-09-11 22:50:04.0

## 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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 21<sup>st</sup> 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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- 21<sup>ST</sup> 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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

After review of the Digital Divide Survey the following observations were made:

1. Our student to computer ratio is higher than state average.
2. We offer Virtual School classes (Spanish 1A/1B) at Pleasants County Middle School.
3. Most teachers in grades 5-12 receive 1-5 hours of professional development in the area of technology.
4. We will continue to utilize Edline and a district-wide broadcast system to improve home and school communication.
5. We will investigate Virtual School classes at the secondary level.

### 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

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 1: Provide technology equipment/infrastructure for equitable access to 21ST Century technology tools

- Expand wireless internet access at St. Marys High School and St. Marys Elementary School.
- Implement mobile computer lab at St. Marys Elementary School.
- Provide additional computers for St. Marys High School library.
- Schedule students into the TFS Elementary computer lab to complete software lessons that are aligned with the WV CSO's.
- Upgrade network infrastructure and electronics.
- Upgrade school network electronics to accommodate IP Telephony System.

|   |  |                               |                             |
|---|--|-------------------------------|-----------------------------|
| <b>Projected Begin Date</b><br>July 1, 2007 | <b>Projected End Date</b><br>June 30, 2010 | <b>Actual Begin Date</b><br>? | <b>Actual End Date</b><br>? |
|---|--|-------------------------------|-----------------------------|

**Purpose** Support the acquisition of twenty-first century skills

**Persons Responsible** Director of Technology

**Target Audience** All students and staff

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

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 2: Integrate technology in support of 21st Century Skills/Student Achievement

- Continue installing data projectors, interactive whiteboards and audio video equipment to create 21st Century classrooms in all schools.
- Provide a Technology Integration Specialist/Media Specialist for Pleasants County Middle School and St. Marys High School.
- Use of Compass Learning's Odyssey software lessons aligned to the reading, language arts and math CSO's.
- Use of SAS curriculum modules that align with WV CSO's.
- Use of the Internet for research and instruction.
- Use of word processing software to teach writing.
- Utilization of Plato Pathways courseware for Alternative School.

|   |  |                               |                             |
|---|--|-------------------------------|-----------------------------|
| <b>Projected Begin Date</b><br>July 1, 2007 | <b>Projected End Date</b><br>June 30, 2010 | <b>Actual Begin Date</b><br>? | <b>Actual End Date</b><br>? |
|---|--|-------------------------------|-----------------------------|

**Purpose** Use technology to improve achievement of all students.  
**Persons Responsible** Director of Technology  
**Target Audience** All students and staff

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

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 3: Provide collaboration/communication tools

- Create district-wide WAN.
- Install IP Telephony System for District Phone Service.
- Investigate/Implement high broadband data connections for voice and data communications.
- Obtain web hosting service to for District and School web pages.
- Provide a web-based procedure for reporting technology maintenance issues in schools and county facilities.
- Provide administrators cell phones to ensure school safety and enhance communication.
- Provide cellular (21 existing and new services) broadband service as needed to support instruction from outside of school facilities.
- Provide internet data lines (8 existing and new buildings) to all schools and central office.
- Provide local (78 existing and new telephone lines) and long distance (78 existing and new lines) telephone service for all schools and administrative offices.
  - Use of county and school web pages to provide information and communicate school activities.
  - Use of email to communicate with staff, parents and students.
  - Use of email for communication with staff, parents and community.
  - Use of GradeQuick as the electronic gradebook and send progress reports to students and parents via the school website.
  - Utilize the district-wide absences/broadcast calling system.
  - Provide internet service to administrative offices outside of the WV State Network.
  - Provide wirelss/mobile internet access
  - Provide paging service where needed

|   |  |                               |                             |
|---|--|-------------------------------|-----------------------------|
| <b>Projected Begin Date</b><br>July 1, 2007 | <b>Projected End Date</b><br>June 30, 2010 | <b>Actual Begin Date</b><br>? | <b>Actual End Date</b><br>? |
|---|--|-------------------------------|-----------------------------|

**Purpose** Ensure that the use of telecommunications and internal connections in the schools will enhance student learning  
**Persons Responsible** Director of Technology  
**Target Audience** All students and staff

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

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 4: Increase access for students and teachers to 21st Century Tools

- Continue upgrading computers in each elementary school.
- Provide 5-12 Reading teachers a new computer to allow them full functionality the of software accompanying their newly adopted textbooks.
- Purchase Video-on-demand to provide teachers educational media.
- Transition from Compass Tomorrows Promise to Odyssey at St. Marys Elementary School.
- Use DIBELS on handheld computers for student assessment.
- Use interactive white boards for presentations and instruction at St. Marys and Belmont Elementary School.

|  |   |   |                             |
|--|---|---|-----------------------------|
| <b>Projected Begin Date</b><br>July 1, 2007  | <b>Projected End Date</b><br>June 30, 2010        | <b>Actual Begin Date</b><br>?                 | <b>Actual End Date</b><br>? |
| <b>Purpose</b> provide Increase access to technology for students and teachers                             | <b>Persons Responsible</b> Director or Technology | <b>Target Audience</b> All students and staff |                             |
| <b>Federal Compliances</b> Technology 04- Increased Access for Students and Teachers to 21st Century Tools |   |   |                             |

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 5: Deliver 21st Century content through distance learning and/or other innovative strategies.

- Encourage and support participation in the WV Virtual School Program.
- Enroll students in online Spanish courses at Pleasants County Middle School.

|  |  |                                 |                             |
|--|--|---------------------------------|-----------------------------|
| <b>Projected Begin Date</b><br>July 1, 2007  | <b>Projected End Date</b><br>June 30, 2010   | <b>Actual Begin Date</b><br>?   | <b>Actual End Date</b><br>? |
| <b>Purpose</b> Alternative delivery of instruction   | <b>Persons Responsible</b> Director of Technology, School Principals and Virtual School Contacts | <b>Target Audience</b> Students |                             |
| <b>Federal Compliances</b> Technology 05- Delivery of 21st Century Content through Distance Learning |  |                                 |                             |

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

**Plan Section** Technology

**Associated Goals/Objectives** Facilities ,Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 6: Increase 21st Century Parent/Community/Partnership Collaboration.

- Open computer labs after school at Pleasants County Middle School allowing access to the Boys and Girls Club.

|   |  |   |                             |
|---|--|---|-----------------------------|
| <b>Projected Begin Date</b><br>July 1, 2007   | <b>Projected End Date</b><br>June 30, 2010             | <b>Actual Begin Date</b><br>?           | <b>Actual End Date</b><br>? |
| <b>Purpose</b> Promote collaboration with various partners.                                       | <b>Persons Responsible</b> Administrators and teachers | <b>Target Audience</b> School community |                             |
| <b>Federal Compliances</b> Technology 06- 21st Century Parent/Community/Partnership Collaboration |  |   |                             |

**Technology 07-Professional Development for 21st Century Instruction**

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 7: Provide professional development for 21st Century Instruction.

- Provide training on 21st Century skills.
- Provide Compass Odyssey Training.
- Provide DIBELS training.
- Provide training for Special Education Process Manager IEP software.
- Provide Edline training.
- Provide GradeQuick Training.
- Provide professional development for 21st Century Instruction.
- Train teachers on the operation of the i\*Know website.

|   |  |   |   |
|---|--|---|---|
| <b>Projected Begin Date</b><br>July 1, 2007   | <b>Projected End Date</b><br>June 30, 2010   | <b>Actual Begin Date</b><br>?                         | <b>Actual End Date</b><br>?   |
| <b>Purpose</b> To increase the professional skills of teachers to improve student learning. | <b>Persons Responsible</b><br>Superintendent, Staff Development Coordinator and Technology coordinator | <b>Target Audience</b><br>Teachers and Administrators | <b>Intended Impact on Audience</b> To increase the professional skills of teachers to improve student learning. |
| <b>Professional Development</b><br>Trainer Led  | <b>Federal Compliances</b> Technology 07-Professional Development for 21st Century Instruction         |   |   |

**Technology 08-Maintenance and Repair of 21st Century Tools**

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 8: Maintain and repair 21st Century Tools.

- Contract for basic maintenance services for all school networks.
- Contract for computer repair and maintenance services.
- Provide network and workstation security and automate Windows updates and anti-virus protection.
- Provide on-going technical support for the utilization and maintenance of technology throughout the district.
- Provide stipends for school technology coordinators for maintaining computers/infrastructure, etc.

|   |  |   |                             |
|---|--|---|-----------------------------|
| <b>Projected Begin Date</b><br>July 1, 2007   | <b>Projected End Date</b><br>June 30, 2010           | <b>Actual Begin Date</b><br>?                 | <b>Actual End Date</b><br>? |
| <b>Purpose</b> Implement, support, maintain and repair all computer equipment and internal connections. | <b>Persons Responsible</b><br>Director of Technology | <b>Target Audience</b> All students and staff |                             |
| <b>Federal Compliances</b> Technology 08-Maintenance and Repair of 21st Century Tools                   |  |   |                             |

**Technology 09-Adult Literacy**

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 9: Collaborate with adult literacy providers.

- Continue computer courses for the adult community including courses ranging from basic introduction to advanced system operations.
- Provide supervised access to computer labs during evening and weekend hours for adult literacy utilization.

|   |  |                                     |                             |
|---|--|-------------------------------------|-----------------------------|
| <b>Projected Begin Date</b><br>July 1, 2007             | <b>Projected End Date</b><br>June 30, 2010                         | <b>Actual Begin Date</b><br>?       | <b>Actual End Date</b><br>? |
| <b>Purpose</b> Aide adult literacy efforts.             | <b>Persons Responsible</b><br>Superintendent and School Principals | <b>Target Audience</b><br>Community |                             |
| <b>Federal Compliances</b> Technology 09-Adult Literacy |  |                                     |                             |



**E-rate Budgets**

| Funding Source | Year | Annual                      | Disc% Commit | County Match |           |
|----------------|------|-----------------------------|--------------|--------------|-----------|
| E-rate funds   | 2008 | Bundled Voice/Long Distance | 0.00         | 0.00         | 0.00      |
|                |      | Cellular                    | 20,000.00    | 14,000.00    | 6,000.00  |
|                |      | Data Lines                  | 52,000.00    | 36,400.00    | 15,600.00 |
|                |      | Internal Conn Maint         | 0.00         | 0.00         | 0.00      |
|                |      | Internal Connections        | 0.00         | 0.00         | 0.00      |
|                |      | Internet Access             | 7,185.00     | 5,030.00     | 2,156.00  |
|                |      | Long Distance               | 3,300.00     | 2,310.00     | 990.00    |
|                |      | Paging                      | 720.00       | 504.00       | 216.00    |
|                |      | Voice                       | 27,000.00    | 18,900.00    | 8,100.00  |
|                |      | WAN                         | 40,000.00    | 28,000.00    | 12,000.00 |
|                |      | Web Hosting                 | 5,000.00     | 3,500.00     | 1,500.00  |
|                |      | E-rate Totals               | 72,213.00    | 50,549.00    | 21,664.00 |

|                                   |      |                               |      |      |      |
|-----------------------------------|------|-------------------------------|------|------|------|
| TFS/Elementary E-rate Application | 2008 | State Totals - Elementary TFS | 0.00 | 0.00 | 0.00 |
|                                   |      | State Totals - TFS/Elementary | 0.00 | 0.00 | 0.00 |
| TFS/Secondary E-rate Application  | 2008 | State Totals - TFS/Secondary  | 0.00 | 0.00 | 0.00 |

| Funding Source | Year | Annual                      | Disc% Commit | County Match |           |
|----------------|------|-----------------------------|--------------|--------------|-----------|
| E-rate funds   | 2007 | Bundled Voice/Long Distance | 0.00         | 0.00         | 0.00      |
|                |      | Cellular                    | 9,468.00     | 6,627.60     | 2,840.40  |
|                |      | Data Lines                  | 24,540.00    | 17,178.00    | 7,362.00  |
|                |      | Internal Conn Maint         | 0.00         | 0.00         | 0.00      |
|                |      | Internal Connections        | 0.00         | 0.00         | 0.00      |
|                |      | Internet Access             | 7,185.00     | 5,029.58     | 2,155.54  |
|                |      | Long Distance               | 3,300.00     | 2,310.00     | 990.00    |
|                |      | Paging                      | 720.00       | 504.00       | 216.00    |
|                |      | Voice                       | 27,000.00    | 18,900.00    | 8,100.00  |
|                |      | WAN                         | 0.00         | 0.00         | 0.00      |
|                |      | Web Hosting                 | 0.00         | 0.00         | 0.00      |
|                |      | E-rate Totals               | 72,213.00    | 50,549.18    | 21,663.94 |

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

| Funding Source | Year | Annual               | Disc% Commit | County Match |           |
|----------------|------|----------------------|--------------|--------------|-----------|
| E-rate funds   | 2006 | Cellular             | 4,200.00     | 3,024.00     | 1,176.00  |
|                |      | Data Lines           | 26,940.00    | 19,396.80    | 7,543.20  |
|                |      | Internal Conn Maint  | 0.00         | 0.00         | 0.00      |
|                |      | Internal Connections | 0.00         | 0.00         | 0.00      |
|                |      | Internet Access      | 2,160.00     | 1,555.20     | 604.80    |
|                |      | Long Distance        | 3,000.00     | 2,160.00     | 840.00    |
|                |      | Paging               | 720.00       | 518.40       | 201.60    |
|                |      | Voice                | 27,000.00    | 19,440.00    | 7,560.00  |
|                |      | WAN                  | 0.00         | 0.00         | 0.00      |
|                |      | Web Hosting          | 4,353.66     | 3,134.64     | 1,219.02  |
|                |      | E-rate Totals        | 68,373.66    | 49,229.04    | 19,144.62 |

|                                       |      |                      |      |      |      |
|---------------------------------------|------|----------------------|------|------|------|
| 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        | 4,020.00  | 2,894.40     | 1,125.60     |
|   | Data Lines           | 38,892.00 | 27,828.24    | 11,063.76    |
|   | Internal Conn Maint  | 30,000.00 | 21,600.00    | 8,400.00     |
|   | Internal Connections | 0.00      | 0.00         | 0.00         |
|   | Internet Access      | 1,440.00  | 1,036.80     | 403.20       |
|   | Long Distance        | 2,400.00  | 1,728.00     | 672.00       |
|   | Paging               | 0.00      | 0.00         | 0.00         |
|   | Voice                | 17,664.00 | 12,718.08    | 4,945.92     |
|   | Web Hosting          | 0.00      | 0.00         | 0.00         |
|   | E-rate Totals        |           | 94,416.00    | 66,768.72    |
| State Basic Skills E-rate Application 2005 State Totals - BS/CE |                      | 0.00      | 0.00         | 0.00         |
| 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? 10/23/2003

3. When was the public meeting held for CIPA Compliance? 06/14/2001

4. Provide the URL to your acceptable use policy.  
[https://www.edline.net/pages/pleasantscountyschools/Board\\_of\\_Education/Policies/board\\_policies/G0304](https://www.edline.net/pages/pleasantscountyschools/Board_of_Education/Policies/board_policies/G0304)

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

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|  |   |   |   |
|--|---|---|---|
| 14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet? | 0 | 0 | 0 |
|--|---|---|---|

---

|  |   |   |   |
|--|---|---|---|
| 15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet? | 0 | 0 | 0 |
|--|---|---|---|

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

## WORK PLAN SUMMARY

### Support/Capacity Building Process

Pleasants County Schools supports a culture of high expectations for staff and students. Our system's vision of "All students will succeed, no exceptions, no excuses." drives a cohesive culture of pride and high expectations. The system's target audience will benefit from a prioritized and sequenced curriculum in all core subjects. Our special needs population will benefit from a collaborative teaching model where they are educated in inclusive classrooms. High yield and effective teaching strategies will be monitored by the administration. Teachers will receive high quality professional development; they will have the opportunity to participate in the county's first reading academy during the summer as well as the annual summer institute that will offer the impact of culture on education. Our professional staff will also receive training for the implementation of Assessment for Learning starting with benchmark testing which will assist with high quality frequent monitoring of student progress. Differentiated instruction will be highlighted next year as well as Response to Intervention. Pleasants County School's Five-Year Strategic Plan continues to reflect a commitment to high standards in every aspect of the system. Communication and parent involvement will also continue to be a focus for improvement. Preparing our students to be successful in the 21<sup>st</sup> Century will continue to drive our five year plan.

### Process Monitoring

The Pleasants County administration will report monthly on their schools progress toward mastery of their goals at our county team meetings. Principals will continue to conduct walkthroughs to monitor classroom instruction and will monitor collaborative meetings of grade level teams as well as vertical and content team meetings. Central office staff will assist in monitoring their programs and will provide high quality professional development to teachers and administrators. The Five-Year Strategic Plan team will continue to meet to review and discuss the progress made toward mastery of identified goals and objectives.

### Evaluation Process

The Pleasants County Five-Year Strategic Plan Committee will meet annually to examine available and applicable data to assess the progress toward identified goals and objectives. The team will make revisions and adjustments to the plan based on the needs identified in this evaluation.