

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

POCAHONTAS COUNTY SCHOOLS POCAHONTAS COUNTY SCHOOLS

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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	Director	Michelle Jeffers
	Principal/County technology coordinator	Ruth Bland
	Principal	Ron Hall
	Associate Superintendent for Operations	Alice Irvine
	Principal	Gary Pillow
	Principal	Thomas Sanders
	Superintendent	J. Patrick Law
Other	Pocahontas County Board of Education, Member	Emery Grimes
	NRAO Partner	Mike Holstine
	GEAR-UP	Luther Crouthamel
	Teacher	Lois Wilfong
	Pocahontas County Board of Ed., Vice President	Ruth Taylor
Parents	RESA IV	Kathy Walker
	Parent	Lauren Bennett
	Parent	Pamela Pritt
	Parent	Dennis Egan
Service Personnel	Classroom Aide	Judy Sanders
	Classroom Aide	Doris Starks
	School Secretary/Accountant	Loretta Wayne
	Cafeteria Manager	Mary E. Dilley
	Head Custodian	Morgan McComb
Teachers	Teacher	Cathy Mitchell
	Teacher	Karen Murphy
	Title I	Lisa M. Sharp
	Teacher	June Taylor
	Teacher	Anne Smith
	Teacher	Joseph W. Riley

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

It is the mission of the Pocahontas County School System to prepare today's students for tomorrow's challenges by maximizing each student's potential.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. that a strong school/community/parent/administrator relationship is important for student success.
2. that a highly qualified, responsible, compassionate staff dedicated to the personal development of all students is needed for student success.
3. that clean, safe, well-maintained facilities, are important for a high-quality learning environment.
4. that schools should provide educational experiences that address the individual learning styles of all children to promote the maximum level of student achievement.
5. that technology and distance learning are important to student learning by broadening their horizons through the addition of alternate education offerings.
6. that school-to-school collaboration is vital to the success of the school system.
7. that community support is important to student success and through this support students can gain a greater vision of their community's cultural identity.
8. that it is vitally important that effective communications are established by the school system throughout the community in order to let the people know of educational successes and concerns.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Rural and Low Income Schools	36,981.00
Technology E-rate	88,161.66
Technology E-rate County Match	27,372.66
Technology Infrastructure	13,696.65
Technology Local Share	5,070.00
Technology TFS/Elementary E-rate	7,274.40
Technology TFS/Elementary E-rate County Match	1,818.60
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	18,543.00
TFS/Elementary Technology	17,155.00
TFS/Secondary Technology	21,260.00
Title I	347,586.85
Title II	107,184.00
Title IV Safe and Drug Free Schools	7,527.19
Title V	2,113.00
Total	\$ 701,744.01

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

We recognize the fact that the county continues to have a declining enrollment that is causing us to reduce the number of curricular offerings that are available to our students. However, we attempt to seek teachers with multiple certifications and provide opportunities for staff to add additional credentials to their resumes.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Currently all schools are meeting AYP. However Low SES students are scoring at a lower level than other students.

PRIORITIES

1. No Child Left Behind Data

C. OTHER STUDENT OUTCOMES ANALYSIS

Discipline Referral Report

County has implemented a county wide respect and protect program which has helped to reduce the number of out of school suspensions and expulsions.

CIMP Self Assessment

According to the CIMP self assessment the district needs improvement in increasing parent involvement and parent knowledge of the decision making process. Additionally, there is a need to train special ed teachers and secondary teachers in the special education process, particularly in the coteraching and 3tier instruction processes.. Recruitment of qualified personnel in autism is still an issue. Staff development is needed in the area of research based instructional strategies and continuous progress monitoring. There is a need to develop a tracking system for graduates for a year after graduation.

D. CULTURE AND CONDITIONS ANALYSIS

Office of Performance Audits Compliances and Recommendations

While the OEPA did not have any findings on the technology programs in the individual schools or the county, the April 2001 report was used to generate short and long term planning needs and used to substantiate requests to the SBA for infrastructure needs regarding facilities (science labs) and for procuring small grants for wiring at individual schools.

Monitoring Reports (Special Education and NCLB)

Pocahontas County's 5 schools all met AYP test score requirements for 2005-2006. We have a fully robust set of tools in place for comprehensive analysis and remediation of deficits. We will be providing complete and detailed comprehensive guidance to all basic skills teachers. Generally, Total Basic Skills are above the 50th percentile at all tested grade levels. However, Pocahontas County Schools have an overall need to develop the academic skills of those students who fall in the Socio-Economical disadvantaged range. Because Pocahontas County as a whole has 51.82 percent of SES students, there remains a serious need to address the skill levels of this subpopulation. Math performance continues to be a concern.

Digital Divide Report (Technology)

Numerous computers must be upgraded to a minimum of Windows 98 (10 computers need to be replaced). Pocahontas County has handicapped students who are in constant need of additional assistive technology. County needs to expand its technology support team and instruction in technology. It needs to increase confidence level in administrative use of technology particularly implementation of the USIP, etc. and the new 5-Year Strategic Plan. All county schools now have T-1 lines which make it possible for students to access the I-Know Website for test practice. Bandwidth is no longer the major problem. We will address these needs in the following manner by providing extensive staff development, operating system upgrade, I-Know Training, and provision of additional assistive technology on demand.

School Satisfaction Survey

Schools indicated that they will rotate the Basic Skills and SUCCESS funding by schools. Basic Skills Funds are distributed to MES this year and GBES and HES next year on a rotated basis. SUCCESS funds are distributed to MMS and GBMS this year and PCHS the following year. Subscriptions will be paid before allocating the funds. School teams develop purchasing plans based on their needs. Schools support the TECH ED initiatives. ERATE funds are also distributed or discounted directly to the schools. The county uses ERATE funding for long distance service, etc.

PRIORITIES

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2. Numerous computers must be upgraded to a minimum of Windows 98. Pocahontas County has handicapped students who are in constant need of additional assistive technology. County needs to expand its technology support team and instruction in technology. It needs to increase confidence level in administrative use of technology particularly implementation of the USIP, etc. and the new 5-Year Strategic Plan. All county schools now have T-1 lines which make it possible for students to access the I-Know Website for test practice. Bandwidth is no longer the major problem. We will address these needs in the following manner by providing extensive staff development, operating system upgrade, I-Know Training, and provision of additional assistive technology on demand.

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School teams develop purchasing plans based on their needs. Schools support the TECH ED initiatives. ERATE funds are also distributed or discounted directly to the schools. The county uses ERATE funding for long distance service, etc

4. While the OEPA did not have any findings on the technology programs in the individual schools or the county, the April 2001 report was used to generate short and long term planning needs and used to substantiate requests to the SBA for infrastructure needs regarding facilities (science labs) and for procuring small grants for wiring at individual schools.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students shall master or exceed grade level educational standards.

Objective	Objective Short Name	Baseline	5-year Target
1.1 Pocahontas County Schools will increase the percentage of students who are proficient on the reading and math WESTEST assessments.	1.1 Reading/Math WESTEST	78.26	90.00

Goal 2: All students shall receive instruction from teachers trained in research based professional development designed to enhance curriculum quality and encourage identified student talents.

Objective	Objective Short Name	Baseline	5-year Target
2.1 All students will receive instruction based upon data analysis.	2.1 Data Analysis	50.00	100.00
2.2 All students will receive instruction founded in research based instructional practices.	2.2 Data from research/instructional pra	50.00	100.00
2.3 All students will receive instruction that meets the needs of their differentiated learning styles.	2.3 Differentiated Learning Styles	50.00	100.00

Goal 3: Pocahontas County Schools will seek to continuously improve through the collaboration of all schools, the central office administration, and the community to establish one countywide system to serve all students with respect, trust and support.

Objective	Objective Short Name	Baseline	5-year Target
3.1 All students, parents, staff, and the community will be part of a systemic communication plan.	3.1 Systemic Communication Plan	0.00	100.00
3.2 All students and staff will be provided a positive school climate in which to work.	3.2 Positive School Climate	0.00	90.00
3.3 The community, students, parents, and staff will be provided a school wide communication system with equipment that allows 21st century levels communication	3.3 21st Century Communication System	0.00	5.00

Goal 4: Pocahontas County Schools will increase active positive parent participation for all students at each grade level.

Objective	Objective Short Name	Baseline	5-year Target
4.1 Parent training will be increased in order to better assist student success.	4.1 Parent Training	0.00	90.00
4.2 Partnerships with local businesses, agencies, and civic groups will be increased and strengthened in order to assist student success.	4.2 Partnerships	0.00	100.00

Goal 5: Technology Goal - To improve student achievement, enhance student learning, and improve twenty-first century skills through the integration of technology.

Objective	Objective Short Name	Baseline	5-year Target
5.1 To establish a stable network environment, with up-to-date technology equipment and continued professional development for improved student achievement.	Technology Goal	0.50	0.99

Goal 1: All students shall master or exceed grade level educational standards.

Objective 1.1 Pocahontas County Schools will increase the percentage of students who are proficient on the reading and math WESTEST assessments.

As measured by:

An increase in the Westest scores

Baseline Data				78.26
	Targets		Actual	
	2005-2006	80.00	2005-2006	81.69
	2006-2007	84.00	2006-2007	0.00
	2007-2008	88.00	2007-2008	N/A
	2008-2009	90.00	2008-2009	N/A
	2009-2010	90.00	2009-2010	N/A

Goal 2: All students shall receive instruction from teachers trained in research based professional development designed to enhance curriculum quality and encourage identified student talents.

Objective 2.1 All students will receive instruction based upon data analysis.

As measured by:
Principal observation and evaluation

Baseline Data				50.00
		Targets	Actual	
	2005-2006	60.00	2005-2006	60.00
	2006-2007	70.00	2006-2007	0.70
	2007-2008	80.00	2007-2008	N/A
	2008-2009	90.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Objective 2.2 All students will receive instruction founded in research based instructional practices.

As measured by:
Principal observation and evaluation

Baseline Data				50.00
		Targets	Actual	
	2005-2006	60.00	2005-2006	60.00
	2006-2007	70.00	2006-2007	0.70
	2007-2008	80.00	2007-2008	N/A
	2008-2009	90.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Objective 2.3 All students will receive instruction that meets the needs of their differentiated learning styles.

As measured by:
Principal observation and evaluation

Baseline Data				50.00
		Targets	Actual	
	2005-2006	60.00	2005-2006	60.00
	2006-2007	70.00	2006-2007	0.70
	2007-2008	80.00	2007-2008	N/A
	2008-2009	90.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Goal 3: Pocahontas County Schools will seek to continuously improve through the collaboration of all schools, the central office administration, and the community to establish one countywide system to serve all students with respect, trust and support.

Objective 3.1 All students, parents, staff, and the community will be part of a systemic communication plan.

As measured by:

The existence of a countywide communications plan

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

Objective 3.2 All students and staff will be provided a positive school climate in which to work.

As measured by:

Discipline and attendance reports, survey, facility reports

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

Objective 3.3 The community, students, parents, and staff will be provided a school wide communication system with equipment that allows 21st century levels communication

As measured by:

The number of schools with updated equipment

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	2.00	2006-2007	2.00
2007-2008	5.00	2007-2008	N/A
2008-2009	5.00	2008-2009	N/A
2009-2010	5.00	2009-2010	N/A

Goal 4: Pocahontas County Schools will increase active positive parent participation for all students at each grade level.

Objective 4.1 Parent training will be increased in order to better assist student success.

As measured by:

Parent training opportunities, PTA/PTO and parent conference attendance, school newsletters, handbooks, media releases, the establishment of a parent resource center

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

Objective 4.2 Partnerships with local businesses, agencies, and civic groups will be increased and strengthened in order to assist student success.

As measured by:

New partnerships, school/partnership communication

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

Goal 5: Technology Goal - To improve student achievement, enhance student learning, and improve twenty-first century skills through the integration of technology.

Objective 5.1 To establish a stable network environment, with up-to-date technology equipment and continued professional development for improved student achievement.

As measured by:			
Percentage of Windows XP computers			
Baseline Data			0.50
	Targets	Actual	
	2005-2006	0.60	2005-2006 0.60
	2006-2007	0.70	2006-2007 0.70
	2007-2008	0.80	2007-2008 N/A
	2008-2009	0.90	2008-2009 N/A
	2009-2010	0.99	2009-2010 N/A

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

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

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

High Yield Strategies Identified	Year 1 (2006)	Year 2 (2007)	Year 3 (2008)	Year 4 (2009)	Year 5 (2010)
	Standards Based Curriculum	Standards Based Curriculum	Standards Based Curriculum	Standards Based Curriculum	Standards Based Curriculum
	Instructional Management	Instructional Management	Instructional Management	Instructional Management	Instructional Management
	Research Based High Yield Instructional Strategies	Research Based High Yield Instructional Strategies	Research Based High Yield Instructional Strategies	Research Based High Yield Instructional Strategies	Research Based High Yield Instructional Strategies
	Effective Transition PreK - Post Secondary	Effective Transition PreK - Post Secondary	Effective Transition PreK - Post Secondary	Effective Transition PreK - Post Secondary	Effective Transition PreK - Post Secondary
21st Century Content	Use of Data to Target Improvement Efforts	Use of Data to Target Improvement Efforts	Use of Data to Target Improvement Efforts	Use of Data to Target Improvement Efforts	Use of Data to Target Improvement Efforts
Developmental Guidance with Character and Career Education Development	Frequent Monitoring of Student Progress	Frequent Monitoring of Student Progress	Frequent Monitoring of Student Progress	Frequent Monitoring of Student Progress	Frequent Monitoring of Student Progress
Parents as Respected and Valued Partners	Leadership to Create a Learning Centered School	Leadership to Create a Learning Centered School	Innovative Approaches to Meeting Subgroup Needs	Innovative Approaches to Meeting Subgroup Needs	Innovative Approaches to Meeting Subgroup Needs
Use of Data to Target Improvement Efforts		Innovative Approaches to Meeting Subgroup Needs	Strategies for Providing Social/Emotional and Academic Support	Strategies for Providing Social/Emotional and Academic Support	Strategies for Providing Social/Emotional and Academic Support
Highly Qualified Teachers		Strategies for Providing Social/Emotional and Academic Support	Parents as respected and Valued Partners	Parents as respected and Valued Partners	Parents as respected and Valued Partners
Rigorous Performance in Core Subjects		Parents as respected and Valued Partners	Proactive Parent Involvement System	Proactive Parent Involvement System	Proactive Parent Involvement System
Classroom Environments	Well Articulated Mission	Strategies for Providing Social/Emotional and Academic Support			
Research-Based High Yield Instructional Strategies		Parents as respected and Valued Partners			
District Leadership to Create Learning Centered Schools	Identification of System-Wide Core Beliefs	Proactive Parent Involvement System			Change Based on Internal and External Factors
Time and Resources to Support School-Based Learning Communities					Well Articulated Mission
Other Strategy Technology Integration					

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
21st Century Content	
Developmental Guidance with Character and Career Education Development	<p>Title I compliance</p> <p>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.</p> <p>Tomlinson, C.A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, Va. Association for the Supervision and Curriculum Development.</p> <p>Orkwis, R., & McLane, K. (1998). <i>A curriculum every student can use: Design principles for student access</i>. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)</p>
Parents as Respected and Valued Partners	<p>Title I compliance</p> <p>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).</p> <p>Similar finding have been cited in <i>A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement</i>, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."</p>
Use of Data to Target Improvement Efforts	<p>Title I Compliance</p> <p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) <i>Data Analysis for Continuous School Improvement</i> (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (<i>Guide to Using Data in School Improvement Efforts</i>. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory.</p> <p>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.</p> <p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
Highly Qualified Teachers	<p>Title I compliance</p> <p>Using data from a 50-state survey of policies, the 1993-94 School and Staffing Surveys and the NAEP, a study examined the ways in which</p>

teacher qualifications and other school inputs are related to student achievement across states. The finding of both analyses suggest that policy investments in quality of teachers may be related to improvements in student performance.

Darling-Hammond, L. (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. Education Policy Analysis Archives, Vol. 8 Number 1

Rigorous Performance in Core Subjects

The possible discrepancy between the intended curriculum and the implemented curriculum comes as a surprise to noneducators and educators alike. The surprise is probably because public education provides so much guidance on content standards for specific courses and specific grade levels. The existence of state-level standards documents and district-level or school-level curriculum guides does not necessarily imply that the implemented curriculum and the intended curriculum are identical. E.D. Hirsch, in *The Schools We Need and Why We Don't Have Them* (1996), noted this situation:

We know, of course, that there exists no national curriculum, but we assume, quite reasonably, that agreement has been reached locally regarding what should be taught to children at each grade level-if not within the whole district, then certainly within an individual school.... The idea that there exists a coherent plan for teaching content within the local district, or even within the individual school, is a gravely misleading myth.

Teachers commonly make independent and idiosyncratic decisions regarding what should be covered and to what extent. This practice frequently creates huge holes in the continuum of content. In their book *The Learning Gap*, Stevenson and Stigler (1992) illustrate the point.

Classroom Environments

Chrisman, Valerie, "How Schools Sustain Success," *Educational Leadership* 62, 5 (February 2005): 16-20. (As summarized in *Effective Schools Research Abstracts Volume 20, Issue 1*)
Educational Leadership has a web site at <http://www.ascd.org/cms/index.cfm?TheViewID=353&flag=353>

Topic	Effective Schools
Keywords	Effective Schools, Instructional Leadership, School Improvement

Teachers in successful schools used the results of student assessments to analyze which instructional strategies and **classroom environments** best-supported student learning. They also supported each other in improving student achievement by such practices as team teaching, mentoring new teachers, and collaborating to share lesson de

Research-Based High Yield Instructional Strategies

What Did the Researchers Find?

While classroom management has long been a major teacher concern, it has only recently become a focus of research, beginning in 1970 when Jacob Kounin published the first major study on classroom management. The current meta-analysis is based on the classroom management research

	<p>conducted since that time.</p> <p>Marzano, Robert J., Jana S. Marzano and Debra Pickering. Classroom Management that Works-Research-Based Strategies for Every Teacher. ASCD, Alexandria, VA, 2003. (As summarized in <i>Effective Schools Research Abstracts Volume 18, Issue 8</i>)</p>
<p>District Leadership to Create Learning Centered Schools</p>	<p>The Principal as Instructional Leader</p> <p>The principals in the high-achieving schools mentioned above were instructional leaders. They had the knowledge and skills they needed to effectively support the academic program including skills in observation, analysis, and improvement of teaching, as well the expertise needed to improve curriculum and instruction. Principals who are effective instructional leaders are well versed in learning theory and approaches to instructional planning. They are able to assist in aligning curriculum with standards and developing standards-based assessments. They serve as a resource for teachers who need assistance with unit development, lesson planning, lesson delivery, or effective instructional techniques (New Leaders for New Schools 2002).</p> <p>Thompson explains why the emphasis on instructional leadership is so important in today's schools:</p> <p>If principals have, to varying degrees, always been instructional leaders, that role has reached a new height of demand and complexity since standards and accountability have become the watchwords in public education. The principal is expected to lead in the design of a curriculum that meets the learning need of all students and is aligned with state and local standards, to know what constitutes good instructional practice, and to coach and otherwise guide teachers in the continual improvement of their educational knowledge and practice.</p> <p>Participants in a forum on school leadership decided that it could look very different in different schools:</p> <p>In some schools principals are a common presence in the classroom, with the principals being closely involved with the teaching in every classroom... In others, principals serve more as instructional facilitators. For example, instead of spending considerable time in each classroom, a principal may designate teacher-leaders, who work directly with every teacher and meet often with the principal. Whatever the arrangement... leaders provide teachers with informed feedback, guidance, support, and professional development that will help them do their jobs better (National Institute on Education Governance, Finance, Policymaking, and Management 1999).</p>
<p>Time and Resources to Support School-Based Learning Communities</p>	<p>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,</p>

	<p>move all students to faster attainment to important state standards for their achievement.</p> <p>Fuchs, L. S., Fuch, D. (2002)</p>
<p>Other Strategy Technology Integration</p>	<p>In addition to the NETS standards for students, the Secretary's Commission on Achieving Necessary Skills (SCANS) report and the American Association of School Administrators include competency in the use of computers and other technologies as an essential skill for students in the 21st century (SCANS, 1992; Uchida, Cetron, & McKenzie, 1996).</p> <p>These reports assert that technological literacy is an essential component of job readiness, citizenry, and life skills. Students must not only become competent in the use of technology and associated applications, they also must be able to apply their skills to practical situations. Most experts agree that students should develop technological skills in the context of learning and solving problems related to academic content (Baker & O'Neil, 2003).</p> <p>Resources Used to Develop the Content for Technological Literacy</p> <p>Akira Toki Middle School. (n.d.). <i>Technology education at Akira Toki Middle School in Madison, Wisconsin</i>. Retrieved April 11, 2003, from http://www.madison.k12.wi.us/toki/tecliter.htm</p>

Technology Plan

Submitted by - wdale@access.k12.wv.us 2007-06-04 08:59:27.0

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

Numerous computers must be upgraded to a minimum of Windows 98 (10 computers need to be replaced). Pocahontas County has handicapped students who are in constant need of additional assistive technology. County needs to expand its technology support team and instruction in technology. It needs to increase confidence level in administrative use of technology particularly implementation of the USIP, etc. and the new 5-Year Strategic Plan. All county schools now have T-1 lines which make it possible for students to access the I-Know Website for test practice. Bandwidth is no longer the major problem. We will address these needs in the following manner by providing extensive staff development, operating system upgrade, I-Know Training, and provision of additional assistive technology on demand.

Action Steps

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

Plan Section technology

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

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

- 01 - Implement new server for Green Bank ES/MS for Odyssey implementation
- 02 - Save matches and plan for Year 5 e-rate infrastructure upgrades at Green Bank ES/MS: Green Bank ES - 16 new drops/1 twenty four port patch panel, 2 Baystack 470 switches, gigabit connector and UPS
- 03 - Add new switch with 24 ports and 3 UPS (one rack mount/2 floor) to upgrade infrastructure at Pocahontas County HS
- 04 - Palm pilots will be used with DIBELS program
- 05 - Portable video conferencing equipment will be purchased
- 06 - Begin to plan for purchasing interactive white boards for classroom instruction
- 07 - Use new flash drives for increased storage of documents
- 08 - Add new digital camera for PCHS
- 09 - Upgrade network printer in library at PCHS
- 10 - Plan for saving TFS match for infrastructure updates/2005 e-rate requests at Hillsboro ES - 8 new drops/patch cables/ 1 Baystack 470 switch, etc.
- 11 - Plan for saving TFS match for 2005 e-rate infrastructure updates at Marlinton Middle - 9 drops/ 1 Baystack 470, UPS, etc.
- 12 - Plan for saving TFS match for e-rate infrastructure upgrades at Marlinton Middle - adding 4 new Baystack 470 switches, ports, UPS

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

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

Persons Responsible Technology coordinator/principal/School technology contact

Target Audience Students

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

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

Plan Section technology

Associated Goals/Objectives 1.1 Reading/Math WESTEST ,Technology Goal

Associated High Yield Strategies Rigorous Performance in Core Subjects ,Research-Based High Yield Instructional Strategies ,Technology Integration

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

- 10 - Upgrade to Office 2007 in library lab on all computers (39 new licenses purchased)
- 01 - The DIBELS program will be implemented to provide feedback on student achievement in early reading development. The Quick Phonics Screener and diagnostic reading assessment will be used as instruments to provide feedback on the reading progress of students
- 02 - The DIBELS m-CLASS program (phonemic awareness) will be conducted and program implemented to address the needs of students in the special education and low socioeconomic status groups in all elementary Title I schools
- 03 - Title I staff and classroom teachers regroup students based on need to develop instruction based on DIBELS outcomes
- 04 - Use Elementary Tools for Schools initiative money to update computers and Odyssey implementation
- 05 - To use software available in the schools (e.g., Microsoft Office, Inspiration, Accelerated Reader, etc.) to enhance instruction
- 06 - Implement Compass Odyssey (software lessons aligned to WV CSOs) at Green Bank ES/MS this year and plan for implementation at Hillsboro ES next year
- 07 - Use Compass Odyssey software lessons during reading block as one of the stations
- 08 - Continue updating Compass Odyssey lessons for Marlinton ES
- 09 - Plan for adding Compass Odyssey for Green Bank ES through Step 7 funds
- 10 - Add 30 licenses of Inspiration to library lab
- 11 - Add full suite Adobe license to one station in the library
- 12 - Continue to use Bridges career software at Pocahontas County HS

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 20, 2007	June 11, 2010	?	?

Purpose To improve the use of 21st century tools and resources to improve student achievement.
Persons Responsible Teachers
Target Audience Students

Federal Compliances RLIS 03. Educational Technology ,Title I 09. Additional Assessments and Educational Assistance, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Spec. Ed.

Associated Goals/Objectives 1.1 Reading/Math WESTEST ,2.2 Data from research/instructional pra,2.3 Differentiated Learning Styles

Associated High Yield Strategies Research-Based High Yield Instructional Strategies ,Technology Integration

Action Step Sp Ed - Purchase materials and supplies for implementing IEPs

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2008	July 1, 2007	June 30, 2008

Purpose To implement IEPs
Persons Responsible Special Ed director
Target Audience SWD

Federal Compliances Special Education 03. Materials Supplies and Equipment, Technology 02-Technology Integration for 21st Century Skills/Student Achievement
Federal Compliance Monies \$ 50,000.00

SpecEd School Age-\$ 50,000.00

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

Plan Section technology

Associated Goals/Objectives 3.3 21st Century Communication System ,Technology Goal

Associated High Yield Strategies Technology Integration

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

- 05 - Continue to provide long distance and voice telephone services
- 01 - To provide stable access to the data lines for WVEIS and the use of the Internet for instruction and communication by building a Wide Area Network(WAN) using Voice Over I.P.
- 02 - 3-10 teachers will use the i-know website to practice for the WESTEST.
- 03 - Use School Kit, Bridges, SAS and standards based lesson plans to improve instruction in all schools
- 04 - Plan for using TFS funding for e-rate matches for 2005 infrastructure upgrades at Marlinton Middle, Marlinton ES, Hillsboro ES and Green Bank ES/MS {all 80% schools funded 1/2007}

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

Persons Responsible E-rate coordinator

Target Audience All stakeholders

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

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

Plan Section technology

Associated Goals/Objectives 3.3 21st Century Communication System ,Technology Goal

Associated High Yield Strategies Technology Integration

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

- 01 - Add 6 new fourier/Novas for portable access to Internet, graphing, outside instruction, etc. at PCHS
- 02 - Add 12 new small form stations/monitors, etc. in library lab at PCHS

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement.

Persons Responsible E-rate coordinator

Target Audience All stakeholders

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

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

Plan Section technology

Associated Goals/Objectives Technology Goal

Associated High Yield Strategies Technology Integration

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

- 01 - Video Conferencing will be used to provide classroom instruction at PCHS
- 02 - To provide distance learning classes for students in Pocahontas County

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide for an effective model for the distance delivery or virtual delivery of

Persons Responsible Classroom teachers and school technologists

Target Audience All stakeholders

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).

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

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

Plan Section technology

Associated Goals/Objectives Technology Goal

Associated High Yield Strategies Parents as Respected and Valued Partners

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

01 - School websites and other web based solutions such as schoolnotes.com, Ed-line will be used to provide parents with up-to-date information on student progress and school activities

Projected Begin Date July 1, 2007	Projected End Date June 10, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve communication and collaboration among stakeholders	Persons Responsible Classroom teachers and school technologists	Target Audience All stakeholders
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Federal Compliances Technology 06- 21st Century Parent/Community/Partnership Collaboration

Technology 07-Professional Development for 21st Century Instruction

Plan Section technology

Associated Goals/Objectives Technology Goal

Associated High Yield Strategies None

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

01 - Teachers will receive training in the use of "Compass or Odyssey" software

02 - Continue WVEIS training for administrators

03 - To provide training for all schools in order to align Computer lab software lessons with the WV CSOs

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources	Persons Responsible Administrators	Target Audience Students
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Federal Compliances Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section technology

Associated Goals/Objectives Technology Goal

Associated High Yield Strategies Technology Integration

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

01 - Teachers will receive training to troubleshoot minor problems and county maintenance person will be contacted for more extensive problems.

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

Persons Responsible Administrators

Target Audience All stakeholders

Professional Development Trainer Led

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

Technology 09-Adult Literacy

Plan Section technology

Associated Goals/Objectives 4.1 Parent Training ,Technology Goal

Associated High Yield Strategies Technology Integration

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

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To collaborate with adult literacy providers

Persons Responsible County technology coordinator/principals

Target Audience All stakeholders

Federal Compliances RLIS 04. Parental Involvement Activities ,Title I 05. Parent Involvement, Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc%	Commit	County Match
554387	1542017	Greenbank Elem-Middle School	9,093.00		7,274.40	0.00
		State Totals - Elementary TFS	9,093.00		7,274.40	1,818.60
TFS/Secondary E-rate Application	1542017	State Totals - Secondary TFS	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	35,898.00	80	27,641.46	11,540.94
		Cellular	0.00		0.00	0.00
		Data Lines	50,178.00	80	38,637.06	11,540.94
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	29,358.00	80	21,883.14	7,475.18
		Internet Access	0.00		0.00	0.00
		Long Distance	0.00		0.00	0.00
		Paging	0.00		0.00	0.00
		Voice	0.00	80	0.00	0.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals			115,434.32	80
TFS/Elementary E-rate Application	2008	Greenbank Elementary	9,093.00	80	7,274.40	1,818.60
		State Totals - Elementary TFS	9,093.00		7,274.00	1,819.00
		State Totals - TFS/Elementary	9,093.00		7,274.40	1,818.60

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	0.00	0.00	0.00	
		Data Lines	32,220.00	24,809.40	7,410.60	
		Internal Conn Maint	0.00	0.00	0.00	
		Internal Connections	29,358.00	21,883.14	7,475.18	
		Internet Access	3,312.00	2,550.24	761.76	
		Long Distance	2,400.00	1,848.00	552.00	
		Paging	0.00	0.00	0.00	
		Voice	37,562.00	28,923.36	8,639.44	
		WAN	0.00	0.00	0.00	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		104,853.00	80,014.14	24,838.98

TFS/Elementary E-rate Application 2007 Greenbank Elementary 9,093.00 80 7,274.40 1,818.60
 State Totals - TFS/Elementary 9,093.00 7,274.40 1,818.60
 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	0.00	0.00	0.00	
		Data Lines	27,360.00	21,067.20	6,292.80	
		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	0.00	0.00	0.00	
		Paging	0.00	0.00	0.00	
		Voice	24,600.00	18,942.00	5,658.00	
		WAN	0.00	0.00	0.00	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		51,960.00	40,009.20	11,950.80

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	0.00	0.00	0.00	
		Data Lines	30,330.00	23,354.10	6,975.90	
		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	1,920.00	1,478.40	441.60	
		Paging	0.00	0.00	0.00	
		Voice	34,772.12	26,774.53	7,997.59	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		67,022.12	51,607.03	15,415.09

State Basic Skills E-rate Application 2005 Greenbank ES 9,506.00 80 7,604.80 1,901.20
 Hillsboro ES 4,220.60 80 3,376.48 844.12
 Marlinton ES 4,383.00 80 3,506.40 876.60
 Marlinton Middle 9,681.00 80 7,744.80 1,936.20
 State Totals - BS/CE 27,790.60 22,232.48 5,558.12

State SUCCESS E-rate Application 2005 Marlinton MS 7,477.60 80 5,982.08 1,495.52
 Pocahontas County HS 12,195.15 70 8,536.61 3,658.54

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? 07/08/2002

3. When was the public meeting held for CIPA Compliance? 06/15/2001

4. Provide the URL to your acceptable use policy. boe.poca.access.k12

	Schools	Other Buildings	Total
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5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
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6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
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7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	6	0	6
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8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
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9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
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10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	5	0	5
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11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
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12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
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13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	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
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15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
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16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?

WORK PLAN SUMMARY

Support/Capacity Building Process

Sp Ed - Pocahontas County will meet the requirements of each child with an IEP.

Process Monitoring

Sp Ed - Pocahontas County provides ongoing , researched based professional development to assist those involved responsible for implementing and sustaining the action steps. they may routinely assess the progress of the project and make necessary in-course adjustments. On-going collaboration and progress monitoring assures progress and necessary in-course adjustments are made as needed.

Evaluation Process

Pocahontas County will ascertain the value of the action steps for reaching the stated goals and objectives of the plan by the increase of student achievement.