

# FIVE-YEAR STRATEGIC PLAN 2005-2010

## Annual Update 2007

E-rate Funding Year 2008-2009

**PRESTON COUNTY SCHOOLS PRESTON COUNTY SCHOOLS - COUNTY OFFICE**

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"Good plans shape good decisions.

That's why good planning helps to make elusive dreams come true."

**Lester R. Bittel**, *The Nine Master Keys of Management*

# SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

<b>Administration</b>	Assistatn Superintendent	Dr. Mike Teets
	Principal	Steven Wotring
	Principal	Steve Plum
	Director, Title I	Teddi Cox
	Technology Coordinator	Bob Ridenour
	Superintendent	John Lofink
	Director, Special Education	Katherine George
<b>Business &amp; Community</b>		Joanna Conrad
		Kim Abbey
		Paul Braham
<b>Parents</b>		Connie Shannon
	Parent	Jared Brewer
<b>Teachers</b>		Carol Riley
	Coordinator, Attendance	

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**

The mission of the Preston County School District is for the staff, faculty, and leadership to be committed to producing globally competitive citizens who are prepared for life in the 21st century. We will enable students to develop into lifelong learners, to enhance and promote education and to provide a safe and positive environment for all students.

## **CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT**

### **We believe...**

1. Our students come first. Our schools exist to serve all learners of our county.
2. The success of our students depends on a cooperative partnership among the families, schools and community with responsibility and accountability at all levels.
3. The educational environment, including our facilities must be safe, secure, supportive, and unified to produce life long learners.
4. All students can learn given the appropriate time and conditions.
5. Education in our district embraces our students' unique characteristics and promotes self esteem.

# Annual Budget

## Required Strategic Plan Budget Funding Source Totals

<b>Funding Source</b>	<b>Amount</b>
Technology E-rate	95,834.00
Technology E-rate County Match	30,263.00
Technology Infrastructure	66,553.00
Technology Local Share	18,526.00
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	61,573.00
TFS/Secondary Technology	75,937.00
Title II	317,000.00
Title V	6,485.00
<b>Total</b>	<b>\$ 672,171.00</b>

# DATA ANALYSIS

## A. EXTERNAL DATA ANALYSIS

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

Enrollment decreases have occurred causing loss of staffing and services. However in the past two years enrollment has held constant.

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

The age of the citizens of our county continues to raise as the number of youth continues to decrease. An anticipated growth of school aged children is expected in the next few years, and we have no facilities to house schools as needed. Business and industry will no come into our county when they view our existing school facilities. The implications are bleak for our school system and our county.

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

No significant changes. The implications continue to project downward trends in employment and economic growth.

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

No major changes. No business or industry, aging population, limited hope for new jobs or economic base improvement.

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

Significant numbers of children living with single parent homes, or being raised by grand- parents. High teen birth rate, with many multi- family

**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?**

There are all for the good and bad that comes with living ain a rural setting.

## B. STUDENT ACHIEVEMENT DATA ANALYSIS

**No Child Left Behind School Reports**

County did not make AYP in 2003-04 or in 2004-05.

**WESTEST Confidential Summary Report**

County has concerns with student performance in reading and math in general, and in particular the sub-groups of Special Education and Low Socio-economic sub-groups not making AYP.

**WESTEST Confidential Item Analysis Summary**

Confidential Item Analysis is key to the county plan for identifying the essential curriculum and in developing mapping and pacing our instruction in the coming years.

**WESTEST Confidential Roster Report**

Reading and math concerns are present across all grade levels and in all schools. Development of higher level thinking skills acknowledged.

**WV Writing Assessment**

Concerns with the Writing Assessment this past year centered mainly on the lack of opportunity many of the students had in key-boarding skills and the difficulty with the test at the middle and high school level. Writing across the curriculum and the inclusion of an emphasis on written expression across all grade levels are imperative.

**SAT/ACT Results**

Used by Preston High to help identify needs for improvement. Above state average.

**ACT Explore - Grade 8 Middle School**

Used by all middle schools to identify needs for improvement. Above state average.

**ACT Plan - Grade 10 High School**

Used by the PHS for planning. Scores below state average.

**AP Testing Report/AP Rate**

Used by PHS for planning. AP courses are being reduced annually as funding continues to decrease.

## PRIORITIES

1. Improve reading achievement for all students.
2. Improve math achievement for all students.
3. Close the achievement gap between regular education students and students identified for special education.
4. Close the achievement gap between average to high socio-economic sub groups and the low socio-economic group.
5. Assure that there is a climate of high expectations for all students in Preston County.
6. Maintain and increase the graduation rate in our county.

## C. OTHER STUDENT OUTCOMES ANALYSIS

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

# There are no concerns with attendance in Preston County.

**Discipline Referral Report**

The percentage of students with disabilities suspended or removed is not proportionate to the percentage of students with disabilities enrolled in the district. Students with disabilities are removed for a greater length of time as students without disabilities. However, there has been some improvement from January to June, 2006. Strategic planning sessions are being held with counselors and Special Educators participation during the summer 2006, as to what will change to make these areas of concern cease. We will be doing further training for all secondary personnel in the area of discipline and referral process in August and September, 2006 through elongated day trainings at Preston High. A new monitoring process is in place at the COSE to be certain the suspensions and removals do not reflect with greater times for special needs students than for regular education students.

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

Drop out rates for students with disabilities are higher than for the general population. An indepth study of all of the indicators for drop out prevention has been undertaken and key markers are being identified. The concerns are not new in Preston County and each potential drop out with an IEP is being given individualized counseling by the SpEd case manager as well as the PHS Counselor.

**CIMP Self Assessment**

Concerns as identified in the CIMP this past year which we will continue to work on for improvement in the 2007-2008 school year and beyond include:

1. Professional special education personnel employed or contracted by the district shall meet the West Virginia standard for highly qualified - All have met this criteria for this year, but in reality, HOUSSE is what has given us the compliant status. We need to work diligently to find and keep highly qualified teachers in Preston County and throughout the state.
2. Parent involvement in the evaluation and decision making process for their child increased
3. The graduation rate of students with disabilities, graduating with a standard diploma, is comparable to the graduation rate for all students.
4. Drop out rates for students with disabilities needs to be comparable to those for all students.
5. Students with disabilities are removed for a comparable length of time as student without disabilities
6. Special Education teachers consult with school administration and /or other school personnel in the determination of IEP services for student removed for more than 10 days.
7. A functional behavior assessment must be conducted whenever removal accumulate to more than 10 school days in a school year for the first time.
8. Students with disabilities make continuous progress within the state's system for educational accountability (meeting AYP).

All other areas of citations from our CIMP have been considered as compliant at this time. We have improvement plans in place and are diligently working our plans.

**Special Education Data Profiles**

The subgroup of SWD's remains the concern for our county in making AYP. Although we have made considerable gains, we still must work to continue to close this achievement gap.

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

No LEP students

**LEP - What are the major language groups?**

No LEP students

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

No LEP students

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

No LEP students

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

No LEP students

**PRIORITIES**

1.

To continue to increase learning for all by increasing proficiency skills in Reading, Language Arts and Math continue to be a goal for the county.

2. We also must continue to concentrate or improving basic skills for students with disabilities and close the achievement gap in this sub group.

**D. CULTURE AND CONDITIONS ANALYSIS****Office of Performance Audits Compliances and Recommendations**

The OEPA report (Spring 2005) was dismal. We found it difficult to accept the remarks and findings the report had to share, however realized that there was but one way to move in OEPA expectations and that was up. Cleanliness and condition of facilities was an issue, although we lack the funding, resources, and staff to maintain our facilities. We were informed that we must address the culture of teachers maintaining low expectations for some students. Other areas were addressed such as lesson planning and leadership. there was sharp disagreement with comments found in the report and the actual conditions which we find ourselves in throughout the county.

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

Special Education monitoring has for the past two years been completed through the continuous improvement monitoring process. Highly qualified teachers in special education seems to be an area of concern for our county. It is

difficult to tell our most educated group of teachers found in our county that they do not meet highly qualified status. We anticipate the new regulations to create larger needs in continuing to have certified special educators in our county. Special education has some school to school errors in procedural matters, however, systemic concerns have not been noted this year. With the re-authorization of IDEA new demands are still being made, it is yet to be seen this year. Providing services in the inclusive setting is a huge undertaking without the recognition at the state or federal level that inclusive classrooms require far more special educators than do resource or self-contained delivery models. The response to intervention model is a program we need to give great attention and effort in the coming years.

**Walkthrough Summaries**

Walkthrough summaries indicate that teachers are working mostly at the knowledge level of instruction and response. There is however a more keen awareness of the need to move students to higher level thinking skills since the walkthroughs have been occurring regularly in our schools.

**Digital Divide Report (Technology)**

The major concern derived from the Digital Divide Reports is the need to replace computers with operating systems older than Win 98. By the year 2010, all computers will have operating systems that are Win XP or newer. Based on the school computer replacement cycle in place, approximately 175 computers will be replaced per year.

**PRIORITIES**

1. Provide a culture of high expectations for all students.
2. Close the achievement gap between regular education and special education students.
3. Close the achievement gap between average and low socio-economic level students

# GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

**Goal 1:** All students in Preston County Schools shall master or exceed grade level educational standards that reflect 21st century skills.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
1.1	To increase student achievement in Reading and Language Arts to 90% by the year 2010.	Improve Reading and LA for all students	71.50	90.00
1.2	To increase student achievement in Math to 90% mastery or beyond by the year of 2010.	Improve Math proficiency for all student	64.00	90.00
1.3	All students will have welcoming, safe environments with high expectations for all.	Improve climate and conditions for all.	0.00	0.00

**Goal 2:** Preston County Schools will close the achievement gap among all sub-groups.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
2.1	The average % of students in Special Education achieving proficiency in Reading/Language Arts will increase to 60% by the year of 2010.	Increase proficiency for SpEd in R/LA	34.50	60.00
2.2	The average % of students in SpEd Math subgroup achieving proficiency in Math will increase to 85% by the year of 2010.	Increase proficiency in SpEd Math	65.00	85.00
2.3	The average % of student in SES achieving proficiency in Math will increase to 85% by the year of 2010.	Improve proficiency in Math for SES	43.50	85.00
2.4	The average % of students in low SES achieving proficiency in Reading and Language Arts will increase to 80% by the year of 2010.	Improve proficiency in R/LA for SES	34.00	80.00

**Goal 3:** Preston County Schools will establish a stable technology infrastructure, up-to-date computer equipment, maintenance, and professional development that will improve 21st Century Skills through the integration of technology to improve student achievement and parent involvement.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
3.1	Increase the percentage of Windows XP computers throughout the county school system.	Technology-access	37.00	100.00

**Goal 4:**

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
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**Goal 5:**

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
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**Goal 1:** All students in Preston County Schools shall master or exceed grade level educational standards that reflect 21st century skills.

**Objective 1.1** To increase student achievement in Reading and Language Arts to 90% by the year 2010.

**As measured by:**

WESTEST and the Alternate Assessment for students with severe intellectual impairment, West Virginia Writing Assessment, ACT Plan and Explore, ACT and SAT scores.

<b>Baseline Data</b>			71.50
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	75.50	<b>2005-2006</b> 0.00
	<b>2006-2007</b>	80.00	<b>2006-2007</b> 78.01
	<b>2007-2008</b>	85.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	87.50	<b>2008-2009</b> N/A
	<b>2009-2010</b>	90.00	<b>2009-2010</b> N/A

**Objective 1.2** To increase student achievement in Math to 90% mastery or beyond by the year of 2010.

**As measured by:**

WESTEST and the Alternate Assessment for students with severe intellectual impairment, ACT Plan and Explore, ACT and SAT scores.

<b>Baseline Data</b>			64.00
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	68.00	<b>2005-2006</b> 0.00
	<b>2006-2007</b>	72.00	<b>2006-2007</b> 75.30
	<b>2007-2008</b>	80.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	85.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	90.00	<b>2009-2010</b> N/A

**Objective 1.3** All students will have welcoming, safe environments with high expectations for all.

**As measured by:**

Increased attendance, lower drop out rate, increase in graduation reate, increased student achievement, student survey.

<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>	0.00	<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>	0.00	<b>2009-2010</b> N/A

**Goal 2:** Preston County Schools will close the achievement gap among all sub-groups.

**Objective 2.1** The average % of students in Special Education achieving proficiency in Reading/Language Arts will increase to 60% by the year of 2010.

**As measured by:**

WESTEST and the Alternate Assessment for students with severe intellectual impairment, West Virginia Writing Assessment,ACT Plan and Explore, ACT and SAT scores.

<b>Baseline Data</b>		34.50	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	40.00	<b>2005-2006</b>	0.00
<b>2006-2007</b>	45.00	<b>2006-2007</b>	35.48
<b>2007-2008</b>	50.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	55.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	60.00	<b>2009-2010</b>	N/A

**Objective 2.2** The average % of students in SpEd Math subgroup achieving proficiency in Math will increase to 85% by the year of 2010.

**As measured by:**

WESTEST and the Alternate Assessment for students with severe intellectual impairment,ACT Plan and Explore, ACT and SAT scores.

<b>Baseline Data</b>		65.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	70.00	<b>2005-2006</b>	0.00
<b>2006-2007</b>	75.00	<b>2006-2007</b>	38.30
<b>2007-2008</b>	80.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	82.50	<b>2008-2009</b>	N/A
<b>2009-2010</b>	85.00	<b>2009-2010</b>	N/A

**Objective 2.3** The average % of student in SES achieving proficiency in Math will increase to 85% by the year of 2010.

**As measured by:**

WESTEST and the Alternate Assessment for students with severe intellectual impairment,ACT Plan and Explore, ACT and SAT scores.

<b>Baseline Data</b>		43.50	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	40.00	<b>2005-2006</b>	0.00
<b>2006-2007</b>	45.00	<b>2006-2007</b>	68.70
<b>2007-2008</b>	75.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	80.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	85.00	<b>2009-2010</b>	N/A

**Objective 2.4** The average % of students in low SES achieving proficiency in Reading and Language Arths will increase to 80% by the year of 2010.

**As measured by:**

WESTEST and the Alternate Assessment for students with severe intellectual impairment, West Virginia Writing Assessment,ACT Plan and Explore, ACT and SAT scores.

<b>Baseline Data</b>		34.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	40.00	<b>2005-2006</b>	0.00
<b>2006-2007</b>	45.00	<b>2006-2007</b>	65.80
<b>2007-2008</b>	70.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	75.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	80.00	<b>2009-2010</b>	N/A

**Goal 3:** Preston County Schools will establish a stable technology infrastructure, up-to-date computer equipment, maintenance, and professional development that will improve 21st Century Skills through the integration of technology to improve student achievement and parent involvement.

**Objective 3.1** Increase the percentage of Windows XP computers throughout the county school system.

**As measured by:**  
Digital Divide report

<b>Baseline Data</b>			
	<b>Targets</b>	<b>Actual</b>	
			37.00
<b>2005-2006</b>	50.00	<b>2005-2006</b>	46.90
<b>2006-2007</b>	63.00	<b>2006-2007</b>	61.00
<b>2007-2008</b>	76.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	89.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	100.00	<b>2009-2010</b>	N/A

**Goal 4:**

**Goal 5:**

# HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Instructional Management	
Change as an On-Going Continuous Process	
21st Century Content	<p>Curriculum maps offer a sequence for delivering content and provide a clear scope for what <i>must</i> be taught to <i>all</i> students.</p> <p>Curriculum maps can be aligned both horizontally and vertically, organizing content, skills, assessments, and resources over time. A curriculum map can also serve as a tool for collecting data about the implemented curriculum in a school and in a district—the instruction that students are experiencing. By mapping what's actually taught and when it's taught, teachers produce data that can be used with assessment data to make modifications in instruction</p> <p>Marzano. R.J. (2000). <i>A new era of school reform. Going where the research takes us.</i> Aurora, CO: Mid-continent Research for Education and Learning</p> <p><a href="http://www.mcrel.org/topics/product">http://www.mcrel.org/topics/product</a></p>
Classroom Environments	<p>Students require a supportive classroom environment if they are to achieve what teachers ask of them (Brophy &amp; Good, 1986; Doyle, 1992).students require a supportive classroom environment if they are to achieve what teachers ask of them (Brophy &amp; Good, 1986; Doyle, 1992).</p> <p>Over time, the data show that health risks and low levels of resiliency assets—the ability to be resilient in the face of challenges generally associated with risky behavior—have a negative effect on a school's ability to help students raise test scores (Hanson &amp; Austin, 2003). Schools in which the mental, social, and physical health of students is protected have been able to significantly increase achievement (Marx, 2003).</p> <p>Hanson, T. L., &amp; Austin G. A. (2003). <i>Are student health risks and low resilience assets an impediment to the academic progress of schools? California Healthy Kids Survey: Factsheet 3.</i> Los Alamitos, CA: WestEd.</p> <p>Marx, E. (2003). <i>Stories from the field: Lessons learned about building coordinated school health programs.</i> Atlanta: CDC.</p>
Differentiated Instruction	<p>Differentiation is recognized to be a compilation of many theories and practices. The principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness". That is the difficulty of skills taught should be slightly in advance of the child's current level of mastery. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher at al.(1980), strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980 in Tomlinson, 2000).</p> <p>Other practices noted as central to differentiation have been validated in the effective teaching research conducted from the mid 1980's to the present. These practices include effective management procedures, grouping students for instruction, and engaging learners (Ellis and Worthington,</p>

	<p>1994).</p> <p>School leaders can encourage and support growth in classrooms. Information is provided and explanations are provided on how school leaders can support the development of responsive, personalized, and differentiated classrooms. Tomlinson and Allan illustrate how school administrators and leaders can encourage and support differentiated instruction for the diversity of students in our classrooms today. Tomlinson, C.A., &amp; Allan, S.D. (2000). Leadership for Differentiating schools and classrooms. Alexandria, VA: ASCD.</p>
<p>Support for the Work of the School Strategic Planning Process</p>	<p>More than ever before, today's schools are serving children from dysfunctional homes, children living in poverty, children of teenage parents, and special education students. Adequate parental supervision and control of these students has weakened, and many students have diminished respect for all forms of authority, including the authority of school personnel. As a result, schools are confronted with problems of students possessing weapons, students involved with gang recruitment and rivalry, and students engaged in drug trafficking, both as sellers and buyers. In order to create a safe environment that is conducive to learning, schools must implement safety plans and comprehensive prevention programs that address the root causes of violence. This changing educational climate has created an imperative need for schools to identify tools, strategies, and model programs that enhance the safety and success of all children and the professionals who serve them.</p> <p>There is an orderly, purposeful and businesslike atmosphere which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.</p> <p>Critical Issue: Developing and Maintaining Safe Schools North Central Regional Educational Laboratory <a href="http://www.learningpt.org">http://www.learningpt.org</a></p>
<p>Strategies that Develop Students having 21st Century Learning Skills</p>	<p>High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary." /&gt; Successful transition programs share the following four components:</p> <ol style="list-style-type: none"> <li>1. <b>Parents Are Involved</b> <p>School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership policies and practices. An important component includes training of teachers and other district staff on how to work effectively with parents.</p> </li> <li>2. <b>There is structured communication and collaboration among personnel between the sending school and the receiving school.</b> <p>School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions.</p> </li> <li>3. <b>There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.</b> <p>To affect successful transition at all grade levels, school districts must provide leadership for all schools to assure that students are assured a seamless educational experience as they transition from school to school. District leadership should involve curriculum articulation, common discipline approaches, and effective school to school communication practices. Without a district level coordination of services, schools will invent their own method of transitioning students that could jeopardize a successful transitioning experience for students.</p> </li> <li>4. <b>Transition approaches include both social and academic support systems for</b></li> </ol>

	<p><b>students.</b></p> <p>High performing systems provide proper district leadership and professional development for staff on how to address the needs of students as they move from one school to another with regards to the social/emotional issues and adjustments that may occur as a result of the new social setting, the new routines regarding expectations, and the new size and diversity composition of the school.</p> <p><b>Pre-school Transition:</b>                  Epstein, J. L., Coates, L., &lt;:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarts" /&gt;Salinas, K., Sanders, M., &amp; Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press.</p> <p>Henderson, A., &amp; Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.</p> <p>Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2.</p> <p><u>Middle School Transition Research:</u></p> <p>Mac Iver, D.J., &amp; Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464.</p> <p>Linver, M.R. &amp; Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318.</p> <p>Mac Iver, D.J. &amp; Epstein, J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.</p> <p>"Transition from Middle School into High School" by Nancy B. Mizell &amp; Judith L. Irvin                  Source: National Middle School Association <a href="mailto:info@nmsa.org">info@nmsa.org</a></p> <p><b>High School Transition Research:</b>                  Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? <a href="http://www.sreb.org">www.sreb.org</a></p> <p>What Does Research Say About School-to-Work Transition? <a href="http://www.ncrel.org">www.ncrel.org</a></p> <p>Transition to College: Separation and Change for Parent and Students.  <a href="http://www.aboutourkids.org">www.aboutourkids.org</a></p>
<p>Use of Data to Target Improvement Efforts</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) Data Analysis for Continuous School Improvement (2<sup>nd</sup> 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 13<sup>th</sup>, 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) Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)</p>
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social</p>



interventions, and resources for the home." />

Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur.

Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.

Marzano, Robert J. (2003). *What Works In Schools*. Alexandria, Va. Association for the Supervision and Curriculum Development

Payne, Ruby K. (1996). *A Framework for Understanding Poverty*. Highlands, TX. Aha! Process, Inc.

There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research.

The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.

Lezotte, Lawrence W. (1991) *Correlates of Effective Schools*. Okemis, MI Effective Schools Products, Ltd.

# Technology Plan

Submitted by - rlr70001 2007-06-19 13:23:25.0

## 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

The major concern derived from the Digital Divide Reports is the need to replace computers with operating systems older than Win 98. By the year 2010, all computers will have operating systems that are Win XP or newer. Based on the school computer replacement cycle in place, approximately 175 computers will be replaced per year.

### 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-access **Associated High Yield Strategies** None

**Action Step** Tech - Implement at least one mobile lab containing a minumum of 25 computers with necessary software in each school that has no room for a regular lab.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 8, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide a means for all teachers to have the opportunity to be able to instruct their total class all at one time in areas they deem necessary.

**Persons Responsible**  
Director of Technology  
School Principals  
School Tech Coordinators

**Federal Compliances**  
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-access **Associated High Yield Strategies** None

**Action Step** Tech - Preston County Schools will use the I-Know Web site to increase student achievement.

<b>Projected Begin Date</b> August 27, 2007	<b>Projected End Date</b> June 11, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** The I-Know web site will be used to monitor, and encourage student practice and achievement in the state identified essential curriculum

**Persons Responsible**  
Know web Site Coordinator  
School I-Know Web site Coordinatrs

**Federal Compliances**  
Technology 01-Using Technology

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

**Plan Section** Technology

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

**Action Step** Tech - Purchase White Board Bundles for use in the schools.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 8, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide a means for all teachers to have the opportunity to be able to instruct their total class all at one time in areas they deem necessary.

**Persons Responsible**  
Director of Technology  
School Principals School  
Tech Coordinators

**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** Improve Reading and LA for all students, Improve Math proficiency for all student, Technology-access **Associated High Yield Strategies** None

**Action Step** Tech - Provide software and/or programming that is primarily endorsed by the State Department of Education and is aligned to State CSO's to include: Compass, SAS curriculum, Marco Polo, SchoolKit, Microsoft Office Suite, Riverdeep, Inspiration, Kidspiration, and others as deemed necessary and appropriate.

<b>Projected Begin Date</b> August 27, 2007	<b>Projected End Date</b> June 11, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide teachers with various software tools to increase the achievement level of all students.

**Persons Responsible**  
Director of Technology  
Principals School Tech  
Coordinators Classroom  
Teachers

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

**Plan Section** Technology

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

**Action Step** Tech - Support schools in the implementation and utilization of new and innovative software programs on an individual school basis.

<b>Projected Begin Date</b> August 27, 2007	<b>Projected End Date</b> June 11, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To insure that new and innovative software programs are introduced into the schools as soon as available.

**Persons Responsible**  
Director of Technology  
School Principals School  
Tech Coordinators

**Federal Compliances**  
Technology 02-Technology

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

**Plan Section** Technology

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

**Action Step** Tech - Continue to encourage the use of United Streaming.

<b>Projected Begin Date</b> August 27, 2007	<b>Projected End Date</b> June 11, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide digital images and film clips that align with the state CSO's.

**Persons Responsible**  
Director of Technology  
School Principals  
School Tech Coordinators

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

**Plan Section** Technology

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

**Action Step** Tech - Provide efficient access to the internet through high speed T1 data circuits lines.

<b>Projected Begin Date</b> July 1, 2006	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To assure that all staff and students have access to the internet.

**Persons Responsible**  
Director of Finance  
Director of Technology

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

**Plan Section** Technology

**Associated Goals/Objectives** Improve climate and conditions for all. ,Technology-access **Associated High Yield Strategies** None

**Action Step** Tech - Provide access to voice communications through telephone service.

- Provide 49 existing lines

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide another tool that can be used to successfully administer an efficient school system.

**Persons Responsible**  
Superintendent  
Director of Finance  
Director of Technology

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

**Plan Section** Technology

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

**Action Step** Tech - Provide access to the internet through state-of-the-art internal connections.

- Provide 13 EXISTING T1'S; 2 MULTI-LINK FRAME RELAYS

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To assure that all staff and students have access to the internet.

**Persons Responsible**  
Director of Finance  
Director of Technology

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

**Plan Section** Technology

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

**Action Step** Tech - Provide access to long distance service for telephones.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide another tool that can be used to successfully administer an efficient school system.

**Persons Responsible**  
Superintendent Director of Finance  
Director of Technology

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

**Plan Section** Technology

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

**Action Step** Tech - Provide Web Hosting services for all schools and the local board of education.

- TO SERVE 4584 STUDENTS

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide information and communications for parents and other interested stakeholders in our county.

**Persons Responsible**  
Director of Technology  
School Technology Contacts

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

**Plan Section** Technology

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

**Action Step** Tech - Provide fast and efficient data circuits for all schools.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide a means for all staff and students to use the internet and email services for efficient instruction, research, and communications.

**Persons Responsible**  
Director of Technology  
Director of Finance

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

**Plan Section** Technology

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

**Action Step** Tech - Provide long distance telephone service.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To enable all staff to perform their day-to-day duties that necessitate the use of long distance communications by telephone.

**Persons Responsible**  
Director of Technology  
Director of Finance

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

**Plan Section** Technology

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

**Action Step** Tech - Provide cellular phone service.

- Provide 3 EXISTING LINES; UP TO 22 NEW LINES

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To fulfill the need for communications for administrative and emergency needs.

**Persons Responsible**  
Superintendent  
Director of Finance

**Target Audience** School Administrators, County Office Directors and Coordinators, Superintendent, Asst. Superintendent

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

**Plan Section** Technology

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

**Action Step** Tech - Provide internal connections.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To build a network infrastructure sufficient to accommodate connectivity for all teachers, students, and administrators for the day-to-day needs of telecommunicating in the school system.

**Persons Responsible**  
Director of Technology

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

**Plan Section** Technology

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

**Action Step** Tech - Provide access to local voice phone service.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To enable all staff to perform their day-to-day duties that necessitate the use of local voice communications by telephone.

**Persons Responsible**  
Director of Technology  
Director of Finance

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

**Plan Section** Technology

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

**Action Step** Tech - Provide access to cellular phone service for emergency use.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 3010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide another tool that can be used to successfully administer an efficient school system.

**Persons Responsible**  
Superintendent Director of Finance Director of Technology

**Target Audience** School Principals, BOE Directors & Coordinators

**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** Title I

**Associated Goals/Objectives** Improve climate and conditions for all. **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

**Action Step** The LEA will provide information and technical assistance in implementing the McKinney-Vento Act.

<b>Projected Begin Date</b> August 23, 2007	<b>Projected End Date</b> June 1, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To ensure that all school professionals understand the importance and implement the required strategies.

**Persons Responsible**  
Attendance Director and Title I Director

**Target Audience**  
Teachers, administrators

**Intended Impact on Audience** Meeting federal requirements

**Professional Development** None

**Professional Development Other Description** Utilize Preston Co. Cyberschool

**Federal Compliances** Title I 06. Homeless, Technology 04-Increased Access for Students and Teachers to 21st Century Tools

**Plan Section** Technology

**Associated Goals/Objectives** Improve Reading and LA for all students, Improve Math proficiency for all student, Technology-access **Associated High Yield Strategies** None

**Action Step** Tech - To improve the access to computers in all Preston County Schools by purchasing computers that will better function with Compass, the internet and other software programs that individual schools may be using.

**Action Step** Tech - To improve the access to computers in all Preston County Schools by purchasing computers that will better function with Compass, the internet and other software programs that individual schools may be using.

<b>Projected Begin Date</b> August 27, 2007	<b>Projected End Date</b> June 11, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To increase **Persons Responsible**



access to technology. Director of Technology  
Principals School Tech  
Coordinators

**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-access **Associated High Yield Strategies** None

**Action Step** Tech - Ensure that all students have the access to WV Virtual School classes.

<b>Projected Begin Date</b> August 27, 2007	<b>Projected End Date</b> June 11, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To enhance a student's educational experience through new and innovative technology by providing rigorous classes not offered on the local level.

**Persons Responsible**  
Director of Technology  
Distance Learning  
Contacts Counselors

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

**Plan Section** Technology

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

**Action Step** Tech - Provide state of the art infrastructure in all buildings and classrooms for technology based learning.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 8, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To increase the access of technology for integration of technology into all classrooms.

**Persons Responsible**  
Director of Technology  
School Principals School  
Tech Coordinators

**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** Improve climate and conditions for all. ,Technology-access **Associated High Yield Strategies** None

**Action Step** Tech - Implement Gradequick and EdLine at the middle school level.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To improve communications with parents and the community for increased academic achievement.

**Persons Responsible**  
Director of Technology  
School Principal  
Assistant Pricipal

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

Collaboration

**Plan Section** Technology

**Associated Goals/Objectives** Improve climate and **Associated High Yield Strategies** None conditions for all. , Technology-access

**Action Step** Tech - Implement Gradequick and EdLine at the high school level.

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

**Purpose** To improve communications with parents and the community for increased academic achievement.

**Persons Responsible**  
 Director of Technology  
 School Principal  
 Assistant Pricipal

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

**Plan Section** Technology

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

**Action Step** Tech - Provide opportunities for parents to participate in technology.

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
August 27, 2007	June 11, 2010	?	?

**Purpose** To involve parents in open houses or mini-classes that show parents what their children are doing on technology related equipment along with interactive web-based programs such as Edline and Thinkwave.

**Persons Responsible**  
 Director of Technology  
 Principals School  
 Technology Coordinators  
 Teachers

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

**Plan Section** Technology

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

**Action Step** Tech - Work with schools to maintain present school websites

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2007	June 11, 2010	?	?

**Purpose** To provide information to parents and other interested community stakeholders.

**Persons Responsible**  
 Director of Technology  
 School Principals School  
 Tech Coordinators

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

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

**Associated Goals/Objectives** Improve Reading and LA for all students, Improve Math proficiency for all student, Technology-access **Associated High Yield Strategies** None

**Action Step** Tech - Provide staff development training on using the software that is being used in the county classrooms. Including, but not limited to Compass, Thinkfinity, SAS, SchoolKit, Microsoft, Riverdeep, Inspiration, Kidspiration.

<b>Projected Begin Date</b> August 1, 2007	<b>Projected End Date</b> May 31, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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<b>Purpose</b> To facilitate the integration of technology equipment and software tools into the curriculum primarily through the alignment of software programs with state CSO's.	<b>Persons Responsible</b> Director of Technology, Technology Integration Specialists	<b>Target Audience</b> Teachers
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**Federal Compliances** Technology 07- Professional Development for 21st Century Instruction

**Plan Section** Technology

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

**Action Step** Tech - Provide a Technology Mentoring Specialist.

<b>Projected Begin Date</b> August 1, 2007	<b>Projected End Date</b> May 31, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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<b>Purpose</b> To facilitate the integration of technology equipment and software tools into the curriculum primarily through the alignment of software programs with state CSO's.	<b>Persons Responsible</b> Director of Technology
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**Federal Compliances** Technology 07- Professional Development for 21st Century Instruction

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

**Plan Section** Technology

**Associated Goals/Objectives** Improve Reading and LA for all students, Improve Math proficiency for all student, Improve climate and conditions for all. , Technology-access **Associated High Yield Strategies** None

**Action Step** Tech - Provide a computer technician to work in all schools.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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<b>Purpose</b> To maintain all technology equipment in the county.	<b>Persons Responsible</b> Board of Education Superintendent of Schools Coordinator of Technology
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**Federal Compliances** Technology 08-Maintenance and Repair of 21st Century Tools

**Plan Section** Technology

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

**Action Step** Tech - Provide Norton Anti-virus, Deep Freeze and all windows updates to all county equipment.

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

**Purpose** Facilitates timely "preventive type maintenance of all computer equipment.  
**Persons Responsible** Director of Technology  
 Computer Technician

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

**Plan Section** Technology

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

**Action Step** Tech - Provide an email/interoffice mail maintenance needs reporting system.

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

**Purpose** To facilitate quick and efficient repair of equipment with short down times.  
**Persons Responsible** Director of Technology  
 Principals Teachers  
 Computer Technician

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

### Technology 09-Adult Literacy

**Plan Section** Technology

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

**Action Step** Tech - Provide computers, connectivity, and software for adult literacy and Adult Basic Education programs.

**Projected Begin Date** August 27, 2007  
**Projected End Date** May 30, 2010  
**Actual Begin Date** ?  
**Actual End Date** ?

**Purpose** To ensure that adults will have access and use of technology whenever they embark upon a course of study in the county school system.  
**Persons Responsible** Director of Technology  
 Adult Literacy Volunteers  
 Coordinator of ABE programs  
 ABE Instructor

**Federal Compliances**  
 Technology 09-Adult Literacy

### E-rate Budgets

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2008 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	9,355.00	7,110.00	2,245.00
	Data Lines	64,920.00	49,339.00	15,581.00
	Internal Conn Maint	0.00	0.00	0.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	0.00	0.00	0.00
	Long Distance	9,279.00	7,052.00	2,227.00

Paging	0.00	0.00	0.00
Voice	37,543.00	28,533.00	9,010.00
WAN	0.00	0.00	0.00
Web Hosting	5,000.00	3,800.00	1,200.00
<b>E-rate Totals</b>	<b>126,097.00</b>	<b>95,834.00</b>	<b>30,263.00</b>

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	1,355.00	1,030.10	325.30
		Data Lines	64,920.00	49,339.20	15,580.80
		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	9,278.00	7,051.77	2,226.87
		Paging	0.00	0.00	0.00
		Voice	37,542.00	28,532.56	9,010.28
		WAN	0.00	0.00	0.00
		Web Hosting	2,747.00	2,088.02	659.38
		<b>E-rate Totals</b>	<b>115,844.00</b>	<b>88,041.65</b>	<b>27,802.63</b>

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	1,404.00	1,123.20	280.80
		Data Lines	59,280.00	47,424.00	11,856.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	10,260.00	8,208.00	2,052.00
		Paging	0.00	0.00	0.00
		Voice	40,056.00	32,044.80	8,011.20
		WAN	0.00	0.00	0.00
		Web Hosting	2,236.78	1,789.42	447.36
<b>E-rate Totals</b>	<b>113,236.78</b>	<b>90,589.42</b>	<b>22,647.36</b>		

State Basic Skills E-rate Application	2006 State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006 State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2005	Cellular	1,023.96	819.17	204.79
		Data Lines	74,043.00	59,234.40	14,808.60
		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	11,508.00	9,206.40	2,301.60
		Paging	0.00	0.00	0.00
		Voice	50,453.28	40,362.62	10,090.66
		Web Hosting	0.00	0.00	0.00
		<b>E-rate Totals</b>	<b>137,028.24</b>	<b>109,622.59</b>	<b>27,405.65</b>

State Basic Skills E-rate Application 2005 State Totals - BS/CE	0.00	0.00	0.00
State SUCCESS E-rate Application 2005 West Preston MS	7,591.90	80	6,073.52
State Totals - SUCCESS	7,591.90	6,073.52	1,518.38

## 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? 05/13/2002

3. When was the public meeting held for CIPA Compliance? 10/22/2001

4. Provide the URL to your acceptable use policy. [www.prestoncountyschools.com](http://www.prestoncountyschools.com)

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

## **WORK PLAN SUMMARY**

**Support/Capacity Building Process**

**Process Monitoring**

**Evaluation Process**