

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

RITCHIE COUNTY SCHOOLS RITCHIE COUNTY BOARD OF EDUCATION

134 S. PENN AVE.

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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	Principal	Roger Mason	
	Superintendent	Robert Daquilante	
	Director	Linda Campbell	
	Principal	April Haught	
	Principal	Wesley Ezell	
	Principal	Rebecca Griffith	
	Principal	Deborah Bever	
	Principal	Michael Dotson	
	Business & Community	Director RCEDA	Kent Spellman
		Director RC FRN	Herk Conner
Federal Programs	Director	Tina Lou Edwards	
	Reading Specialists	Alice Ann Hoff	
	Assessment Coach	Jan Hughes	
Other	RCBOE President	Carolyn Bowie	
	PRT Career Center	Rick Coffman	
Parents		Kathy Metz	
		Renee Harkness	
		Lisa Hinzman	
		Teresa Bumgardner	
Service Personnel		Shannon Kerns	
Students		Chelsea Jones	
Teachers		Sandy Furbee	
		PJ Dumire	
		Tanya Barker	
		Susan Jones	
		Paula Hogue	
		Rick Barnard	
Technology Committee	Coordinator	Karen Prim	
	TI Specialist	Nancy Davis	

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

Ritchie County Schools will foster high quality learning for all students by developing the academic and intellectual skills and character necessary to prepare students for life-long learning, productive and responsible citizenship, healthy living, and success in a diverse society.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. We believe students learn best when schools are comfortable, well equipped and are physically and emotionally safe.
2. We believe students learn best when parents/guardians provide proper support and structure to enable students to achieve.
3. We believe students learn best when students and parents accept responsibility for attendance, work ethic, and student conduct.
4. We believe students learn best when all staff members model exemplary character, reflect high expectations, recognize the diversity of learners, and exhibit genuine care and commitment to students.
5. We believe students learn best when curriculums are content standard based, prioritized, sequential, and developmentally appropriate.
6. We believe students learn best when academic work is engaging, student-centered, and challenges students to reach for high standards.
7. We believe students learn best when instruction is characterized by effective teaching strategies and guided by on-going assessment.
8. We believe students learn best when academic programs integrate creativity, innovation, and appropriate technology.
9. We believe students learn best when extra-time and extra-help opportunities exist and are utilized by students.
10. We believe students learn best when professional development is focused and on-going, equipping teachers to implement effective, research-based practices.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Local Levy/Bond Money	35,000.00
Other Funds	157,500.00
Step 7	49,000.00
Technology E-rate	55,903.97
Technology E-rate County Match	13,975.99
Technology Infrastructure	23,013.00
Technology Local Share	6,534.00
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	21,375.00
TFS/Secondary Technology	26,417.00
Title II	138,509.00
Title IV Safe and Drug Free Schools	10,758.20
Title V	2,702.00
Total	\$ 540,688.16

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Enrollment in 2006-07 remained constant..

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

Little change has occurred in the demographic characteristics of Ritchie County in the last 5 years, although our county is slowly "aging"

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

No

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

No

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

Kids in poverty and from single parent homes continue to provide additional challenges for county educators

What are the significant social issues in your county? Are such things as drug abuse, homelessness, poverty, juvenile delinquency rate, or crime an increasing problem?

Drug abuse (with a special concern with "Meth"), alcohol, and tobacco abuse, teenage pregnancy, and deteriorating family structure.

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

Less reliance on school teachers and textbooks as the major source of information. Opens this rural community to the dangers of the Internet as well as the good.

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

Over-extended commitments to athletics, youth organizations, and work. The committee also felt that some video and computer applications preoccupy an inordinate amount of a growing number of young people's time

PRIORITIES

1. Develop programs that develop strong parent support in the schooling process

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Special Education Scores and performance of middle school students remain concerns (drop out rate at RCHS removed as a concern)

WESTEST Confidential Summary Report

Performance of special needs students, performance of middle school students and percentage of students at or above mastery levels

WESTEST Confidential Item Analysis Summary

Performance of special needs students, performance of middle school students and percentage of students at or above mastery levels

WESTEST Confidential Roster Report

Performance of special needs students, performance of middle school students and percentage of students at or above mastery levels

WV Writing Assessment

Strong 2007 Writing Assessment scores indicate effective writing strategies being used-continue strategies.

SAT/ACT Results

Strong 2006 ACT results indicate effective ACT preparation strategies-continue strategies.

ACT Explore - Grade 8 Middle School

2005-2006 scores improved but remain slightly under national averages.2006-2007 scores were similar to 05-06 scores.

ACT Plan - Grade 10 High School

2005-2006 scores improved to slightly better than national average.2006-2007 scores were similar to 05-06 scores.

AP Testing Report/AP Rate

Insufficient numbers to draw conclusions

End of Course Testing Report for Career and Technical Education

Dramatic improvement in 2004-2005 rates at PRT continued in 2005-2006

Informal Reading Assessment

Replaced with DIBELS assessment

All elementary schools completed 3 benchmark assessments and students were at 73% benchmark, 20% strategic, and 7% intensive.

Informal Math Assessment

Not enough group data available for implications

Formative and Benchmark Assessments

Continue to use IACs grades 3-8

PRIORITIES

1. 81% of county students scored at or above mastery in Mathematics while 11% scored at the distinguished level
2. 81% of county students scored at or above mastery in Reading Language Arts while 9 % scored at the distinguished level
3. The achievement gap in for economically disadvantaged students was 17% in Mathematics and 14% in reading Language Arts.
4. The achievement gap for students with disabilities was 51% in Mathematics and 58%in Reading Language Arts.
5. ACT scores improved 1.2 points to .2 points above state average.
6. The graduation rate for the past two years has been over 90%. (Thus graduation rate is no longer a priority)

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

Although attendance rates are strong, a higher attendance rate would enhance academic achievement.

Discipline Referral Report

Although discipline rates are moderate, fewer disciplinary incidents would enhance academic achievement. 2006 -2007
RCHS = 1015 RCMS = 1028 CCES = 90 HES = 9

RCHS/MS Peer Mediation Conflict Mediation Resolution Report Number of mediations/conflicts resolved 139 Percent of completed successful mediations 96%

Dropout Rates/Graduation Rates (by subgroup if available)

The graduation rate for 2003-2004 was 77%, uncharacteristically low for Ritchie County. In 2004- 2005 graduation rate was 93% and 2005-2006 was also 93%. 2006-2007 not available yet.

College Enrollment Rate

Averaging well above the state rate for the past three years.

College Developmental Course Rate

Needs improvement although about average with other WV students.

PRIDE Survey

PRIDE has been discontinued in RCS

Results of Nationally Recognized Physical Fitness Test

Above state average

Youth Risk Behavior Survey

PERCENTAGE OF WV STUDENTS WHO CARRIED A WEAPON SUCH AS A GUN, KNIFE, OR CLUB ON SCHOOL PROPERTY ON ONE OR MORE OF THE PAST 30 DAYS 8.5% PERCENTAGE OF STUDENTS WHO DID NOT GO TO SCHOOL BECAUSE THEY FELT UNSAFE AT SCHOOL OR ON THEIR WAY TO OR FROM SCHOOL ON ONE OR MORE OF THE PAST 30 DAYS 6.4 PERCENTAGE OF STUDENTS WHO HAD BEEN THREATENED OR INJURED WITH A WEAPON SUCH AS A GUN, KNIFE, OR CLUB ON SCHOOL PROPERTY ONE OR MORE TIMES DURING THE PAST 12 MONTHS 8.0 PERCENTAGE OF STUDENTS WHO HAD PROPERTY, SUCH AS THEIR CAR, CLOTHING, OR BOOKS STOLEN OR DELIBERATELY DAMAGED ON SCHOOL PROPERTY ONE OR MORE TIMES DURING THE PAST 12 MONTHS 25.7 PERCENTAGE OF STUDENTS WHO WERE IN A PHYSICAL FIGHT ON SCHOOL PROPERTY ONE OR MORE TIMES DURING THE PAST 12 MONTHS 12.1 In 2007-2008 we will also use the Developmental Assets Survey through the SEARCH Institute in grades 8, 10 and 12. We also use the Youth Risk Behavior Survey. We do not use Title IV money to fund these surveys.

CIMP Self Assessment

Prior Written Notice was identified as a problem during the 2005 IEP file reviews. This concern removed for 2007-2008.

Students with disabilities did not score as well as their non-disabled peers on tests for accountability. This concern remains for 2007-2008.

Special Education Data Profiles

Ritchie County's Full Time (LRE) environment is below the state average by less than 10%. However, we have more than 2% above the state average the number of students spending more than 60% of the instructional day in special education classes. We were above the state average in the number of 3rd grade students reading proficiently. In RCS progress is being made in the above areas.

PRIORITIES

1. Emphasize initiatives to strengthen positive school culture, healthy student choices, and positive parental and student engagement in the schooling process

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

RCHS Spring 2005 OEPA Concerns: Evidence of tobacco use in restroom and not all teachers had up-to-date lesson plans. Overall, the OEPA report was very favorable. The follow-up review eliminated all concerns.

Monitoring Reports (Special Education and NCLB)

The achievement gap in both reading and math test scores between disabled students and non-disabled students remains a concern.

Walkthrough Summaries

Nearly 1000 CWTs in 2005-06 indicated a need for greater diversity in instructional strategies. Another 800 CWTs 2006-2007 indicated little change.

High Schools that Work Assessment Report

Scores were at or near state averages in 2005

Making Middle Grades Matter Report

Scores were above state averages in reading and math in 2004

Highly Qualified Personnel Report

Nearly 100% HQ personnel rating.

Framework Assessment of High Yield Practices

Continue with integrated school improvement model.

Digital Divide Report (Technology)

Ritchie County is continuing to improve the percentage of Windows XP operating systems. We have improved from 45% last year to 58% this year. Emphasis will continue on replacing Windows 95 and also moving to eliminate Windows 98 workstations. The Digital Divide data and faculty survey data indicate that acquisition of additional presentation equipment such LCD projectors, interactive whiteboards, Digital image cameras, etc. will aid and accelerate the integration of technology in the classroom. We will also employ a technology integration specialist to aid with professional development across the county

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PRIORITIES

1. Implement the Odyssey software and Interactive Whiteboard Technology to improve instructional diversity.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Ritchie County student achievement in Mathematics and Language Arts will increase significantly to near state leading levels by 2009-2010

Objective	Objective Short Name	Baseline	5-year Target
1.1 There will be annual increases in the percentage of students scoring at or above the mastery level on WESTEST Math to 85% by 2009-2010 with a parallel increase in the percentage scoring at the "distinguished" level (10%by 2009-2010)	Math mastery	70.00	85.00
1.2 There will be annual increases in the percentage of students scoring at or above the mastery level on WESTEST Reading Language Arts to 88% by 2009-2010.	R/LA mastery	78.00	88.00
1.3 There will be annual increases in the average composite ACT scores of Ritchie County students to meet or exceed state scores by 2009-2010	ACT	19.50	21.50
1.4 There will be annual increases in the percentage of students scoring at or above the mastery level on the WV Writing Assessment to 86% by 2009-2010.	Writing	76.00	86.00

Goal 2: Ritchie County Schools will significantly decrease the achievement gap for students of low economic status and for students with disabilities.

Objective	Objective Short Name	Baseline	5-year Target
2.1 The WESTEST score gap in Mathematics between low and regular economic status students will decrease by nearly half to 16% by 2009-2010	Math gap decrease ses	31.00	12.00
2.2 The WESTEST score gap in Reading Language Arts between low and regular economic status students will decrease by nearly half to 12% by 2009-2010	R/LA gap decrease ses	22.00	12.00
2.3 The WESTEST score gap in Mathematics for students with disabilities will decrease by over one-third to 34% by 2009-2010	Math gap decrease disabilities	49.00	34.00
2.4 The WESTEST score gap in Language Arts for students with disabilities will decrease by over one-third to 39% by 2009-2010	R/LA gap decrease disabilities	54.00	39.00

Goal 3: Ritchie County students and parents will significantly increase engagement in the schooling process in the areas of school attendance, school completion (graduation rate), healthy behaviors, and, for parents, increased involvement in school-parent roles and parent education opportunities.

Objective	Objective Short Name	Baseline	5-year Target
3.1 The attendance rate for Ritchie County Schools will increase from 93.9% to 95% by 2009-2010	Attendance	93.90	95.00
3.2 The Graduation Rate for Ritchie County Schools will increase from 84.5% (an average of 2004 and 2005) to 90% by 2009-2010.	Graduation	77.00	90.00
3.3 The percentage of parents involved in specific school-parent roles or attending Ritchie County parent training activities will increase by 3% by 2009-2010	Parent Involvement	35.00	5.00
3.4 There will be an increase in the number of students passing the Fitness Gram Test through 2008-2009 (no baseline data available at this time)	Fitness Gram	0.00	79.75

Goal 4: Ritchie County students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

Objective	Objective Short Name	Baseline	5-year Target
4.1 The percent of completed successful mediations will remain constant at the range of 95 to 99 percent.	Peer Mediation	0.00	95.00
4.2 To reduce disciplinary infractions related to bullying, harassment and/or intimidation by	Bullying	0.00	38.00

tracking the number of infractions.

Goal 5: Technology Goal: Ritchie County Schools will utilize a variety of technological resources to enrich the education and achievement of its students, enhance effectiveness of its teachers, administrators, staff, and promote the involvement of parents and the community in the development of 21st century skills.

Objective	Objective Short Name	Baseline	5-year Target
5.1 To improve the technology infrastructure, expand technology integration, and improve communications with parents and the community.	Technology	0.36	0.99

Goal 1: Ritchie County student achievement in Mathematics and Language Arts will increase significantly to near state leading levels by 2009-2010

Objective 1.1 There will be annual increases in the percentage of students scoring at or above the mastery level on WESTEST Math to 85% by 2009-2010 with a parallel increase in the percentage scoring at the "distinguished" level (10% by 2009-2010)

As measured by:

The percentage of students scoring at or above the mastery level on WESTEST math

Baseline Data		70.00	
Targets		Actual	
2005-2006	73.00	2005-2006	80.70
2006-2007	76.00	2006-2007	79.00
2007-2008	79.00	2007-2008	N/A
2008-2009	82.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.2 There will be annual increases in the percentage of students scoring at or above the mastery level on WESTEST Reading Language Arts to 88% by 2009-2010.

As measured by:

The percentage of student scoring at or above the mastery level on WESTEST Reading Language Arts

Baseline Data		78.00	
Targets		Actual	
2005-2006	80.00	2005-2006	81.10
2006-2007	82.00	2006-2007	79.10
2007-2008	84.00	2007-2008	N/A
2008-2009	86.00	2008-2009	N/A
2009-2010	88.00	2009-2010	N/A

Objective 1.3 There will be annual increases in the average composite ACT scores of Ritchie County students to meet or exceed state scores by 2009-2010

As measured by:

ACT scores

Baseline Data		19.50	
Targets		Actual	
2005-2006	20.30	2005-2006	20.80
2006-2007	20.60	2006-2007	0.00
2007-2008	20.90	2007-2008	N/A
2008-2009	21.20	2008-2009	N/A
2009-2010	21.50	2009-2010	N/A

Objective 1.4 There will be annual increases in the percentage of students scoring at or above the mastery level on the WV Writing Assessment to 86% by 2009-2010.

As measured by:

Writing Assessment Scores

Baseline Data		76.00	
Targets		Actual	
2005-2006	78.00	2005-2006	81.70
2006-2007	80.00	2006-2007	0.00
2007-2008	82.00	2007-2008	N/A
2008-2009	84.00	2008-2009	N/A
2009-2010	86.00	2009-2010	N/A

Goal 2: Ritchie County Schools will significantly decrease the achievement gap for students of low economic status and for students with disabilities.

Objective 2.1 The WESTEST score gap in Mathematics between low and regular economic status students will decrease by nearly half to 16% by 2009-2010

As measured by:

"Real" achievement gap as measured by the difference in WESTEST scores between the students in the economically disadvantaged subgroup and those students not in the economically disadvantaged subgroup

Baseline Data			31.00
	Targets		Actual
	2005-2006	28.00	2005-2006 17.60
	2006-2007	16.00	2006-2007 14.71
	2007-2008	14.00	2007-2008 N/A
	2008-2009	12.00	2008-2009 N/A
	2009-2010	12.00	2009-2010 N/A

Objective 2.2 The WESTEST score gap in Reading Language Arts between low and regular economic status students will decrease by nearly half to 12% by 2009-2010

As measured by:

"Real" achievement gap as measured by the difference in WESTEST scores between the students in the economically disadvantaged subgroup and those students not in the economically disadvantaged

Baseline Data			22.00
	Targets		Actual
	2005-2006	20.00	2005-2006 14.30
	2006-2007	18.00	2006-2007 15.85
	2007-2008	16.00	2007-2008 N/A
	2008-2009	14.00	2008-2009 N/A
	2009-2010	12.00	2009-2010 N/A

Objective 2.3 The WESTEST score gap in Mathematics for students with disabilities will decrease by over one-third to 34% by 2009-2010

As measured by:

"Real" achievement gap as measured by the difference in WESTEST scores between regular educational and special education students.

Baseline Data			49.00
	Targets		Actual
	2005-2006	46.00	2005-2006 51.20
	2006-2007	43.00	2006-2007 48.00
	2007-2008	40.00	2007-2008 N/A
	2008-2009	37.00	2008-2009 N/A
	2009-2010	34.00	2009-2010 N/A

Objective 2.4 The WESTEST score gap in Language Arts for students with disabilities will decrease by over one-third to 39% by 2009-2010

As measured by:

"Real" achievement gap as measured by the difference in WESTEST scores between regular educational and special education students.

Baseline Data			54.00
	Targets		Actual
	2005-2006	51.00	2005-2006 58.40
	2006-2007	48.00	2006-2007 54.00
	2007-2008	45.00	2007-2008 N/A
	2008-2009	42.00	2008-2009 N/A
	2009-2010	39.00	2009-2010 N/A

Goal 3: Ritchie County students and parents will significantly increase engagement in the schooling process in the areas of school attendance, school completion (graduation rate), healthy behaviors, and, for parents, increased involvement in school-parent roles and parent education opportunities.

Objective 3.1 The attendance rate for Ritchie County Schools will increase from 93.9% to 95% by 2009-2010

As measured by:
WVEIS County Annual Attendance Reports

Baseline Data		93.90	
Targets		Actual	
2005-2006	94.20	2005-2006	93.40
2006-2007	94.40	2006-2007	0.00
2007-2008	94.60	2007-2008	N/A
2008-2009	94.80	2008-2009	N/A
2009-2010	95.00	2009-2010	N/A

Objective 3.2 The Graduation Rate for Ritchie County Schools will increase from 84.5% (an average of 2004 and 2005) to 90% by 2009-2010.

As measured by:
Actual graduation rate as calculated on state WVEIS reports.

Baseline Data		77.00	
Targets		Actual	
2005-2006	86.00	2005-2006	93.00
2006-2007	87.00	2006-2007	0.00
2007-2008	88.00	2007-2008	N/A
2008-2009	89.00	2008-2009	N/A
2009-2010	90.00	2009-2010	N/A

Objective 3.3 The percentage of parents involved in specific school-parent roles or attending Ritchie County parent training activities will increase by 3% by 2009-2010

As measured by:
Data gathered by Title I parent coordinators and parent partners.

Baseline Data		35.00	
Targets		Actual	
2005-2006	45.00	2005-2006	28.00
2006-2007	35.00	2006-2007	2.05
2007-2008	3.00	2007-2008	N/A
2008-2009	4.00	2008-2009	N/A
2009-2010	5.00	2009-2010	N/A

Objective 3.4 There will be an increase in the number of students passing the Fitness Gram Test through 2008-2009 (no baseline data available at this time)

As measured by:
Passing rate on the Fitness Gram beginning Spring 2006 and there after.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	79.21
2007-2008	79.25	2007-2008	N/A
2008-2009	79.50	2008-2009	N/A
2009-2010	79.75	2009-2010	N/A

Goal 4: Ritchie County students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

Objective 4.1 The percent of completed successful mediations will remain constant at the range of 95 to 99 percent.

As measured by:

Peer Mediation Reports

Baseline Data		0.00	
	Targets	Actual	
2005-2006	0.00	2005-2006	25.00
2006-2007	26.00	2006-2007	96.00
2007-2008	95.00	2007-2008	N/A
2008-2009	95.00	2008-2009	N/A
2009-2010	95.00	2009-2010	N/A

Objective 4.2 To reduce disciplinary infractions related to bullying, harassment and/or intimidation by tracking the number of infractions.

As measured by:

WVEIS PER CODES CHB, CHR, CHZ AND C06

Baseline Data		0.00	
	Targets	Actual	
2005-2006	0.00	2005-2006	31.00
2006-2007	30.00	2006-2007	41.00
2007-2008	40.00	2007-2008	N/A
2008-2009	39.00	2008-2009	N/A
2009-2010	38.00	2009-2010	N/A

Goal 5: Technology Goal: Ritchie County Schools will utilize a variety of technological resources to enrich the education and achievement of its students, enhance effectiveness of its teachers, administrators, staff, and promote the involvement of parents and the community in the development of 21st century skills.

Objective 5.1 To improve the technology infrastructure, expand technology integration, and improve communications with parents and the community.

As measured by:

Percentage of computers/laptops that are Windows XP operating system

Baseline Data			Actual
	Targets		
	2005-2006	0.50	2005-2006 0.39
	2006-2007	0.65	2006-2007 0.58
	2007-2008	0.80	2007-2008 N/A
	2008-2009	90.00	2008-2009 N/A
	2009-2010	0.99	2009-2010 N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Standards-Based Unit and Lesson Design	
Change Based on Internal and External Factors	<p>Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993)</p> <p>Dufour, Richard and Robert Eaker (1998)</p>
Rigorous Performance in Core Subjects	
21st Century Content	<p>We believe every teacher should have access to a practical curriculum guide, one that provides a clear vision of the intended learning and points the way for teaching and assessing. A good curriculum will link each year's learning targets to the previous and following year's targets, providing continuity among grade levels.</p> <p>Stiggins, Richard J., Judith A. Arter, Jan Chappius, and Stephen Chappuis. <i>Classroom Assessment for Student Learning</i>. Portland, Oregon: Assessment Training Institute, 2004.</p>
Standards-Based Curriculum	<p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing.</p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment, Teaching and Learning Technologies, TIP</i>)</p>
Prioritization and Mapping	<p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing.</p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment, Teaching and Learning Technologies, TIP</i>)</p>
Performance Benchmarks	<p>A comprehensive, core reading program consist of explicit and systematic instruction. It provides purposeful, supportive and intense instruction. It is a framework designed to help all students to learn to read and write effectively.</p> <p>Vaughn, Blair & Wanzek (2004) <i>Reading Intervention Research</i> National Reading</p>

	<p>First Technical Assistance Center: Austin.</p>
Balanced Assessment System	
Pre K-12 Mathematics Model	
Classroom Environments	
Instructional Management	
<p>Research-Based High Yield Instructional Strategies</p>	<p>Decades of research findings have resulted into nine broad teaching strategies that have positive effects on student learning:</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Questions, cues and advance organizers <p>This list is not new. But what is surprising is that a big difference is made in student achievement when they are used.</p> <p>Marzano, Robert J., Debra J Pikering and Jane E. Pollock. <i>Classroom Instruction that Works</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.</p>
Integration of Literacy Strategies	
Instructional Support System	
Instructional Monitoring System	
<p>Highly Qualified Teachers</p>	<p>The US Department of Educations' <i>Secretary's Third Annual Report on Teacher Quality, (2004) states:</i> "A highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers. In fact, highly qualified teachers are able to raise the academic achievement levels of all students to high levels--not just the students who are already performing well." Thus, the need for highly qualified 21st Century proficient teachers is apparent." /> <i>Secretary's Third Annual Report on Teacher Quality.</i> Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html</p>
<p>Performance Goals to Develop 21st Century Learners</p>	
<p>Integration of 21st Century Learning</p>	<p>We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are <i>procedural guidelines</i> that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, &</p>

	<p>Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time." /> Guideline #1: Recognize Change as Both an Individual and Organizational Process Guideline #2: Think Big, but Start Small Guideline #3: Work in Teams to Maintain Support Guideline #4: Include Procedures for Feedback on Results Guideline #5: Provide Follow-Up, Support, and Pressure Guideline #6: Integrate Programs What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained. Thomas Guskey (1995)</p>
<p>Balanced Professional Development</p>	<p>Finding time requires COMMITMENT to the continuous school improvement process. Making time for staff to participate in the process must be a priority at all levels, beginning with the leadership. Lezotte, Lawrence W. and Kathleen M. McKee. <i>Assembly Required</i>. Michigan: Effective Schools Products, 2002.</p>
<p>Understanding the Need to Develop 21st Century Graduates</p>	
<p>Professional Development for School Strategic Planning Committees</p>	
<p>Support for the Work of the School Strategic Planning Process</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. 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. 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>
<p>Analyze Trends and Establish Priorities for School Improvement</p>	
<p>Time and Resources to Support School-Based Learning Communities</p>	<p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier. (Erin Hogan Fouberg, <i>Summative versus Formative Assessment, Teaching and Learning Technologies, TIP</i>)</p>
<p>Support for School-Based Professional Development that is Ongoing and Embedded</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</p>

	<p>(Henderson and Berla, 1994).</p> <p>Similar finding have been sited 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>
<p>District Monitoring System for School Accountability</p>	
<p>Culture that Accepts Responsibility for Students</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 interventions, and resources for the home.</p> <p>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.</p> <p>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.</p> <p>Marzano, Robert J. (2003). <i>What Works In Schools</i>. Alexandria, Va. Association for the Supervision and Curriculum Development</p> <p>Payne, Ruby K. (1996). <i>A Framework for Understanding Poverty</i>. Highlands, TX. Aha! Process, Inc.</p>
<p>Support System for Student Physical and Social and Emotional Needs</p>	
<p>Developmental Guidance with Character and Career Education Development</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>
<p>Effective Transition Pre K to Post Secondary</p>	<p>Title I compliance</p> <p>A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein &</p>

	<p>Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).</p> <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>
<p>Parents as Respected and Valued Partners</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 sited 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>
<p>Parent Involvement Communication System</p>	<p>A series of studies of schools and school districts identified the importance of 8 “essential elements” for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders’ impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders’ direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach</p>

	<p>more families, and increased the overall quality of their programs (Epstein, 2005c).</p>
<p>Proactive Community</p>	<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>
<p>Data-Based System for Monitoring Student Academic and Personal Progress</p>	<p>Mike Schmoker in his book, <u>Results: the Key to Continuous School Improvement</u>, underscores the importance of data. "Data are to goals what signposts are to travelers; data are not end points, but data are essential to reaching them. You cannot fight what you cannot see. Data make the invisible visible, revealing strengths and weaknesses that are easily concealed. Data almost always point to action – they are the enemy of comfortable routines. By ignoring data, we promote inaction and inefficiency."</p>
<p>Identification of System-Wide Core Beliefs</p>	
<p>Well-Articulated Mission</p>	
<p>Systemic Design and Implementation</p>	
<p>Use of Data to Target Improvement Efforts</p>	<p>Mike Schmoker in his book, <u>Results: the Key to Continuous School Improvement</u>, underscores the importance of data. "Data are to goals what signposts are to travelers; data are not end points, but data are essential to reaching them. You cannot fight what you cannot see. Data make the invisible visible, revealing strengths and weaknesses that are easily concealed. Data almost always point to action – they are the enemy of comfortable routines. By ignoring data, we promote inaction and inefficiency." /></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>
<p>Change Processes that Address Interrelatedness of Activities and Resources</p>	<p>Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993)</p>

	Dufour, Richard and Robert Eaker (1998)
Plan and Do and Study and Act Cycle	
Collaboratively Developed Strategic Plan	<p>Teams that pay attention to internal management issues find themselves to be more productive. The purpose of the school improvement team will be to facilitate the improvement process and provide the leadership needed to guide the team through the stages in an inclusive and collaborative manner.</p> <p>Lezotte, Lawrence W. and Kathleen M. McKee. <i>Assembly Required</i>. Michigan: Effective Schools Products, 2002.</p>
Differentiated Instruction	<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>
Strategies that Develop Students having 21st Century Learning Skills	
Pre K-12 Literacy Model	
21st Century Learning Skills	
Culture of Support and Trust and Collaboration	
Leadership Development	
Other Strategy Technology integration	
Other Strategy Extensive opportunities for extra-time/extra-help	<p>The 1994 report of the National Education Commission on Time and Learning, <i>Prisoners of Time</i>, is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas.</p> <p>National Education Commission on Time and Learning, <i>Prisoners of Time: Report of the National Educational Commission on Time and Learning</i>, April 1994.</p> <p>According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006)</p>
Other Strategy Systemic staff development activities	<p>We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are <i>procedural guidelines</i> that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al.,</p>

	<p>1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time.</p> <p>Guideline #1: Recognize Change as Both an Individual and Organizational Process Guideline #2: Think Big, but Start Small Guideline #3: Work in Teams to Maintain Support Guideline #4: Include Procedures for Feedback on Results Guideline #5: Provide Follow-Up, Support, and Pressure Guideline #6: Integrate Programs</p> <p>What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained.</p>
<p>Other Strategy Epstein's Model for parent training</p>	<p>Joyce Epstein of John Hopkins University defines six types of parent involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Ritchie County Schools are committed to developing the six components of Epstein's Framework in an effort to guarantee the success of all students.</p>
<p>Other Strategy Conflict Resolution/Peer Mediation</p>	<p>Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism.</p> <p>Supporting Citations:</p> <p>DuRant, R.J. et al. (1996). <u>Comparison of two violence prevention curricula for middle school adolescents</u>. <i>Journal of Adolescent Health</i>, 19, 111-117.</p> <p>Johnson, D.W. (1996). <u>Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research</u>. <i>Review of Educational Research</i>, 66(4), p.459-506.</p> <p>Lindsay, Paul (1998). <u>Conflict resolution and peer mediation in public schools: what works?</u>. <i>Mediation Quarterly</i>, v.16,no.1, 85-99.</p> <p>Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) <u>A review of selected school-based conflict resolution and peer mediation projects</u>. <i>Journal of School Health</i> 65(10), 426-431.</p>
<p>Other Strategy Anti-Bullying Norms & Policies</p>	<p>Studies show that anti-bullying policies, along with encouragement of appropriate behavior, can dramatically reduce bullying at school and lower the likelihood of later aggression and delinquency which often</p>

follows. In addition, research suggests that school climate improves only when schools develop and implement a comprehensive anti-bullying plan designed to teach pro-social behavior, limit aggressive behavior and teach skills that promote positive interactions between students.

Supporting Citation:

Leff SS, Power TJ, Costigan TE, et al. (2003). Assessing the climate of the playground and lunchroom: implications for bullying prevention programming. *School Psychology Review* (32) 3, 418-430.

Olweus, D. (1994). Bullying at school: Basic facts and effects of a school-based intervention program. *Journal of Child Psychology and Psychiatry* (35) 7, 1171-1190.

Orpinas, P, Horne, AM (2004). A Teacher-focused approach to prevent and reduce students' aggressive behavior. *American Journal of Prevention Medicine* (26) 1 supp, 29-38.

Rodkin PC, Hodges EVE (2003). Bullies and victims in the peer ecology: four questions for psychologists and school professionals. *School Psychology Review* (32) 3, 384-400.

Technology Plan

Submitted by - RXB77001 2008-03-17 10:05:03.0

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,

Ritchie County Schools has made significant progress in technology integration through the continued services of two dedicated technology Integration Specialists and through ongoing technology training and professional development for faculty and staff. Concerted efforts have and are being made to insure that county educators know how to use and apply the access and technologies that they have available. Additionally as indicated in this plan efforts and funding are directed toward the acquisition of additional support equipment as well as the identification and integration of new technologies and applications that make processes more efficient/effective and/or enrich the instructional practice and learning experience of students and teachers. By encouraging open communication, tracking issues/resolutions, developing equipment standards, etc. efforts are ongoing to improve the reliability and availability of systems and equipment and to reduce downtime.

Technology Needs Assessment

Ritchie County is continuing to improve the percentage of Windows XP operating systems. We have improved from 45% last year to 58% this year. Emphasis will continue on replacing Windows 95 and also moving to eliminate Windows 98 workstations. The Digital Divide data and faculty survey data indicate that acquisition of additional presentation equipment such LCD projectors, interactive whiteboards, Digital image cameras, etc. will aid and accelerate the integration of technology in the classroom. We will also employ a technology integration specialist to aid with professional development across the county

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Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology integration

Action Step TECH 01/Ritchie County will budget for and use the technology equipment/infrastructure that supports the acquisition of 21st century skills.

- 01 - Upgrade 6th grade lab at the Ritchie County Middle School using TFS funds
- 02 - Upgrade library lab at Ritchie County HS using TFS funds
- 03 - Purchase more Elmos, whiteboards and projectors for classroom instruction
- 04 - Upgrade primary servers at all elementary schools and at RBOE
- 05 - Add presentation stations to 20 elementary classrooms (interactive whiteboards and projectors)
- 06 - Create a presentation center at the Ritchie County HS with a whiteboard, projector, ELMO and laptop
- 07 - Implement SBA wireless use at RCHS

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure that the capabilities of the technology infrastructure is adequate for acceptable performance of the technology being implemented for improved student	Persons Responsible Superintendent, County technology coordinator, Technology Integration Specialists, County Assessment Coaches, Teachers, Principals	Target Audience All schools
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achievement

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 County Strategic Pla

Associated Goals/Objectives

Associated High Yield Strategies

Action Step RCS will continue with the Fitness Gram using technology in grades K-12. All teachers will be trained and provided the necessary supplies.

Projected Begin Date August 22, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To promote healthy lifestyles

Persons Responsible Director of Instruction and Special Education, Principals, Physical Education teachers, students and parents

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology integration

Action Step TECH 02/Ritchie will focus on using technology to improve achievement of all students

- 01 - All Basic Skills labs will be upgraded to Odyssey
- 02 - Incorporate the use of School Kit, Thinkfinity, SAS in Schools and other standards-based digital content that is aligned to the WV CSO's
- 03 - Increase the usage of ChalkWaves at RCMS/HS
- 04 - Implement AB Tutor in selected labs and classrooms in Ritchie County Schools
- 05 - Expand the utilization and training of Qwizdoms
- 06 - Retain a Technology Integration Specialist on a part-time basis

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose systems and access online assessment systems

Persons Responsible Superintendent, County Technology Coordinator, Technology Integration specialist, Principals, Teachers,

Target Audience School personnel

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology integration

Action Step TECH 03/Ritchie County will ensure the use of telecommunications and internal connections to enhance student learning

- 06 - Increase access to digital and voice services and devices including but not limited to long distance, cellular, and paging
- 01 - Provide additional T1 data circuit to RCHS
- 02 - Increase the use of Access e-mail accounts as appropriate for communications to state, county, and school level personnel
- 03 - Improve network access for High School keyboarding lab

04 - Upgrade GradeQuick software to latest version and evaluate the potential benefits of converting to the web-based product at RCHS/MS

05 - Redevelop a District level website based on feedback from key stakeholders ie: BOE, County Administrators, etc

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs

Persons Responsible Superintendent, County Technology Coordinator
Target Audience County Personnel

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology integration

Action Step TECH 04/ Ritchie County will provide increased access to technology for students and teachers

- 01** - Maintain a structured network environment in all schools.
- 02** - Provide additional peripheral equipment in support of interactive instruction and technology integration including LCD projectors, laptop PC's, tablet PC's, Numonics Whiteboards, digital cameras, image cameras, scanners, etc. utilizing local funds
- 03** - Provide wireless infrastructure throughout RCHS
- 04** - Replace and/or upgrade servers in school labs
- 05** - Upgrade workstations in RCMS Basic Skills lab utilizing telecommunications and BSCE funding
- 06** - Upgrade and increase the availability of workstations in existing labs

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 students and teachers access to 21st century tools

Persons Responsible Superintendent, County Technology Coordinator, Principals
Target Audience County personnel and students

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology integration

Action Step TECH 05/ Ritchie County will use innovative strategies to deliver instruction to students where in-county full-time instructors are not available

- 01** - Enroll at least 4 students in Virtual School classes
- 02** - Collaborate with Regeneration WV, inc. to provide at least one distance learning opportunity (ie: Clay Center presentation, etc.)

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 broader curriculum to students who require it

Persons Responsible Superintendent, Principals, County Technology Coordinator, Secondary School Counselor
Target Audience Middle School/ High School students

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology integration

Action Step TECH 06/ Ritchie County will include strategies for collaboration with various partners both locally and regionally

- 01 - Recommend the implementation of Edline to allow the Revision of County and School level web pages to include areas of interest for parents and community members
- 02 - Provide access to computer lab resources at each school for adult literacy classes and other training opportunities
- 03 - Installation of GradeQuick server at RCMS and RCHS and increase the usage of GradeQuick

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose Have a broader base of educational partners to enrich student education and encourage involvement of parents, community organizations, institutions of higher education and employers	Persons Responsible Superintendent, Administrators, County Technology Coordinator	Target Audience Schools, students, parents, and community, residents
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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

Associated High Yield Strategies Technology integration

Action Step TECH 07/ Ritchie County will provide professional development for teachers and administrators to improve technology integration.

- 01 - Provide technology training specifically tailored to the needs of school level administrators
- 02 - Provide training for MicroSoft Office Suite especially Word, Excel, and PowerPoint
- 03 - Provide training on Odyssey
- 04 - Provide appropriate training for GradeQuick Version 11, GQ Web, etc
- 05 - Provide training on Qwizdom Interact software and Qwizdom Q4/RF Interactive responders
- 06 - Provide training on use of Interactive Presentation Manager and Numonics Interactive whiteboards

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 ongoing support and assistance to teachers in integrating technology into twenty-first century instruction.	Persons Responsible Superintendent, Administrators, County Technology Coordinator, Technology Integration Specialist	Target Audience Faculty and staff of Ritchie County
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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

Associated High Yield Strategies Technology integration

Action Step TECH 08/ Ritchie County will implement, support, maintain, and repair equipment and internal connections

- 01 - Continue and enhance the process for reporting and resolving hardware and software issues by utilizing county technology coordinator as an intermediary with RESA V technical support
- 02 - Effectively utilize RESA V technician in the maintenance of county technology systems and hardware
- 03 - Installation of CompuGuard on all lab PC's and in selected classrooms

04 - Monitor work order system on an ongoing basis. Survey endusers periodically relative to quality of support and service

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

Purpose To provide a faster and more efficient resolution of issues relating to technology and improve end-user satisfaction

Persons Responsible Superintendent, County Technology Coordinator, Technology Integration Specialist, Administration, Faculty

Target Audience County personnel, students

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology integration

Action Step TECH 09/ Ritchie County will collaborate with adult literacy providers when appropriate

01 - Offer Adult computer applications classes through our Technology Opportunity Center at RCMS/HS

02 - Provide space and equipment such as laptop, cart, LCD projector, interactive whiteboard, etc for a learning lab available to teachers, students, parents, and community at RCHS

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

Purpose To provide access to basic computer skills to county citizens and provide community service at no cost to participants

Persons Responsible Technology Coordinator, Administrators

Target Audience Ritchie County citizens

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	6,840.00	5,472.00	1,368.00
		Data Lines	33,720.00	26,976.00	6,744.00
		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	0.00	0.00	0.00
		Paging	264.00	211.00	53.00
		Voice	29,056.00	23,245.00	5,811.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		69,880.00	55,904.00
TFS/Elementary E-rate Application	2008	Ellenboro Elementary	0.00	0.00	0.00
		Smithville Elementary	0.00	0.00	0.00
		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	Ritchie County HS	0.00	0.00	0.00
		Ritchie County MS	0.00	0.00	0.00
		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	6,840.00	5,472.00	1,368.00
		Data Lines	33,720.00	26,976.00	6,744.00
		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	0.00	0.00	0.00
		Paging	264.00	211.20	52.80
		Voice	29,055.00	23,244.77	5,811.19
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		69,879.00	55,903.97
TFS/Elementary E-rate Application	2007	Ellenboro Elementary	0.00	0.00	0.00
		Smithville Elementary	0.00	0.00	0.00
		State Totals - Elemenary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007	Ritchie County HS	0.00	0.00	0.00
		Ritchie County MS	0.00	0.00	0.00
		State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	960.00	768.00	192.00
		Data Lines	29,160.00	23,328.00	5,832.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	9,653.00	7,722.40	1,930.60
		Internet Access	0.00	0.00	0.00
		Long Distance	4,959.60	3,967.70	991.90
		Paging	312.00	249.60	62.40
		Voice	26,638.32	21,310.66	5,327.66
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		71,682.92	57,346.36
State Basic Skills E-rate Application	2006	Ellenboro Elementary	5,882.00	80 4,705.60	1,176.40
		Smithville Elementary	5,882.00	80 4,705.60	1,176.40
		State Totals - BS/CE	11,764.00	9,411.20	2,352.80
State SUCCESS E-rate Application	2006	Ritchie County HS	16,523.84	80 13,219.07	3,304.77
		Ritchie County MS	11,925.42	80 9,540.34	2,385.08
		State Totals - SUCCESS	28,449.26	22,759.41	5,689.85

Funding Source	Year		Annual	Disc% Commit	County Match	
E-rate funds	2005	Cellular	840.00	672.00	168.00	
		Data Lines	39,690.00	31,608.00	8,082.00	
		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	4,680.00	3,660.00	1,020.00	
		Paging	300.00	240.00	60.00	
		Voice	41,020.68	31,574.54	9,446.14	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		86,530.68	67,754.54	18,776.14
		State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00	0.00
State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00	0.00	0.00	

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

Look at the information included in this section. Revise if any of the information listed is incorrect or needs to be updated.

1. Do you have an Acceptable Use Policy?	<input checked="" type="radio"/> Yes <input type="radio"/> No		
<hr/>			
2. If yes, what is the last date of adoption/revision?	06/21/2001		
<hr/>			
3. When was the public meeting held for CIPA Compliance?	05/10/2001		
<hr/>			
4. Provide the URL to your acceptable use policy.	http://boe.ritc.k12.wv.us/		
<hr/>			
		Other Schools Buildings	Total
<hr/>			
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
<hr/>			
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	1
<hr/>			
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	0	0	5
<hr/>			
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
<hr/>			
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
<hr/>			
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
<hr/>			
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
<hr/>			
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
<hr/>			
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
<hr/>			
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
<hr/>			
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
<hr/>			
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