

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

SUMMERS COUNTY SCHOOLS SUMMERS CENTRAL ADMINISTRATIVE OFFICES

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"Good plans shape good decisions.

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

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Superintendent	Vicki Hinerman	
	SCHS Principal	Garnette Crowder	
	Talcott Principal	Gaye Shaver	
	SMS Principal	Kit Durnan	
	HAE Principal/Fac. Sen.	Michael Tabor	
	Vocational Director	Steve Pack	
	Secondary Director	Robert Rodes	
	Dir. C & I and Title I	Sarah Lee Brown	
	Principal/Fac. Senate	Patricia Harvey	
	School Nurse	Dena Pivott	
	Dir. Student Services	Kimberly J. Rodes	
	Dir. Facilities, Technology, Testing	David Quisenberry	
	Business & Community	Wellness Center	Ronald Seaton
		Board Member	Sue Angell
		Ziegler and Gunnoe Law Office	David Ziegler
		County Clerk	Mary Beth Merritt
Summers Co. ARH		Nancy Whitlock	
411 Family Resource Center		Yvonne Hayes	
WVU Extension Agent		Andrea Bennett	
Department of Human Services		Janet Turner	
Banker		Bill Keaton	
Funeral Director		Jack David Woodrum	
Fox Photographics		Larry Fox	
Sheriff		Garry Wheeler	
411 Family Resource Center		Kristal Straub	
Economic Development		Larry Meador	
Newspaper		Fred Long	
Other		Concord University	Barbara Rush
	Tech Prep	Ruth Boyd	
Parents	parent	Karen Childs	
	Parent	Ann Jimenez	
Service Personnel	Transportation Director	Jay McBride	
Students	SCHS Student	Brandon Eagle	
Teachers	Teacher/LSIC	Patricia Stacklin	
	Sp. Ed. Specialist	Karen Eagle	
	SMS Teacher	Kelli Hill	
	JB Teacher	Eddie Cales	
	Vocational Teacher	Bob Mazzella	
	ABE Teacher	David Dent	
	TAL Teacher	Heather Cooper	

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 Summers County School System shall involve the total community in preparing each citizen to enter the workforce, college, or other post secondary training and in developing them to their fullest potential as 21st century active, self-directed, lifelong learners.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. that all children can learn and it is our responsibility to teach all children.
2. that reading is the key to success.
3. that the foundation for reading is formed during the preschool years.
4. that the children who are achieving in school are typically happy and well behaved.
5. that the involvement of parents is an integral part of the education of the children and that parent involvement is primarily about helping more students succeed.
6. that although programs, staff development, and technology are all necessary and needed components to deliver a sound education, the most important ingredient for success is a highly qualified teacher with the desire and the time to provide individual instruction.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	35,758.00
General	58,000.00
Other Funds	145,508.92
Rural and Low Income Schools	52,594.00
Technology E-rate	85,359.21
Technology E-rate County Match	22,158.31
Technology Infrastructure	22,865.66
Technology Local Share	6,454.34
Technology TFS/Elementary E-rate	34,612.32
Technology TFS/Elementary E-rate County Match	8,653.28
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	23,045.00
TFS/Elementary Technology	21,123.55
TFS/Secondary Technology	26,091.00
Title I	746,146.13
Title II	202,974.00
Title IV Safe and Drug Free Schools	15,688.49
Title V	3,004.00
Total	\$ 1,510,036.21

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

The enrollment continues to decrease in the county.

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

The population continues to be older. The youth are leaving after high school and some before completion.

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

We continue to be one of the poorer counties and still have not been able to pass a levy. Our personal income shows a slight increase and the unemployment rate a slight decrease.

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

Our special needs population cell is only large enough to count against a school at the middle school. We are not making AYP with this group.

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?

We have issues with fighting, drugs, and general disrespect. The community also has issues with drugs.

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

Technology is changing so rapidly. Our students must have opportunity at school to learn about and use the technology for many of them may not have that opportunity at home.

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

The talk of the area is that drugs are still playing a major role in our students' lives.

PRIORITIES

1. special education issues
- 2.

technology issues

3. declining enrollment

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

All schools in Summers County made AYP for the 05-06 year in the all group. Only the middle school did not make AYP with special education students in math for the 06-07 year.

WESTEST Confidential Summary Report

The all group in the county reading was above the state average for proficiency in all grades except 3rd and 7th yet we are not making the progress that we need to make in order to meet our 5 year goal. The all group in county math was above the state in all grades except 3rd, 7th, and 10th but again we are not making sufficient progress to meet our long term goal.

WESTEST Confidential Item Analysis Summary

Each school has analyzed the item analysis summary in order to find out which content standards need more emphasis.

WV Writing Assessment

Our writing assessment scores for 7th grade remained the same for the 06-07 school year as they were for the 05-06 year with 81% mastery or above. The state average was 76% mastery and above.

Our scores for 10th grade improved from 64% mastery and above to 72% but the state average was 97%.

Fourth grade scores are not available at this time.

SAT/ACT Results

The percent of students taking the ACT/SAT continues to decline from 2003 with 69% taking one or the other to 05 with only 58% taking one or the other to 06 with another decrease leaving 52% who tested. The ACT composite had remained near 21 with 20.5, 21.7, and 21.1 over the three year period but in 2006 the composite dropped to 20.7. The SAT math score had decreased from 577 to 490 over the three year period but in 2006, it increased to 555, while the verbal has increased from 540 to 551 over the three year period and now it has decreased to 520. Our 2007 ACT results were better and above the state in most areas.

ACT Explore - Grade 8 Middle School

After a slight decrease in the scores for the 8th grade ACT Explore, this year the composite score is 15.6 which is above the national average of 14.9. SMS scores are above the national average in English, reading, and science but slightly below in math.

ACT Plan - Grade 10 High School

After two years of decline by 10th grade students, the composite score increased to 16.1 for the 2006-07 school year, but this is below the national average of 17.5. Students at SCHS scored lower than the national average in all subject areas with math being the lowest score of 15.1 compared to the national average of 17.4.

AP Testing Report/AP Rate

The percent of 11th grade students taking an AP exam in 2006-07 nearly doubled with 34.6% taking the test. Of the 12th grade only 8.2% took an AP exam. Of the 11th grade test takers, 22.2% scored a 3 or higher. No seniors scored 3 or higher.

End of Course Testing Report for Career and Technical Education

The only courses that passed the EOC exams in the fall of '05-'06 were masonry and plumbing, ProStart I, and ProStart II. This is a decrease in the number of courses from last year. The vocational director does not have current information at this time.

Formative and Benchmark Assessments

Students in the Reading First school are scoring at benchmark in reading in most cases. Those who are not are being tutored.

LEP - What are the procedures for identifying LEP students (service levels/cut-off scores)?

Procedures are in place for identifying and serving but we have no LEP students at this time.

DIBELS data at HAE

DIBELS data for all three elementary schools is available now. In kindergarten-3, HAE and JB have 75% at benchmark and Talcott has 65%.

CIFMS

Through the examination of IEPs, the team found a need to better include critical skills. Continued monitoring of disciplinary issues must be done. As autistic students move from grade to grade, continued training needs to be conducted.

PRIORITIES

1. To improve student achievement in math.
2. To improve student achievement in reading.
- 3.

To improve student achievement at the high school level in both technical and core academic courses.

- 4.
- 5.

C. OTHER STUDENT OUTCOMES ANALYSIS

Attendance Report (by subgroup if available)

Attendance rates in all schools remain above the state requirement.

Discipline Referral Report

We continue to see disciplinary infractions involving harassment, drugs, and general misbehavior. It appears that more consistent disciplinary action is being taken in most schools. Teachers have expressed concern at HAE about the discipline and this will need to be resolved before next year. The number of referrals at the high school has increased indicating that teachers are reporting more often than before. At the middle school, the reported infractions have decreased. Both Talcott and Jumping Branch have few incidents to report. Continued efforts are needed to ensure proper discipline of special education students.

Dropout Rates/Graduation Rates (by subgroup if available)

The graduation rate is above the state requirement and the drop out rate below the requirement.

College Enrollment Rate

The enrollment rate in college has dropped from 59% to 46% from 2003 to 2005.

College Developmental Course Rate

The percent of students needing a developmental math course decreased from 64 to 27 and the percent needing developmental English decreased from 21 to 13.

Youth Risk Behavior Survey

WEST VIRGINIA YOUTH RISK BEHAVIOR SURVEY 2005 TOBACCO Percentage of students who smoked cigarettes on one or more of the past 30 days 25.3%

CIMP Self Assessment

CIMP data indicates that staff development is needed to have District compliant when writing IEPs and following correct procedures and policies when disciplining a student with a disability. Through the examination of IEPs, the team found a need to better include critical skills. Continued monitoring of disciplinary issues must be done. As autistic students move from grade to grade, continued training needs to be conducted. Policy 2419 updates need to be discussed with teachers. Response to Intervention is being implemented in all elementary schools. Training is needed for all special education teachers. Transition training is still needed at all levels. In many classes, special education teachers are going into the regular classes. More help is requested in differentiating instruction and in the co-teaching models.

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

There are no LEP students in the district at this time.

CIMP self assessment

PRIORITIES

1. Continue to decrease the percent of students needing developmental courses in college especially in math.
- 2.

Decrease the frequency of disciplinary infractions and follow proper procedures when assigning consequences for such infractions.

3. Provide staff development for IEP compliance issues.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

The county and all schools have full approval.

Monitoring Reports (Special Education and NCLB)

NCLB consolidated monitoring found that the county is lacking in parental involvement in all schools and at the county level.

Walkthrough Summmaries

Most principals have completed and have on file walk through reports. These reports indicate our teachers are providing a quality education for the students, teaching the state content standards, and preparing students for life long learning.

Highly Qualified Personnel Report

The current data is unavailable on the state website, but due to having subs in two special education classes, our percent of highly qualified teachers may have decreased slightly. We need to find certified special education teachers.

Digital Divide Report (Technology)

The digital divide reports indicate that all schools are making progress in addressing the technology issues. We have nine computer labs in the county. All schools have Internet access via T1 lines. Assistive technology is available where needed. A full time technology specialist is employed and a technology director is in charge of technology for the system. Professional development is provided for all personnel in technology use and integration. Most schools have radio and television reception. All schools have projection devices and telephones. Several schools have access to PDAs. More professional development is needed so that teachers will be better able to fully integrate the available technology including but not limited to Tools for Schools, MS Office, Plato, and A+. Improved communication needs to be established between the schools and homes. The infrastructure needs to be maintained and the equipment needs to be repaired and replaced. To enhance school safety and general communication pagers, cellular service, cameras and other technology needs to be implemented or improved.

PRIORITIES

- 1.

To improve parental involvement in all schools.

2. To locate and employ qualified teachers especially special education teachers.

3. To improve technology availability and integration.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students will achieve mastery or above in reading/language arts as measured by the WESTEST by 2013-14 and the achievement gap between/among groups will be closed.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	The percentage of the group "all students" who did not score mastery in reading/language arts will decrease by 10% each year for the next five years. The high yield strategies, action steps, monitoring, support, and evaluation listed for this objective also apply to all objectives under this goal.	Reading Mastery All	0.21	12.40
1.2	The percentage of the group "low SES" who did not score mastery in reading/language arts will decrease by 10% each year for the next five years.	Reading Mastery low SES	0.27	16.00
1.3	The percentage of the group "special education" who did not score mastery in reading/language arts will decrease by 10% each year for the next five years.	Reading Mastery Sp Ed	0.64	38.00
1.4	The gap between the percent of students in the all group who score mastery and those in the SE group who score mastery in reading/language arts will decrease by 10% per year for the next five years.	Reading Mastery Gap Sp Ed	0.42	25.00
1.5	The gap between the percent of students in the all group who score mastery and those in the SES group who score mastery in reading/language arts will decrease by 10% per year for the next five years.	Reading Mastery Gap SES	0.06	4.00
1.6	The percentage of the group "all students" scoring above mastery and/or distinguished in reading/language arts will increase by 10% per year.	Reading Above Mast/Dist	34.00	49.78

Goal 2: All students will achieve mastery or above in math as measured by the WESTEST by 2013-14 and the achievement gap between/among groups will be closed.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The percentage of the group "all students" who did not score mastery in math will decrease by 10% each year for the next five years. The high yield strategies, action steps, monitoring, support, and evaluations listed for this objective also apply to all objectives under this goal.	Math Mastery All	0.28	16.00
2.2	The percentage of the group "low SES" who did not score mastery in math will decrease by 10% each year for the next five years.	Math Mastery SES	0.35	21.00
2.3	The percentage of the group "special education" who did not score mastery in math will decrease by 10% each year for the next five years.	Math Mastery Sp Ed	0.65	38.00
2.4	The gap between the percent of students in the all group who score mastery and those in the SE group who score mastery in math will decrease by 10% per year for the next five years.	Math Mastery Gap SE	0.37	22.00
2.5	The gap between the percent of students in the all group who score mastery and those in the SES group who score mastery in math will decrease by 10% per year for the next five years.	Math Mastery Gap SES	0.07	4.00
2.6	The percentage of the group "all students" scoring above mastery and/or distinguished in math will increase by 10% per year.	Math Above Mast/Dist	26.00	38.00

Goal 3: All students will be educated in a safe and drug free learning environment that supports academic achievement.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	To increase the identification and involvement of students to the SAT by a 10% referral rate.	Student Assistance Team	0.00	0.00

3.2	To reduce repeat offenders of the ATOD/violence policy by 10% each year.	ATOD prevention strategies	0.00	0.00
3.3	To reduce by 15% per year the percent of students reporting bullying-related behavior.	Bullying	0.90	0.00
3.4	100% of the schools will have updated crisis intervention and safe schools plans.	Crisis Intervention	100.00	0.00
3.5	To decrease by 10% per year the number of disciplinary infractions recorded on WVEIS for behaviors other than ATOD and bullying.	School Environment	0.00	0.00

Goal 4: Provide technology (software and hardware) to personalize learning to accommodate different learning styles and be able to remediate and accelerate to meet student needs and to become 21st Century learners.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	To improve the infrastructure in Summers County schools by providing up to date 21st century tools	technology	0.30	100.00

Goal 1: All students will achieve mastery or above in reading/language arts as measured by the WESTEST by 2013-14 and the achievement gap between/among groups will be closed.

Objective 1.1 The percentage of the group "all students" who did not score mastery in reading/language arts will decrease by 10% each year for the next five years. The high yield strategies, action steps, monitoring, support, and evaluation listed for this objective also apply to all objectives under this goal.

As measured by:
WESTEST

Baseline Data		0.21	
	Targets		Actual
2005-2006	18.90	2005-2006	18.92
2006-2007	17.01	2006-2007	19.30
2007-2008	15.31	2007-2008	N/A
2008-2009	13.78	2008-2009	N/A
2009-2010	12.40	2009-2010	N/A

Objective 1.2 The percentage of the group "low SES" who did not score mastery in reading/language arts will decrease by 10% each year for the next five years.

As measured by:
WESTEST

Baseline Data		0.27	
	Targets		Actual
2005-2006	0.24	2005-2006	23.00
2006-2007	22.00	2006-2007	24.19
2007-2008	20.00	2007-2008	N/A
2008-2009	18.00	2008-2009	N/A
2009-2010	16.00	2009-2010	N/A

Objective 1.3 The percentage of the group "special education" who did not score mastery in reading/language arts will decrease by 10% each year for the next five years.

As measured by:
WESTEST

Baseline Data		0.64	
	Targets		Actual
2005-2006	0.58	2005-2006	61.00
2006-2007	52.00	2006-2007	61.00
2007-2008	47.00	2007-2008	N/A
2008-2009	42.00	2008-2009	N/A
2009-2010	38.00	2009-2010	N/A

Objective 1.4 The gap between the percent of students in the all group who score mastery and those in the SE group who score mastery in reading/language arts will decrease by 10% per year for the next five years.

As measured by:
WESTEST

Baseline Data		0.42	
	Targets		Actual
2005-2006	0.38	2005-2006	42.00
2006-2007	34.00	2006-2007	41.70
2007-2008	31.00	2007-2008	N/A
2008-2009	28.00	2008-2009	N/A
2009-2010	25.00	2009-2010	N/A

Objective 1.5 The gap between the percent of students in the all group who score mastery and those in the SES group who score mastery in reading/language arts will decrease by 10% per year for the next five years.

As measured by:
WESTEST

Baseline Data		0.06	
	Targets		Actual
2005-2006	0.05	2005-2006	4.08
2006-2007	5.00	2006-2007	4.89
2007-2008	4.00	2007-2008	N/A
2008-2009	4.00	2008-2009	N/A
2009-2010	4.00	2009-2010	N/A

Objective 1.6 The percentage of the group "all students" scoring above mastery and/or distinguished in reading/language arts will increase by 10% per year.

As measured by:
WESTEST

Baseline Data		34.00	
	Targets		Actual
2005-2006	34.00	2005-2006	34.00
2006-2007	37.40	2006-2007	35.80

2007-2008	41.14	2007-2008	N/A
2008-2009	45.25	2008-2009	N/A
2009-2010	49.78	2009-2010	N/A

Goal 2: All students will achieve mastery or above in math as measured by the WESTEST by 2013-14 and the achievement gap between/among groups will be closed.

Objective 2.1 The percentage of the group "all students" who did not score mastery in math will decrease by 10% each year for the next five years. The high yield strategies, action steps, monitoring, support, and evaluations listed for this objective also apply to all objectives under this goal.

As measured by:
WESTEST

Baseline Data		0.28	
	Targets		Actual
2005-2006	0.25	2005-2006	26.00
2006-2007	23.00	2006-2007	22.77
2007-2008	20.00	2007-2008	N/A
2008-2009	18.00	2008-2009	N/A
2009-2010	16.00	2009-2010	N/A

Objective 2.2 The percentage of the group "low SES" who did not score mastery in math will decrease by 10% each year for the next five years.

As measured by:
WESTEST

Baseline Data		0.35	
	Targets		Actual
2005-2006	0.32	2005-2006	32.00
2006-2007	28.00	2006-2007	28.11
2007-2008	26.00	2007-2008	N/A
2008-2009	23.00	2008-2009	N/A
2009-2010	21.00	2009-2010	N/A

Objective 2.3 The percentage of the group "special education" who did not score mastery in math will decrease by 10% each year for the next five years.

As measured by:
WESTEST

Baseline Data		0.65	
	Targets		Actual
2005-2006	0.59	2005-2006	63.00
2006-2007	53.00	2006-2007	57.15
2007-2008	47.00	2007-2008	N/A
2008-2009	43.00	2008-2009	N/A
2009-2010	38.00	2009-2010	N/A

Objective 2.4 The gap between the percent of students in the all group who score mastery and those in the SE group who score mastery in math will decrease by 10% per year for the next five years.

As measured by:
WESTEST

Baseline Data		0.37	
	Targets		Actual
2005-2006	0.33	2005-2006	37.00
2006-2007	30.00	2006-2007	34.38
2007-2008	27.00	2007-2008	N/A
2008-2009	24.00	2008-2009	N/A
2009-2010	22.00	2009-2010	N/A

Objective 2.5 The gap between the percent of students in the all group who score mastery and those in the SES group who score mastery in math will decrease by 10% per year for the next five years.

As measured by:
WESTEST

Baseline Data		0.07	
	Targets		Actual
2005-2006	0.06	2005-2006	6.00
2006-2007	6.00	2006-2007	5.34
2007-2008	5.00	2007-2008	N/A
2008-2009	5.00	2008-2009	N/A
2009-2010	4.00	2009-2010	N/A

Objective 2.6 The percentage of the group "all students" scoring above mastery and/or distinguished in math will increase by 10% per year.

As measured by:
WESTEST

Baseline Data		26.00	
	Targets		Actual
2005-2006	26.00	2005-2006	26.00
2006-2007	28.60	2006-2007	29.70
2007-2008	31.46	2007-2008	N/A

2008-2009	34.60	2008-2009	N/A
2009-2010	38.00	2009-2010	N/A

Goal 3: All students will be educated in a safe and drug free learning environment that supports academic achievement.

Objective 3.1 To increase the identification and involvement of students to the SAT by a 10% referral rate.

As measured by:

SAP logs (Baseline collected in the 2006-2007 school year)

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	134.00
2007-2008	147.40	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 3.2 To reduce repeat offenders of the ATOD/violence policy by 10% each year.

As measured by:

WVEIS data reports on ATOD/violence (baseline data collected in the 2006-2007 school year)

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	993.00
2007-2008	893.70	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 3.3 To reduce by 15% per year the percent of students reporting bullying-related behavior.

As measured by:

report from Building Respect Success in Stages (The baseline date was determined from WVEIS date reports. Success in Stages not completed at High School. Program at JBE was completed but report has not been received yet).

Baseline Data		0.90	
	Targets		Actual
2005-2006	76.00	2005-2006	62.00
2006-2007	0.00	2006-2007	961.00
2007-2008	816.85	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 3.4 100% of the schools will have updated crisis intervention and safe schools plans.

As measured by:

the percent of schools with plans on file. All but one school met to update their crisis plans. Staff requesting to practice drills for different crisis scenarios.

Baseline Data		100.00	
	Targets		Actual
2005-2006	100.00	2005-2006	100.00
2006-2007	0.00	2006-2007	80.00
2007-2008	100.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 3.5 To decrease by 10% per year the number of disciplinary infractions recorded on WVEIS for behaviors other than ATOD and bullying.

As measured by:

WVEIS disciplinary reports

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	351.00
2007-2008	315.90	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Goal 4: Provide technology (software and hardware) to personalize learning to accommodate different learning styles and be able to remediate and accelerate to meet student needs and to become 21st Century learners.

Objective 4.1 To improve the infrastructure in Summers County schools by providing up to date 21st century tools

As measured by:

Digital divide survey- measuring the percentage of Windows XP computers

Baseline Data			
Targets		Actual	
2005-2006	0.40	2005-2006	0.39
2006-2007	0.50	2006-2007	0.48
2007-2008	0.70	2007-2008	N/A
2008-2009	0.90	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
District Monitoring System for School Accountability	<p>According to Tom Peters, "What gets measured, gets done." Schmoker has taught us that using data is essential in the monitoring process. Findings reported by the National Learning First Alliance in <i>Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools</i>, indicted that high-achieving districts use their data to make decisions, put into place a systemwide approach to improvement, and had the courage to seek solutions. Though consistent and frequent monitoring including walk throughs, looking at student work, evaluating staff development, and analyzing data, the district level administrators will be able to ensure a greater chance of success for all students.</p>
Understanding the Need to Develop 21st Century Graduates	<p>Thomas Friedman has reminded us that <i>The World is Flat</i> and in order to be successful in the 21st century, we must make changes in the way we educate our students so that they can perform. According to Wiggins and McTighe (2005), we must equip our students for performance. Using the WVDE's Frameworks for High Performing 21st Century School Systems, we must give greater prominence in the curriculum to the areas of global awareness; financial, economic, and business literacy; civic literacy, and health and wellness awareness. Teachers must create a 21st century context for learning and do so using 21st century technology tools and skills. It is the teacher's crucial role to design the right experiences so that students can and will be successful in the 21st century (Wiggins and McTighe).</p> <p>For our students in Summers Co. to be successful, we must begin now to prepare them for the jobs that have not yet been thought of. We must teach them to think, to reflect, to solve problems, to be adaptable, to create and be innovative, and to show leadership, self direction, and exhibit ethical behavior.</p> <p>To prepare all students for the 21st century will take the efforts of the special education department, technology department, and curriculum department all working together. These departments will need to monitor for success, provide professional development as needed, and monitor for success.</p>
Support for School-Based Professional Development that is Ongoing and Embedded	<p>One of the essential duties of the school leadership is to ensure that teachers have the necessary staff development opportunities to directly enhance their teaching (Marzano, Waters, and McNulty, 2005). According to Lambert (2003, p. 89), "Professional development in a district should be seen as an opportunity to learn by constructing meaning and knowledge together." In order for staff to have the ability to plan, collaborate, and problem solve, time must be provided. One of the roles for the district in enabling staff to engage in this collaborative endeavor is to provide that time (Lambert). The time may be during the school day and it may be provided as embedded within the day of work. Teacher collaboration that results in higher student achievement is time-consuming work and often requires many sessions in order to be productive as shown by Reeves. If a group of teachers does not agree upon what it takes to be acceptable student work, then the resources will not be allocated to those students most in need of help (Reeves).</p>

Technology Plan

Submitted by - slb81001 2007-09-18 05:31:33.0

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,

Summers County Schools are currently utilizing technology in a variety of ways in order to increase student learning, staff learning, and improve the use of time and resources to meet the 21st Century initiative. In addition to curricular uses, some schools are using technology for parent communication, entering absences and grades by the teachers, monitoring hallways, and staff communication. Other schools need to improve in these areas. Computers are aging and need to be replaced and as new technology is developed, our schools need to be able to stay abreast of the changes and teach our students how to use the technology. Staff development is always a need that we are trying to meet. With the requirements for formative and summative assessments, we must provide the technology that will simplify the data for the teachers so that they can spend their time instructing rather than doing paper work.

Technology Needs Assessment

The digital divide reports indicate that all schools are making progress in addressing the technology issues. We have nine computer labs in the county. All schools have Internet access via T1 lines. Assistive technology is available where needed. A full time technology specialist is employed and a technology director is in charge of technology for the system. Professional development is provided for all personnel in technology use and integration. Most schools have radio and television reception. All schools have projection devices and telephones. Several schools have access to PDAs. More professional development is needed so that teachers will be better able to fully integrate the available technology including but not limited to Tools for Schools, MS Office, Plato, and A+. Improved communication needs to be established between the schools and homes. The infrastructure needs to be maintained and the equipment needs to be repaired and replaced. To enhance school safety and general communication pagers, cellular service, cameras and other technology needs to be implemented or improved.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives None,technology **Associated High Yield Strategies** None

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

- 1 - Add 11 new computers with Vista and Office to SMS
- 2 - Add new printer at SMS
- 3 - Add AverVision Digital presenter at SMS
- 4 - Add 6 workstations (towers) with Vista at HAE
- 5 - Add 16 new laptops with Vista and mobile cart at JBE
- 6 - Add 2 data projectors at JBE
- 7 - Add 9 AverVision digital presenters at SCHS
- 8 - Add 9 white boards at SCHS

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Summers County schools.

Persons Responsible
Technology Director

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 Twenty-first century

Associated Goals/Objectives technology

Associated High Yield Strategies Understanding the Need to Develop 21st Century Graduates

Action Step Provide students with opportunities to develop skills for the 21st century skills.

- 1 - Purchase needed teaching materials.
- 2 - Provide improved technology resources.
- 3 - Provide opportunities for both virtual and on-ground field trips.
- 4 - Continue training for teachers and students on portfolio development and student led conferences utilizing technology as appropriate.
- 5 - Continue to provide increased opportunities for students to take EDGE classes.
- 6 - Provide research based programs that benefit highly mobile (homeless) students and provide training for teachers to help them educate these students for the 21st century.
- 7 - Continue to provide extra help and extra time through the in school and after school tutoring programs, summer Energy Express, and with the computer based Plato learning system.
- 8 - Use newly created teacher leadership team and academic coaches to create 21st century classroom environments with reports given to Dir. C & I.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To ensure success for all students.	Persons Responsible Directors, principals, and teachers.	Target Audience students
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Federal Compliances RLIS 06. Title I Part A Activities ,Title V 02. Development or acquisition of instructional materials ,Title V 04. Programs to improve academic achievement of disadvantaged, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Title I Comp

Associated Goals/Objectives Reading Mastery All ,Reading Mastery low SES ,Reading Mastery Sp Ed ,Reading Mastery Gap Sp Ed ,Reading Mastery Gap SES ,technology

Associated High Yield Strategies None

Action Step Use DIBELS assessment and a three tiered instructional model.

- 1 - Ensure schools use assessments to diagnose, plan and provide supplemental instruction for students through providing time for Title I and classroom teachers to analyze the data and place students in tiered groups for extra help.
- 2 - Assist schools in identifying students who may be at risk academically by providing DIBELS assessment and time to analyze the results and place students in tiered groups.
- 3 - Coordinate and integrate services provided by Title I and other programs for students w/disabilities, migratory, and neglected and delinquent students as needed.
- 4 - Plan and provide with special education department for RTI and the three tiered reading model.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose To improve student achievement	Persons Responsible Dir. C & I	Target Audience k-5 students and teachers
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Federal Compliances Title I 09. Additional Assessments and Educational Assistance ,Title V 01. Technology activities related to school-based reform, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Special Education

Associated Goals/Objectives None,technology

Associated High Yield Strategies Understanding the Need to Develop 21st Century Graduates

Action Step Purchase materials, supplies, and equipment, and make equipment repairs to ensure provision of a free, appropriate

public education for eligible students with disabilities and exceptionalities as appropriate.

- 1 - Purchase classroom materials, equipment, and supplies.
- 2 - Purchase and/or repair technology equipment for classroom use.
- 3 - Purchase evaluation instruments and related items required to identify and serve students with special needs.
- 4 - Purchase supplies for administrator's office.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To provide teachers with the materials and equipment necessary to carry out the IEPs.

Persons Responsible Special education director

Target Audience Teachers

Federal Compliances Special Education 03. Materials Supplies and Equipment, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Federal Compliance Monies \$ 25,503.00

SpecEd School Age-\$ 11,503.00 SpecEd Pre-School-\$ 6,700.00 SpecEd State Funds-\$ 7,300.00

Plan Section Technology

Associated Goals/Objectives Reading Mastery All ,Reading Mastery low SES ,Reading Mastery Sp Ed ,Reading Mastery Gap Sp Ed ,Reading Mastery Gap SES ,Reading Above Mast/Dist ,Math Mastery All ,Math Mastery SES ,Math Mastery Sp Ed ,Math Mastery Gap SE ,Math Mastery Gap SES ,Math Above Mast/Dist ,technology

Associated High Yield Strategies Understanding the Need to Develop 21st Century Graduates

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

- 1 - Continue support of Odyssey software at all elementary schools
- 1 - Academic Coaches will provide staff development to help teachers use the Internet in developing standards based lessons.
- 2 - Professional Development will be provided for teachers in using Basic Skills/SUCCESS/ODESSY, Plato, SAS, Marco Polo, SchoolKit, Bridges, and other technology integration and the use of such programs will be monitored by the leadership team.
- 2 - Use Microsoft Office for productivity tools in all schools
- 3 - Use Plato at SMS, SCHS, Alternative ED, Credit Recovery, and GED
- 4 - Use Carnegie Math at SMS
- 5 - Use Bridges to Algebra Carnegie at SMS
- 7 - Use Writing RoadMap in all schools

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the use of 21st century tools and resources to improve student achievement.

Persons Responsible Technology Dir., principals, Dir. C & I.

Target Audience Teachers

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 Understanding the Need to Develop 21st Century Graduates

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

- 1 - Use Thinkfinity and SAS as internet based instructional resources
- 1 - Provide all teachers with email addresses to be used as they communicate with parents and other school personnel.
- 2 - Provide local and long distance and cellular phone service for improved communication among and between schools and the community.
- 2 - Provide T1 data lines for all schools to access WVEIS and internet for instruction and communication

- 3 - Add internal connections
- 3 - Provide teachers with the necessary training and technology to create webpages for parental communication.

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

Purpose To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS.

Persons Responsible Technology Dir.

Target Audience Teachers/parents

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** Understanding the Need to Develop 21st Century Graduates

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

- 01 - Provide wireless mobile labs in the schools.
- 02 - Provide a loan system so that students can check out computers for use at home with the parents.
- 3 - Mobile carts for JBE and SMS for laptops labs
- 4 - video journalism (Bobcat TV) at SCHS

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

Purpose To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement

Persons Responsible Technology Dir.

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** Understanding the Need to Develop 21st Century Graduates

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

- 1 - Allow students to take courses not offered in Summers County - Spanish, Algebra, Calculus - through online distance delivery of courses
- 2 - Video journalism at SCHS for studnts and web presentations
- 3 - Health up-date for employees on-line
- 4 - On-line certification for bus drivers

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

Purpose To provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low

Persons Responsible Technology Dir.

student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Federal Compliances

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

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

Plan Section Technology

Associated Goals/Objectives technology

Associated High Yield Strategies Understanding the Need to Develop 21st Century Graduates

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

- 1 - use county and school webpages to communicate with perents, students, teachers, and community
- 2 - Use e-mail for communication with studdnts, teachres, parents, and community
- 3 - Add Midi program for keyboardcomputer use in music SMS

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2010

Actual Begin Date
?

Actual End Date
?

Purpose To improve communication and collaboration among stakeholders

Persons Responsible
Technology Dir.

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 Understanding the Need to Develop 21st Century Graduates

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

- 1 - Provide Odyssey professional development support days for elementary schools.
- 2 - Provide webinars for staff
- 3 - Provide McKinney-Vento training to principals
- 4 - Provide training and support for the use of EdLine at SCHS for communication with students, parents, and communy
- 5 - Provide training and support for the use of GradeQuick at SMS and SCHS for communication

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2010

Actual Begin Date
?

Actual End Date
?

Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources

Persons Responsible
Technology Dir.

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 Reading Mastery All ,Reading Mastery low SES ,Reading Mastery Sp Ed ,Reading Mastery Gap Sp Ed ,Reading Mastery Gap SES ,Reading Above Mast/Dist ,Math Mastery All ,Math Mastery SES ,Math Mastery Sp Ed ,Math Mastery Gap SE ,Math Mastery Gap SES ,Math Above Mast/Dist ,technology

Associated High Yield Strategies Understanding the Need to Develop 21st Century Graduates

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

- 1 - Work with RESA I to provide a technology specialist who will troubleshoot/repair the technology or train school personnel to do so.
- 2 - Maintain a web-based reporting system for schools to report technology problems and ensure that someone at the school knows how to report.
- 3 - Update technology available to students through replacement of older technology and addition of White Boards.

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

Purpose To provide a stable and robust 21st century learning environment

Persons Responsible Technology Dir.

Target Audience Teachers/students/administrators

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 None

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

- 01 - To continue to provide basic computer classes for adults and the use of the Plato system in the ABE program

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

Purpose To increase adult life long learning

Persons Responsible Technology Director, Dir. C &I, ABE Instructors

Target Audience All stakeholders

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc% Commit	County Match
554387	1542723	State Totals - Elemenary TFS	43,265.00	34,612.32	8,653.08
		Talcott Elementary School	43,265.00	80 34,612.32	0.00
TFS/Secondary E-rate Application	1542723	State Totals - Secondary TFS	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	181.00	143.00	38.00
		Data Lines	41,160.00	32,516.00	8,644.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	42,036.00	33,629.00	8,407.00
		Internet Access	1,080.00	853.00	227.00
		Long Distance	1,560.00	1,232.00	328.00

Paging	0.00	0.00	0.00
Voice	21,500.00	16,985.00	4,515.00
WAN	0.00	0.00	0.00
Web Hosting	0.00	0.00	0.00
E-rate Totals	107,518.00	85,359.00	22,158.00

TFS/Elementary E-rate Application	2008	State Totals - Elementary TFS	43,265.00	34,612.00	8,653.00
		Talcott Elementary	43,265.00	80 34,612.32	8,653.08
		State Totals - TFS/Elementary	43,265.00	34,612.32	8,653.28
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	180.00		142.96	38.00	
		Data Lines	41,160.00		32,516.40	8,643.60	
		Internal Conn Maint	0.00		0.00	0.00	
		Internal Connections	42,036.00		33,629.12	8,407.28	
		Internet Access	1,080.00		853.20	226.80	
		Long Distance	1,560.00		1,232.40	327.60	
		Paging	0.00		0.00	0.00	
		Voice	21,500.00		16,985.13	4,515.03	
		WAN	0.00		0.00	0.00	
		Web Hosting	0.00		0.00	0.00	
		E-rate Totals		107,517.00		85,359.21	22,158.31

TFS/Elementary E-rate Application	2007	Talcott Elementary	43,265.00	80	34,612.32	8,653.08
		State Totals - TFS/Elementary	43,265.00		34,612.32	8,653.28
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	240.00		189.60	50.40
		Data Lines	41,160.00		32,516.40	8,643.60
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	32,793.50		26,234.80	6,558.70
		Internet Access	1,080.00		853.20	226.80
		Long Distance	2,532.00		2,000.28	531.72
		Paging	156.00		123.24	32.76
		Voice	21,500.16		16,985.13	4,515.03
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
E-rate Totals		99,461.66		78,902.65	20,559.01	

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	292.32		230.93	61.39
		Data Lines	35,385.00		27,954.15	7,430.85
		Internal Conn Maint	30,000.00		23,400.00	6,600.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	1,979.52		1,563.82	415.70
		Paging	0.00		0.00	0.00
		Voice	15,669.36		12,378.79	3,290.57
		Web Hosting	0.00		0.00	0.00
		E-rate Totals		83,326.20		65,527.69

State Basic Skills E-rate Application 2005	State Totals - BS/CE	0.00	0.00	0.00
State SUCCESS E-rate Application 2005	State Totals - SUCCESS	0.00	0.00	0.00

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

1. Do you have an Acceptable Use Policy? Yes No

2. If yes, what is the last date of adoption/revision? 12/13/2001

3. When was the public meeting held for CIPA Compliance? 09/20/2001

4. Provide the URL to your acceptable use policy. boe.summ.k12.wv.us

		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?	5	1	6	6
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	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	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	2	2	2
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	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	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	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	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	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

Each school has active Student Assistance Teams and good Responsible Student Programs. Students are referred and evaluated in a timely manner and appropriate modifications are made to assist the student. Teachers use student agendas as a means of communication with the parents and parent visitations are scheduled throughout year. Many incentives are given for good behavior as well as academic achievement. Teachers are trained as needed and given opportunities to attend workshops that will help supplement existing programs. Materials are purchased to help support SDFS.

Process Monitoring

There are numerous practices and programs in the schools that have been implemented. Each elementary school has Responsible Student Programs that strongly supports character education and provides incentives for positive behavior. The teacher teams meet as needed to review discipline reports and use of coupons to evaluate where issues may be present. Summers Middle School has an active peer mediator program and Natural Helpers. They also have a strong RSP and character education program and uses the Get More pregnancy prevention program that addresses many behavioral issues. Respect and Protect and Rachel's Challenge are used at the high school level. These programs have been extremely positive for the school as evidence of discipline reports and student character. Schools also make arrangements for guest speakers and go on field trips that support SDFS.

Evaluation Process

Various things are examined throughout the school year to determine what is successful and what changes need to be made. WVEIS discipline reports, SAT logs, meeting agendas and notes, and specific program reports are just a few ways to ascertain achievement. In addition, Pride Survey results are looked at to help determine where some of our drug problems lie among our youth. Teacher lesson plans are evaluated and crisis management plans are reviewed and revised.