

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

TUCKER COUNTY SCHOOLS TUCKER COUNTY SCHOOLS-CNTY WIDE PERSONNL

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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	Assistant Principal	Larry McCune	
	Director	Eleanor Nestor	
	Superintendent	Rick Hicks	
	Assistant Superintendent/Director of Technology/SP	Deborah Calhoun	
	Director	Robert Dunkerley	
	Coordinator	Karen Dunkerley	
	Principal	Joyce Carrico	
	Assistant Principal	Shawn Dilly	
	Principal	David Dilly	
	Principal	Daryla Rapp	
Business & Community	Sheriff	Tom Felton	
		James Snyder	
	Attorney	John Cooper	
	Minister	Father Timothy J. Grass	
	Community	Susan McKenzie	
	Former BOE Member	David Cooper	
	Former BOE Member	Howard Dale Moore	
	Other	Board Member	Jared Parsons
		Board Member	Janet Preston
		Board Member	Marvin Parsons
Former Board Member		Jerry Cosner	
Board Member		Jerry DiBacco	
Board President		Eldon Harper	
Parents			Mary Waters
		Sherry Mauzy	
		Beth Clevenger	
		Rob Gilligan	
		Denice Reese	
		Donna Patrick	
		Linda Nelson	
		April Gaither	
		Drew Brubaker	
		Heather Mullenex	
	ThisbeCooper		
Service Personnel		Eric Georg	
Students	Technology Systems Engineer		
	Technology Teacher	Amy Moore	
	Technology Plan	Deborah Calhoun	
	Technology Coordinator/Teacher	Kimberly Falls	
	Technology Coordinator/Business Teacher	John Eye	
	Technology Coordinator/Teacher	Sam Goughnour	
	Technology Coordinator/Teacher	Tom Klus	
Teachers			
Technology Committee			

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

Learning for All

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. We believe all individuals can learn and achieve success.
2. We believe all individuals have the right to be provided with a safe, caring and welcoming environment.
3. We believe all individuals have a right to be treated with respect and dignity.
4. We believe it is the responsibility all stake holders including the community, school personnel, parents and the students themselves to increase student achievement levels.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Step 7	28,000.00
Technology E-rate	38,283.51
Technology E-rate County Match	11,435.34
Technology Infrastructure	16,495.00
Technology Local Share	4,683.00
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
Telecommunications	17,310.00
TFS/Elementary Technology	28,671.00
TFS/Secondary Technology	18,935.00
Title I	254,445.00
Title II	83,617.00
Title V	1,680.00
Total	\$ 503,554.85

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

While Tucker County experienced a modest increase in student enrollment during the 05/06 school year, future projections point to a decline in enrollment in the next several years. The second month enrollment totals for 06/07 indicated a decrease of 50 students. This will have a major impact in funding for the next fiscal year. The county will be over six professional and close to five service personnel over formula for the 2007-2008 school term.

The major concern is the funding level provided through the West Virginia school aide formula. As the number of students decreases, the funding also decreases making it more difficult to maintain adequate staffing and resources to provide a high quality program. This would include curricular offerings at the high school level.

Tucker County Schools has made a concerted effort to keep within the school aide formula. However, as enrollment decreases, services will have to be cut. Funding sources need to be maintained to assure adequate personnel and resources to maintain a quality school system.

In addition to funding cuts from the school aid formula, Tucker County Schools faces the loss of funding from the federal government in lieu of taxes program in the amount of close to \$150,000. This represents a significant reduction in financial support. On the positive side, some additional funding has been allocated by the legislature with the increase in local share monies counties are permitted to utilize. This will provide some relief to the continuing decrease in funding in other programs.

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

There are no significant changes in the demographics of the community. With the exception of a decrease in the number of school age children, the overall demographics are not changing significantly.

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

Tucker County continues to be at a disadvantage economically with very few employment opportunities. Tucker County currently has the lowest per household income in the state. Hopes of new businesses and the employment opportunities they bring have not come to pass.

This continuing situation leads to a further need to prepare our students for the global world. Our records indicate that close to sixty percent of our students are eligible for free or reduced lunch. This trend has been stable for at least the last seven years. Building a strong school system and developing a "culture of success" will create an environment conducive to economic growth.

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

The economy of Tucker County continues to be below state and national standards. One way of possibly reversing the current economic trends is to build the capacity to sustain the framework for a strong and effective schooling system.

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

There are not significant changes in the trend data for Tucker County. Sixty one percent of our children come from "nuclear", two parent families. While this adds to stability, the fact that both parents tend to work adds an element of risk due to the lack of adult supervision after school hours.

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?

Social concerns include alcohol and marijuana use, as well as smokeless tobacco use. Students without adult supervision after school hours tend to be more likely to use drugs and alcohol.

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

The use of distance learning, on line classes, and virtual field trips will take on more significance as the need for offering more high level courses continues. Internet accessibility for students and parents has improved access to world wide information including the school. Use of Gear Up and other initiatives have enabled increased homebased access over the past five years. The county school system has adopted the use of the Edline program to keep parents informed via the internet.

The challenge is to continue with staff development in the use of technology, as well as the training of parents to utilize the programs.

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

Student achievement may be affected by the need of students to "help out" at home or who have after school jobs. Participation in organized school activities such as band, athletics etc. require students to maintain 2.0 average.

PRIORITIES

1. Because of declining enrollment and the nature of the school aide formula, Tucker County must seek additional outside funding sources in order to provide equitable and high quality educational opportunities.
2. Due to the socio-economic factors involving the number of working parents and student achievement of at risk students, there is a need for supervised extended learning venues.

3. Because of the rural nature of the county, technological interventions are needed to provide academic opportunities.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Data indicates that the subgroup "Special Education" represents an achievement gap in meeting mastery and beyond. While significant improvement has occurred, it still remains a critical need.

During the 2005-2006 school term achievement levels for special needs students increased dramatically. However, there is a need to increase number of students with disabilities meeting mastery in reading and math. While the increase was over 13% according to collected data, the special education subgroup still scores well below the overall student population.

WESTEST Confidential Summary Report

County-wide data indicates that the overall math scores need to improve. While increases have been seen in the area of math achievement, the need to improve still exists in order to achieve one hundred percent mastery or better.

WESTEST Confidential Item Analysis Summary

Data indicates that problems requiring reading and higher order thinking skills are among the lowest scores in the areas of mathematics.

WESTEST Confidential Roster Report

WV Writing Assessment

65% of fourth graders, 64% of seventh graders scored at or above mastery. 84% of the tenth graders scored at or above mastery. Additional efforts must be made in order to increase these percentages.

SAT/ACT Results

Slight increase in % of test takers. Slight increase in composite score on ACT assessment. There is a need to raise the composite scores to 21 and beyond.

Math scores dropped during the 2005-2006 testing period while other scores increased. The need to focus on increasing these scores increasing is evident.

ACT Explore - Grade 8 Middle School

Math continues to be an area in need of improvement.

ACT Plan - Grade 10 High School

In the area of mathematics, Tucker County students continue to lag behind the national average. Reading is also a concern.

AP Testing Report/AP Rate

Slight increase in number of students taking AP test. 0% of students taking test scored 3 or better. A review of the course curriculum and expectations needs to take place.

End of Course Testing Report for Career and Technical Education

The percentage of students passing the end of course tests at the high school was 70% for the 2005-2006. There is a need to increase the percentage of students passing these tests.

Informal Reading Assessment

N/A Tucker County is a Reading First County. We use DIBBLES assessment. Data indicates there is a need to develop tier two and three interventions.

Informal Math Assessment

Assessment indicates a need to address critical thinking skills and problem solving involving reading.

Formative and Benchmark Assessments

K-3 assessments indicate a need to implement Tier II and III interventions as per Reading First. Tucker County needs to develop formative and benchmarking assessment.

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

N/A

LEP - What are the number and percent of LEP students at each proficiency level on WESTELL (negligible, very limited, average, advanced)?

N/A

LEP - What are the number and percent of LEP students participating in the statewide assessment program?

N/A

LEP - What are the number and percent of LEP students at or above the 50th percentile on the statewide assessment program?

N/A

N/A

N/A

PRIORITIES

1.

The percentage of students with disabilities scoring at mastery or above in the areas of reading and math shall

increase.

2.

The number of Tucker County students reaching proficiency in the areas of math and reading shall increase.

3.

The number of students entering post secondary programs shall increase. In addition, these students shall be better prepared and in less need of remedial courses.

C. OTHER STUDENT OUTCOMES ANALYSIS

Attendance Report (by subgroup if available)

Attendance rates continue to exceed the state standard.

Discipline Referral Report

While we have some areas of concern in discipline, there are no major problems systemwide as it relates to a trend of difficulties. All three schools have a management plan in place and they follow it consistently. Tucker County Schools maintains a safe environment for learning.

Dropout Rates/Graduation Rates (by subgroup if available)

The percentage of students with disabilities who graduate needs to be maintained at 100%. Other subgroups must also continue to be at acceptable levels.

College Enrollment Rate

The percentage of students enrolling in post secondary programs needs to increase. The rate of college going rate increased from 51% in 2003 to 62.4% in 2004 (Latest reported data)

College Developmental Course Rate

One third of Tucker County Students are in remedial programs. 33.3% in math and 13.3% in English (Fall of 2004, Latest Data Reported). Improvement has been shown in English, but the percentage of math students needing remediation has increased.

PRIDE Survey

Data indicates that students feel safe and secure in our schools. There is a lack of fear of harassment or physical harm. Concerns were raised as related to the percentage of students who engage in risk behaviors at the fifth grade level. The initial use of tobacco and alcohol and their availability within the community.

CIMP Self Assessment

Parent involvement continues to be a concern. Efforts generated from the county team continue to provide opportunities for parents to become actively involved; however, parent participation remains extremely low in the middle and high school level students.

Efforts to address the low participation at the high school include transition meetings with the transition coordinator and the counselor with students and their parents to address career planning and their child's portfolio entries. Having the transition coordinator has provided a positive effect with parent participation. Parent participation has increased by 10%.

Students with Disabilities graduating with a regular diploma will increase followed by an action transition plan for all graduates in the special education program

Students with disabilities graduating with a regular diploma is always a top priority.

Self-Advocacy Training for students with disabilities must continue beginning in the middle school level to prepare students for their role as self advocates.

This preparation for self-advocacy is being addressed through the "Assessment for Learning in the Classroom" by Stiggins. Students are learning to conduct their own student led conferences with parents.

Special Education Data Profiles

53.1% special education students are proficient in reading and 56.3% in math on the 2005-2006 WESTEST. This is a significant increase over the last two years. However, these proficiency percentages need to be increased, and the gap between this subgroup and the overall group needs to be narrowed significantly. Awaiting results from the 2006-2007 WESTEST (statewide achievement).

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

N/A

LEP - What are the major language groups?

N/A

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

N/A

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

N/A

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

N/A

Technology-Digital Divide Survey

The digital divide indicates the need to continue technology integration and its infrastructure to meet the 21st Century Skills.

PRIORITIES

1. The number of students entering post secondary programs needs to increase.

2. The number of students needing remedial courses in math and reading shall decrease.

D. CULTURE AND CONDITIONS ANALYSIS

Office of Performance Audits Compliances and Recommendations

Meeting AYP for students with disabilities.

North Central Report on Schools

N/A

Monitoring Reports (Special Education and NCLB)

2003-2004 drop out rate for students with disabilities was higher than the state average. 2004-2005 the drop out rate for students with disabilities was within state requirements. This was also true for the 2005-2006 school term.

Walkthrough Summaries

There is a need for more student centered than teacher centered activities in the classroom. Changes are taking place with the adoption of a standards based math program. Students are becoming more engaged.

High Schools that Work Assessment Report

County has not achieved the goal of HSTW in Reading, Math or Science. Results for the 2005-2006 school term are not yet available to review.

Making Middle Grades Matter Report

N/A

High Schools that Work Annual Report

Not enough collaboration time between regular and vocational education.

Highly Qualified Personnel Report

Two science teacher were on permit in 2005-2006. For the 2006-2007 school term, all teachers are highly qualified. Special educators are working collaboratively in an inclusive model.

Framework Assessment of High Yield Practices

There is an need to upgrade skills in utilizing assessments "for" learning. Teachers as well as administrators need to be trained in making better use of formative assessments.

Continuation of the use of differentiated instruction in the classroom is essential. Additional staff development needs to occur in order to expand the use of this strategy system wide.

Digital Divide Report (Technology)

Tucker County Schools have adequate infrastructure. However, hardware and software continuously need updated. Tucker County Schools currently has 90.8 percent of machines running XP operating systems machines. Our goal will be to replace all old machines with XP and updated machines. The old machines have been replaced and all computers are now running XP professional and/or VISTA.

PRIORITIES

1. Students with disabilities need to meet mastery or above as indicated on state wide assessments.
- 2.

Need to move toward a more student centered instructional model which include formative and benchmark assessment. Prioritization and mapping of curriculum to meet the West Virginia Content Standards and Objectives. This will require extensive staff development.

The next phase will involve greater use of formative assessment techniques.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Achievement for students with disabilities will increase annually in the areas of reading and math.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	The percentage of students with disabilities who graduate from high school with a regular diploma will increase by 5% annually.	SWD Graduation	81.80	100.00
1.2	The number of students with disabilities who did not make AYP in math as measured on the WESTEST will decrease by 5% annually.	SWD Math Achievement	60.00	45.00
1.3	The number of students with disabilities not meeting AYP in reading as measured on the WESTEST will decrease by 5% annually.	SWD Reading Achievement	69.00	52.00

Goal 2: Achievement for all students will increase annually in the areas of reading and math.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The percentage of students in the proficient category in math as measured by the WESTEST will increase annually by 5%.	All Students Math Achievement	76.00	100.00
2.2	The percentage of students in the proficient category in reading as measured by the WESTEST will increase annually by 5%.	All Students Reading Achievement	81.00	100.00

Goal 3: The number of students entering post secondary programs shall increase annually.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	The number of Tucker County High School students completing a skilled or professional program of study will increase by 10% annually.	High School Pathway Completers	39.00	63.00
3.2	The percentage of Tucker County High School students needing remedial English courses in the first semester of college will decrease annually.	% College Remedial English	21.00	12.40
3.3	The percentage of Tucker County High School students needing remedial math courses in the first semester of college will decrease annually.	% College Remedial Math	31.30	18.48

Goal 4: Students will be provided and taught the skills necessary to use the county's technology infrastructure to enhance learning, increase productivity and promote creative learning.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	Increase the availability of hardware, software, state of the art infrastructure and professional development for instruction and improved student achievement.	Technology	57.00	100.00

Goal 1: Achievement for students with disabilities will increase annually in the areas of reading and math.

Objective 1.1 The percentage of students with disabilities who graduate from high school with a regular diploma will increase by 5% annually.

As measured by:
School Data Report

Baseline Data		81.80	
Targets		Actual	
2005-2006	87.00	2005-2006	95.00
2006-2007	92.00	2006-2007	97.00
2007-2008	97.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 1.2 The number of students with disabilities who did not make AYP in math as measured on the WESTEST will decrease by 5% annually.

As measured by:
WESTEST and Alternate Assessment

Baseline Data		60.00	
Targets		Actual	
2005-2006	57.00	2005-2006	36.00
2006-2007	54.00	2006-2007	60.90
2007-2008	51.00	2007-2008	N/A
2008-2009	48.00	2008-2009	N/A
2009-2010	45.00	2009-2010	N/A

Objective 1.3 The number of students with disabilities not meeting AYP in reading as measured on the WESTEST will decrease by 5% annually.

As measured by:
WESTEST and Alternate Assessment

Baseline Data		69.00	
Targets		Actual	
2005-2006	65.00	2005-2006	37.00
2006-2007	61.00	2006-2007	60.90
2007-2008	58.00	2007-2008	N/A
2008-2009	55.00	2008-2009	N/A
2009-2010	52.00	2009-2010	N/A

Goal 2: Achievement for all students will increase annually in the areas of reading and math.

Objective 2.1 The percentage of students in the proficient category in math as measured by the WESTEST will increase annually by 5%.

As measured by:
WESTEST

Baseline Data		76.00	
	Targets		Actual
2005-2006	81.00	2005-2006	78.00
2006-2007	86.00	2006-2007	76.10
2007-2008	91.00	2007-2008	N/A
2008-2009	96.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 2.2 The percentage of students in the proficient category in reading as measured by the WESTEST will increase annually by 5%.

As measured by:
WESTEST

Baseline Data		81.00	
	Targets		Actual
2005-2006	86.00	2005-2006	84.00
2006-2007	91.00	2006-2007	76.10
2007-2008	96.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Goal 3: The number of students entering post secondary programs shall increase annually.

Objective 3.1 The number of Tucker County High School students completing a skilled or professional program of study will increase by 10% annually.

As measured by:
Student Record Reports

Baseline Data		39.00	
Targets		Actual	
2005-2006	43.00	2005-2006	69.00
2006-2007	48.00	2006-2007	84.00
2007-2008	52.00	2007-2008	N/A
2008-2009	58.00	2008-2009	N/A
2009-2010	63.00	2009-2010	N/A

Objective 3.2 The percentage of Tucker County High School students needing remedial English courses in the first semester of college will decrease annually.

As measured by:
College Reports

Baseline Data		21.00	
Targets		Actual	
2005-2006	18.90	2005-2006	13.30
2006-2007	17.01	2006-2007	21.00
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 3.3 The percentage of Tucker County High School students needing remedial math courses in the first semester of college will decrease annually.

As measured by:
College Reports

Baseline Data		31.30	
Targets		Actual	
2005-2006	28.17	2005-2006	33.30
2006-2007	25.35	2006-2007	31.00
2007-2008	22.82	2007-2008	N/A
2008-2009	20.53	2008-2009	N/A
2009-2010	18.48	2009-2010	N/A

Goal 4: Students will be provided and taught the skills necessary to use the county's technology infrastructure to enhance learning, increase productivity and promote creative learning.

Objective 4.1 Increase the availability of hardware, software, state of the art infrastructure and professional development for instruction and improved student achievement.

As measured by:

Digital Divide- the number of XP computers in the county.

Baseline Data			
	Targets	Actual	
			57.00
2005-2006	65.00	2005-2006	98.00
2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Standards-Based Curriculum	
Strategies that Develop Students having 21st Century Learning Skills	<p>High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components:</p> <ol style="list-style-type: none"> <p>1. Parents Are Involved</p> <p>School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership policies and practices. An important component includes training of teachers and other district staff on how to work effectively with parents.</p> <p>2. There is structured communication and collaboration among personnel between the sending school and the receiving school.</p> <p>School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions.</p> <p>3. There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.</p> <p>To affect successful transition at all grade levels, school districts must provide leadership for all schools to assure that students are assured a seamless educational experience as they transition from school to school. District leadership should involve curriculum articulation, common discipline approaches, and effective school to school communication practices. Without a district level coordination of services, schools will invent their own method of transitioning students that could jeopardize a successful transitioning experience for students.</p> <p>4. Transition approaches include both social and academic support systems for students.</p> <p>High performing systems provide proper district leadership and professional development for staff on how to address the needs of students as they move from one school to another with regards to the social/emotional issues and adjustments that may occur as a result of the new social setting, the new routines regarding expectations, and the new size and diversity composition of the school.</p> <p>Pre-school Transition: Epstein, J. L., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press.</p> <p>Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.</p> <p>Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2.</p> <p><u>Middle School Transition Research:</u></p> <p>Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464.</p> <p>Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3),</p>

	<p>294-318.</p> <p>Mac Iver, D.J. & Epstein. J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.</p> <p>“Transition from Middle School into High School” by Nancy B. Mizell & Judith L. Irvin Source: National Middle School Association info@nmsa.org</p> <p>High School Transition Research: Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org</p> <p>What Does Research Say About School-to-Work Transition? www.ncrel.org</p> <p>Transition to College: Separation and Change for Parent and Students. www.aboutourkids.org</p>
<p>Time and Resources to Support School-Based Learning Communities</p>	<p>Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement.</p> <p>Fuchs, L.S., Fuchs, D (2002)</p>
<p>Use of Data to Target Improvement Efforts</p>	<p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) Data Analysis for Continuous School Improvement (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) Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)</p>
<p>Differentiated Instruction</p>	<p>High performing school systems are clearly dedicated to a rigorous curriculum for all students and to bringing all students to mastery and beyond. Applying this common set of standards that define the “ends” of the educational process does not mean that high performing systems operate under a “one size fits all” organizational model. To the contrary, high performing systems advocate strong “customization” when it comes to the “means” by which all children achieve mastery and beyond. This dedication to customization of service rests on the very basic understanding that each child is unique; unique in background, experiences, learning styles/modalities, prerequisite knowledge/skills, talents and interests. Thus, high performing systems inform the instructional process with as much data about the child as practical and customize service through a variety of means.</p> <p>Customization is a concept that may be applied to all levels of the organization: at the district level, the school level and the classroom level. This may take the form of</p>

modified time with “double blocking,” extended day and extended year programs, through such curricular programs as career “majors,” through staffing configurations like collaborative teaching models, and through instructional designs like “differentiated instruction.”

Differentiation instruction involves an overall dedication to attending to the learning needs of individual students or a small group of students and reacting responsively to those needs, rather than teaching a class as though all the students are alike and have the same needs. Differentiated instruction is more than a collection of strategies; it is a way of thinking about teaching and learning that can transform classrooms into personalized and responsive learning environments for all students. Differentiated Instruction is a research-based approach that is rooted in educational theory. In differentiated instruction, the teacher’s response to students is guided by the principles of respectful tasks, flexible grouping, ongoing assessment of student learning and adjustment of instruction, based on the assessment. An effective differentiated model is organized around modification of three areas: the content (how students will access the core curriculum), the process (how students will be grouped during instruction and how the classroom will be managed) and the product (how initial and on-going assessments will be used to guide instruction). These three areas are modified according to students’ readiness, interests and learning profiles. In differentiated instruction, the teacher and the student are collaborators in learning, and instruction is focused on the learner’s needs.

Like standards-based curriculum and lesson design, differentiated instruction is a departure from the way many of America’s classrooms are organized. Thus, this break from traditional instructional patterns takes thoughtful planning, gradual implementation, extensive professional development with coaching and feedback, and a commitment to pervasive implementation. Success is also linked to changing traditional organizational patterns and structures within the school. A “one size fits all” approach to instruction is easier to plan and implement. Thus, high performing districts implementing a differentiated model address organizational supports necessary to create conditions for success. For example, teachers need ready access to specific information about the needs of the students they receive each year. Teachers need time to analyze the data and plan collaboratively on how to address student needs. Planning time must occur both prior to the instructional term and throughout the school year. Teachers may also need professional development on strategies and assessments that are successful with particular types of students. Over the last two decades, much has been learned about the way the brain accesses and processes information. Much more is also known about particular learning disabilities and how to support and enhance learning for these students. Both of these areas are a must in developing an effective differentiated model for classroom instruction.

Success of any major initiative like No Child Left Behind has many component parts. It involves the way curriculum is defined and measured, it involves the way lessons and units are structured, it affects how the school day is organized and teachers are supported. But ultimately, the way instruction occurs on a day-to-day basis in the classroom may in fact make the most significant difference of all. The differentiated instructional model is a valuable model for conceptualizing that change.

Technology Plan

Submitted by - rhh84001 2007-06-27 15:05:16.0

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,

Tucker County Schools recognizes that Technology is the catalyst for promoting learning, communicating and life skills for economic survival. Using the National technology standards as a framework, teachers are charged with the challenge of connecting curriculum and technology. Tucker County Schools is building a bridge for the use of technology within English, mathematics, foreign language, science and social studies classrooms to facilitate literacy in technology. Effective technology integration enables students in becoming creative and effective users of productivity tools to be successful and informed citizens that will be better problem solvers and decision makers.

Technology Needs Assessment

Tucker County Schools have adequate infrastructure. However, hardware and software continuously need updated. Tucker County Schools currently has 90.8 percent of machines running XP operating systems machines. Our goal will be to replace all old machines with XP and updated machines. The old machines have been replaced and all computers are now running XP professional and/or VISTA.

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 Strategies that Develop Students having 21st Century Learning Skills

Action Step Provide Tucker County Schools with voice, long distance, and cellular service to schools and administrators and bus drivers.

Projected Begin Date September 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To enhance communications and improve school safety.

Persons Responsible
Technology Director
Technology Integration Specialist

Federal Compliances
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 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

- 01 - Administrators use Palm Pilots for walk throughs
- 02 - Use of DIBELS to test for reading readiness on Palm Pilots
- 03 - Outdated computers will be replaced on a three to four year rotating cycle based on state funding.

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

Persons Responsible

technology infrastructure are adequate for acceptable performance of the technology being implemented in Tucker County schools.

Federal Compliances

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 None

Action Step To provide access to the Internet, WVEIS and online curriculum.

Projected Begin Date September 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To enhance curriculum in all schools	Persons Responsible Technology Director Curriculum Director Technology Intergration Specialist
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Federal Compliances

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Rigorous Performance in Core Subjects

Action Step Administrators will use PALM e-walk software.

Projected Begin Date October 1, 2007	Projected End Date December 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To aid in the development of instructional strategies	Persons Responsible Principals Central Office Staff	Target Audience Teachers
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Professional Development Other	Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement
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Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To enhance students' 21st Century skills	Persons Responsible Technology Integration Specialist Technology Director	Target Audience Students
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Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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.

- 01 - Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 03 - Use SAS curriculum pathways that provide tradition and innovative resources in the core disciplines in grades 8-12.
- 03 - Administrators will use PALM e-walk software.
- 04 - Expand DIBELS program of formative assessment from K-3 into grades 4-8
- 05 - All students in every elementary/middle school classroom will have access to COMPASS (Odyssey) lessons that are aligned with the CSO's taught in the classrooms.

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

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 Time and Resources to Support School-Based Learning Communities

Action Step Implement the use of Edline.

Projected Begin Date September 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To communicate with students, family and community about student achievement.

Persons Responsible Technology Integration Specialist
Technology Director

Target Audience Community Members

Professional Development Learning Community

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - To provide access to the Internet, WVEIS and online curriculum.
- 02 - Implement the use of Edline.
- 03 - To provide web hosting of the implementation of Edline, County/School Web pages, and Gradequick countywide in Tucker County Schools.
- 04 - Provide Tucker County Schools with voice, long distance, and cellular service to schools and administrators and bus drivers.

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

Persons Responsible

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 None

Action Step Decrease the ratio of student to computer by the purchase of new units.

Projected Begin Date September 1, 2006	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Provide more accessibility to technology integration	Persons Responsible Technology Director Technology Coordinators
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Federal Compliances Technology 04-
Increased Access for Students and
Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Increase the number of computers.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Students will use computers for integration activities.	Persons Responsible Principals Technology Director Technology Team	Target Audience Students
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Federal Compliances Technology 04-
Increased Access for Students and
Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Decrease the ratio of student to computer by the purchase of new units.
- 02 - Increase the number of computers in all schools- use state plan guidelines for target planning

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement	Persons Responsible
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Federal Compliances Technology 04-
Increased Access for Students and
Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step To maintain the teleconferencing classroom.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide access to a rigorous curriculum and provide training to use virtual field trips to provide specialized instruction that may not be available in the textbooks in order to align with the WV CSO's.	Persons Responsible Technology Integration Specialist Technology Director Teachers Eastern Tech. College	Target Audience Students
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Federal Compliances Technology 04- Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step Use of 21st Century Tools for Technology in Schools helplines.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide maintenance for all computers under warranty.	Persons Responsible Technology Coordinators Technology Director RESA VII Tech
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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 Strategies that Develop Students having 21st Century Learning Skills

Action Step Ensure that all students in the county have access to Virtual classes.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide a rigorous curriculum for every student.	Persons Responsible Technology Integration Specialist Technology Director	Target Audience Students
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Federal Compliances Technology 05- Delivery of 21st Century Content through Distance Learning

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - To maintain the teleconferencing classroom.
- 02 - Ensure that all students in the county have access to Virtual classes.

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

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 None

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

01 - Implement the use of Edline to communicate grades and assignments to students and parents

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

Purpose To improve communication and collaboration among stakeholders

Persons Responsible

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step To provide web hosting of the implementation of Edline, County/School Web pages, and Gradequick countywide in Tucker County Schools.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
September 1, 2007	June 1, 2009	?	?

Purpose To provide improved communications with home, school, and community.

Persons Responsible
Technology Integration Specialist
Technology Director

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 Use of Data to Target Improvement Efforts

Action Step All teachers will receive Edline and Gradequick training.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
September 1, 2006	June 30, 2009	?	?

Purpose Provide capacity in the use of Gradequick to promote communication.

Persons Responsible
Principals Technology
Director Staff
Development Director
Technology Integration
Specialist

Professional Development Coaching

Federal Compliances Title II 02.
Professional Development, Technology
07-Professional Development for 21st
Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Differentiated Instruction

Action Step Build capacity skills for technology integration

Projected Begin Date August 22, 2007	Projected End Date June 5, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Provide Teachers with the knowledge to use technology in integrated lessons

Persons Responsible
Principals Technology
Integration Specialist
Technology Director
Staff Development
Director

Professional Development Trainer
Led

Federal Compliances Title II 02.
Professional Development, Technology
07-Professional Development for 21st
Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - All teachers will receive Edline and Gradequick training.
- 02 - Build capacity skills for technology integration
- 03 - To increase knowledge of software applications.
- 04 - Provide coaching through the use of a Technology Integration Specialist

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources

Persons Responsible

Federal Compliances Technology 07-
Professional Development for 21st
Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step To increase knowledge of software applications.

Projected Begin Date August 22, 2007	Projected End Date June 5, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Provide capacity in the use of specific software in lessons

Persons Responsible
Principals Technology
Integration Specialist

Target Audience Staff
and Students

Professional

Federal Compliances Technology 07-

Development Trainer
Led

Professional Development for 21st
Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Differentiated Instruction

Action Step Use SAS curriculum pathways that provide tradition and innovative resources in the core disciplines in grades 8-12.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Improve student achievement and provide the necessary tools for the world of work.

Persons Responsible
Technology Integration Specialist

Professional Development Trainer
Led

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 None

Action Step Collaborate with RESA VII technicians.

Projected Begin Date September 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide timely maintenance for all technology in the schools.

Persons Responsible
Technology Director
Technology Coordinators
Principals RESA VII technicians

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step Keep equipment maintained and updated.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Students and teachers will have the ability to access technology.

Persons Responsible
Technology Director
Principals School
technology coordinators

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step Outdated computers will be replaced on a three to four year rotating cycle based on state funding.

Projected Begin Date August 28, 2007	Projected End Date August 28, 2009	Actual Begin Date Date	Actual End Date Date
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? ?

Purpose The replacement of outdated equipment as identified in the county technology plan.

Persons Responsible
Technology Director
Technology Committees
Superintendent

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

Plan Section Technology

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

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

- 01 - To maintain the teleconferencing classroom.
- 02 - Use of 21st Century Tools for Technology in Schools helplines.
- 03 - Collaborate with RESA VII technicians.
- 04 - Keep equipment maintained and updated.
- 05 - Outdated computers will be replaced on a three to four year rotating cycle based on state funding.
- 06 - Tucker County Schools will use Norton Anti-Virus software and maintain the Windows Updates to maintain the equipment.
- 07 - Use Deepfreeze on school computers.

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

Persons Responsible

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

Plan Section Technology

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

Action Step To provide timely maintenance for all internal connections in Tucker County Schools

Projected Begin Date September 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To improve access to the Internet, WVEIS, curriculum software, and online curriculum (eg. SAS, Marco Polo)

Persons Responsible
Technology Integration Specialist
RESA VII Technician
Technology Director
Technology Coordinators

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

Plan Section Technology

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

Action Step Tucker County Schools will use Norton Anti-Virus software and maintain the Windows Updates to maintain the equipment.

Projected Begin Date September 28, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To repair and keep all equipment operational.

Persons Responsible
Technology Director
RESA VII Technician

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

Plan Section Technology

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

Action Step Use Deepfreeze on school computers.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide for improved maintenance and reliability of school networks.

Persons Responsible
Technology Coordinators
Technology Directors

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 provide collaboration with adult literacy programs using the support and accessibility of technology in those program such as ABE classes and technology classes held in the local school 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 21st century skills for adults/community

Persons Responsible

Federal Compliances Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology **Associated High Yield Strategies** Time and Resources to Support School-Based Learning Communities

Action Step To provide collaboration with adult literacy programs using the support and accessibility of technology in those program such as ABE classes and technology classes held in the local school labs

Projected Begin Date September 1, 2007	Projected End Date June 1, 2008	Actual Begin Date September 1, 2005	Actual End Date ?
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Purpose To support local adult literacy programs through the use of shared technology resources

Persons Responsible
ABE Director
Technology Director
Superintendent ABE
Teacher Parent Coordinators

Target Audience
Community members seeking adult literacy programs

Intended Impact on Audience Adult literacy

Professional Development Other

Professional Development Other Description ABE Courses and technology community class opportunities.

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year	Annual	Disc%	Commit	County Match
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E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	1,791.00	1,379.00	412.00
		Data Lines	22,920.00	17,648.00	5,272.00
		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	2,472.00	1,903.00	569.00
		Paging	0.00	0.00	0.00
		Voice	18,864.00	14,525.00	4,339.00
		WAN	0.00	0.00	0.00
		Web Hosting	3,671.00	2,827.00	844.00
		E-rate Totals	49,719.00	38,284.00	11,435.00

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

Funding Source	Year		Annual	Disc% Commit	County Match
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E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	1,791.00	1,379.44	412.04
		Data Lines	22,920.00	17,648.40	5,271.60
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	3,671.00	2,826.95	844.42
		Long Distance	2,472.00	1,903.44	568.56
		Paging	0.00	0.00	0.00
		Voice	18,864.00	14,525.28	4,338.72
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	49,718.00	38,283.51	11,435.34

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

Funding Source	Year		Annual	Disc% Commit	County Match
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E-rate funds	2006	Cellular	2,520.00	2,016.00	504.00
		Data Lines	22,800.00	18,240.00	4,560.00
		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	2,592.00	2,073.60	518.40
		Paging	0.00	0.00	0.00
		Voice	16,128.00	12,902.40	3,225.60
		WAN	0.00	0.00	0.00
		Web Hosting	3,400.62	2,720.50	680.12
		E-rate Totals	47,440.62	37,952.50	9,488.12

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
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E-rate funds	2005	Cellular	2,160.00	1,663.20	496.80
		Data Lines	25,275.00	19,461.75	5,813.25
		Internal Conn Maint	18,000.00	14,400.00	3,600.00
		Internal Connections	0.00	0.00	0.00

Internet Access	0.00	0.00	0.00
Long Distance	4,644.00	3,575.88	1,068.12
Paging	0.00	0.00	0.00
Voice	23,004.00	17,713.08	5,290.92
Web Hosting	3,579.60	2,756.29	823.31
E-rate Totals	76,662.60	59,570.20	17,092.40
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State Basic Skills E-rate Application 2005 State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application 2005 State Totals - SUCCESS	0.00	0.00	0.00
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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? 01/11/2001

3. When was the public meeting held for CIPA Compliance? 07/02/2001

4. Provide the URL to your acceptable use policy. www.tuckercountyschools.com

		Other Schools	Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	3	2	5	5
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	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0	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

1. Leadership. Tucker County Schools will provide the leadership needed to develop a culture of success among staff and students. The administrative staff is committed to leading the system into the 21st Century with confidence and dedication. 2. Financial Support. Tucker County Schools will use financial support through Title II funds as well as grant funds to provide stipends, substitutes and other resources for staff to be able to meet together to plan and develop strategies for successful implementation. 2. Technical support. Tucker County Schools will provide technologies such as computers, and related support for all staff members to utilize the latest in 21st century technology. Providing the appropriate tools will enable staff to me more productive with the use of their time.

Process Monitoring

1. Quarterly Reports. All administrative staff members are responsible for reviewing progress on a quarterly basis. A quarterly report is provided to the Board of Education which outlines progress involving the attainment of broad goals. 2. Administrators will utilize classroom walkthroughs to determine progress on a broad scale. The information gathered through such observations will provide data as to the progress of the schools and the county as a whole. 3. Instructional staff will be asked to periodically review progress of students toward meeting specified goals. The implementation of benchmark assessments will be used to ascertain progress throughout the year.

Evaluation Process

Each action step will be reviewed quarterly by the District Leadership team to determine if it continues to meet the needs of the county and if it is being implemented as stated.