

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

WV SCHOOLS FOR THE DEAF AND THE BLIND WEST VIRGINIA SCHOOL FOR THE BLIND

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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

SCHOOL SYSTEM MISSION STATEMENT

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

Annual Budget

DATA ANALYSIS

A. EXTERNAL DATA

B. STUDENT ACHIEVEMENT DATA

C. OTHER STUDENT OUTCOMES

D. CULTURE AND CONDITIONS

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

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

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

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

High Yield Strategies Identified	Year 1 (2006)	Year 2 (2007)	Year 3 (2008)	Year 4 (2009)	Year 5 (2010)
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SCHOOL TECHNOLOGY PLAN

E-rate Year 2008-2009

Technology Action Steps

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

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

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

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

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

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

Technology 07-Professional Development for 21st Century Instruction

Technology 08-Maintenance and Repair of 21st Century Tools

Technology 09-Adult Literacy

SCHOOL DIGITAL DIVIDE SURVEY

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,

Section 1: Profile Information

1.1 School Profile

	Location	Total Number
1.1.1	Classrooms:	0
1.1.2	Buildings:	0
1.1.3	Administrative Offices:	0
1.1.4	Instructional Offices:	0
1.1.5	Library Media Center:	0
1.1.6	Stationary Computer Lab:	0
1.1.7	Mobile Computer Lab:	0
1.1.8	Students:	0
1.1.9	Grade Configuration:	to

Section 2: Equipment Information

2.1 Network Connectivity in Classrooms

Number of Classrooms with these types of Network Connectivity

2.1.1	Number of Classrooms with Internet Access	0
2.1.2	Number of Classrooms without Internet connectivity	0
Total		0

Section 3: Network Access and Capabilities

3.1 TV/Video reception

3.1.1 Our school's TV/Video reception is through

- Cable TV
- Closed Circuit/Media Retrieval System
- Satellite Dish
- Antenna
- ATM/Video
- IP Video
- None

3.2 Home/School Communication

3.2.1 The following type of Home/School communication systems are in place in our school. (check all that apply)

- Voice Broadcast Bulletins

- Voice Mail
- School Web Site
- E-Mail
- Other (Specify)

3.3 After School Hours

3.3.1 Check any of the technology resources that are available for student or community use after school hours. (check all that apply)

- Computer Lab
- Library/Media Center
- Classrooms
- Other (Specify)

Section 4: Computer Count by Location

4.1a Desktop Computers

	Computers with Operating System	Administrative	Non Instructional Areas	Classroom/Student Use Computers	Teacher/Instructional Computers in Classrooms	Library/Media Center	Stationary Computer Lab	Mobile Computer Lab	Total
1.	Windows 3.1	0	0	0	0	0	0	0	0
2.	Windows 95	0	0	0	0	0	0	0	0
3.	Windows 98	0	0	0	0	0	0	0	0
4.	Windows NT/2000	0	0	0	0	0	0	0	0
5.	Windows XP	0	0	0	0	0	0	0	0
6.	Macintosh (All versions)	0	0	0	0	0	0	0	0
7.	Vista	0	0	0	0	0	0	0	0
	Totals	0	0	0	0	0	0	0	0
Total Desktops								0	

4.1b Laptop Computers

	Computers with Operating System	Administrative	Non Instructional Areas	Classroom/Student Use Computers	Teacher/Instructional Computers in Classrooms	Library/Media Center	Stationary Computer Lab	Mobile Computer Lab	Total
1.	Windows 3.1	0	0	0	0	0	0	0	0
2.	Windows 95	0	0	0	0	0	0	0	0
3.	Windows 98	0	0	0	0	0	0	0	0
4.	Windows NT/2000	0	0	0	0	0	0	0	0

5.	Windows XP	0	0	0	0	0	0	0	0
6.	Macintosh (All versions)	0	0	0	0	0	0	0	0
7.	Vista	0	0	0	0	0	0	0	0
Totals		0	0	0	0	0	0	0	0
Total Laptops									0

4.2 Connectivity

Total Number of Computers (desktops and laptops)

Number of Computers with Network Connectivity

- Number of computers (desktops and laptops) in the school with Internet access 0

- Number of drops in the school (drops are defined as wired connections that access the Internet) 0

- Do you have wireless connectivity in the school? Yes No

- How many computers in the school can connect to the wireless network? 0

4.3 Servers

	Network Operating System	Administrative	Basic Skills	SUCCESS	Web Hosting	Other -	Total
1.	Windows 2003 Server	0	0	0	0	0	0
2.	Windows NT Server	0	0	0	0	0	0
3.	Windows 2000 Server	0	0	0	0	0	0
4.	Netware 5.x/6.x	0	0	0	0	0	0
5.	Netware 3.x/4.x	0	0	0	0	0	0
6.	Netware 2.x	0	0	0	0	0	0
7.	Linux (All versions)	0	0	0	0	0	0
8.	Other	0	0	0	0	0	0
Total for Each Area		0	0	0	0	0	0
Total Servers							0

Section 5: Assistive Technologies

5.1 Assistive Technologies

5.1.1 How is assistive technology (e.g. portable word processors and brailers, electronic communication aids for speech, or computers with adaptive devices) used by teachers in your school for students with disabilities or students with learning difficulties?

- Yes, for both students with disabilities who have an Individualized Education Plan or a 504 Plan and for students who experience difficulties learning but don't receive special education services or support through a 504 Plan.
- Yes, primarily for students with disabilities who have an Individualized Education Plan or a 504 Plan.

- No, most teachers are not aware of these options.
- No, there are no students with assistive/adaptive technologies IEP/504 Plan.
- No, most teachers are aware of these options but have not been trained on how to use with students.
- No, there is not a clear process in place in our school for obtaining assistive technology.

Section 6: Equipment Count

6.1 Telephones

	Phone Type	Administrative	Non Instructional Areas	Classrooms	Library/Media Center	Total
1.	Conventional (Wired)	0	0	0	0	0
2.	Cellular (School Owned)	0	0	0	0	0
3.	IP Telephony	0	0	0	0	0
	Total for each area	0	0	0	0	0
					Total Phones	0
How many rooms in the school have telephone drops (service)? Count all rooms including administrative and offices.		0				
Of these rooms, how many of these classrooms in the school have telephone drops (service)?		0				

6.2 Pagers

Complete the table below indicating the total number of pagers by location.

Pagers	Classrooms	Administrative Areas*	Total
1. Pagers (School Owned)	0	0	0

*Non Instructional Areas: e.g. Cafeteria, Conference rooms, vocational centers

6.3 PDAs - Palms, Pocket PCs, etc.

Complete the table below indicating the total number of PDAs for each location.

PDAs	Classrooms	Non Instructional Areas*	Total
1. PDAs (School Owned)	0	0	0

*Non Instructional Areas: e.g. Cafeteria, Conference rooms, career centers

6.4 Projection Devices

Complete the table below indicating the total number of projection devices (i.e., Data Projectors, LCD panels, etc. Does not include overhead projectors) for each category.

Projection Devices	Mobile	Mounted Permanently	Total
1. Projection Devices	0	0	0
2. Electronic White Boards	0	0	0

Section 7: Professional Development

WV is required by E-rate (the federal funding that provides Internet access in the schools) to track the amount of professional development course that WV teachers have taken in order to use technology to improve student achievement. Courses could include the following BSCE training, SUCCESS training, Reinvent training MARCO POLO, Connected University, EETT training course, EdVenture training courses, technology planning seminars, etc.

7.1 Number of teachers in the school.	0
7.2 Number of teachers trained for 0 hours.	0

7.3 Number of teachers trained for 1-5 hours.	0
7.4 Number of teachers trained for 6-15 hours.	0
7.5 Number of teachers trained for 16-25 hours.	0
7.6 Number of teachers trained for 26-50 hours.	0
7.7 Number of teachers trained for more than 50 hours.	0
7.8 Total number of teachers trained in the school.	0

Section 8: Distance Learning: Instruction Delivered by Technology

These questions should be completed in collaboration with the guidance counselor, virtual school contact or person in the school who deals with course registration.

- 8.1 Do students in your school take courses delivered by technology? Yes No
- 8.2 Do students in your school take on-line courses through the WV Virtual School? Yes No
- 8.3 Does your school have video conferencing (mobile or classroom) capability? Yes No
- 8.4 Do students in your school take courses via video-conferencing technologies? Yes No
- 8.5 Do students in your school take on-line courses through providers other than the WV Virtual School? Yes No

Section 9: User Profile

9.1 User Profile

9.1.1. Position(s) of persons completing this survey.

- School Technology Contact
- School Technology Team Designee
- Administrator
- Virtual School Contact
- Guidance Counselor
- Other

9.2 Contact Information

Name of Person Completing the Survey:

Email of Person Completing the Survey:

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process