

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

WEBSTER COUNTY SCHOOLS WEBSTER COUNTY SCHOOLS

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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	Curriculum / Instruction Early/ Middle Schools	Judith Woods
	Asst. Principal/WCHS Superintendent	Scott Cochran A.J. Rogers
	Other	Counselor Counselor
Technology Committee	Technology Support Specialist	Mike Schartiger

The committee broke into subgroups to work on the sections of the plan. They then brought back a draft of their section to review and revise with the group. The entire plan was presented to the Faculty Senate and Local School Improvement Council for review, before submission.

SCHOOL SYSTEM MISSION STATEMENT

The mission of Webster County Schools is to prepare our students to be globally competitive and to be prepared for life in the 21st century; to enable all students to develop into lifelong learners; and to provide a safe and positive learning environment for all students.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All children can learn a rigorous curriculum given time and appropriate instruction.
2. Webster County Board of Education and county central office staff control the conditions that result in all students achieving beyond mastery of the 21st century curriculum.
3. The achievement gaps in all schools will close when there is individual school improvement coupled with systemic restructuring and dedication to the process of continuous improvement.
4. The role of teachers must change from the source of knowledge to one of guide and coach to help students take advantage of the wealth of information that they will need to manage in order to be productive in the 21st century.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Rural and Low Income Schools	50,885.00
Technology E-rate	66,393.33
Technology E-rate County Match	15,573.87
Technology Infrastructure	22,639.00
Technology Local Share	6,428.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
TFS/Elementary Technology	21,028.00
TFS/Secondary Technology	25,989.00
Title II	203,225.00
Title V	2,896.00
Total	\$ 415,057.20

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Webster County Schools has seen a steady decline in student enrollment since 2002. We have lost a total of 23 students from last year's enrollment. There has also been an increase of minority students entering the school system since 2002. With the decrease in student enrollment there has also been a decrease of state aid funds. Webster County has not and does not support an excess levy. The county depends on state monies entirely for the education system. Federal Programs generates money into the county however those funds are earmarked. This is presenting a problem in teacher reduction. With teacher reduction comes elimination of classes. We can no longer afford CSR Teachers, some fine arts classes have been cut, administrators have been cut, and some advanced classes have been eliminated.

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

The demographics of the county has not changed in great detail over the last 10 years. The population has shown a steady decline, the mass majority of people are senior citizens, and white. There is a slight increase in ethnic and African American population. The work force remains about the same. With this information, one can see that the younger population is moving elsewhere where work is available. The young families between the ages of 20 and 25 are choosing to live elsewhere, therefore, there are not a lot of children being born in Webster County. With this trend, Webster County will remain the same: rural, low income, decreasing population, and mostly senior citizens who more than likely, will not invest in the educational system. Webster County must put technology in the hands of teachers, as well as students. If we want our young people to stay in Webster County, we must afford them the opportunity to stay at home while doing business, trade and communicate outside this county as well as the state and county with the help of technology.

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

The socio economic status of Webster County remains the same

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

The economic stability and economic trends indicate Webster County is continually losing population because of the lack of industry. There is not a significant tax base in the county. The economic trend is continuing..... a downward spiral. The implications of these trends indicate that people must go out of the county for jobs and the younger generation is leaving the county.

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

The number of children (3-4 years) served by Head Start is increasing, the percent of low birth weight for babies is 7.3 which is close to the state average of 8.9%. Only 23.9% of mothers giving birth have a 12th grade education, 90.5% of teens die from a violent death, more students are eligible for free/reduced meals and child abuse is at a high of 22.4%. Webster Co. is spending \$8,550 expenditures per pupil. The implications to this data indicates that Webster County's schools and the community will have to use more interventions to try and help these family characteristic trends. According to PK enrollment data, 75% of the PK students are living with extended families, such as grandparents, aunts/uncles, and with foster parents.

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?

Students are experiencing drugs/alcohol at an earlier age. Marijuana is being used frequently. The use of hard drugs is on the rise. We have seen a slight increase in the homeless population. The sheriff of Webster County reports that juvenile delinquency is also rising. About 1/3 of our students surveyed, indicate they have been harassed and threatened at school or elsewhere.

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

Technology is the key to Webster County students. Due to the educational conditions and geographical confines of the county, students must depend on technology for instruction and college course work. However, most teachers in the county are of the retirement age and their college prep classes was much different than the classes offered today in college. Teachers in Webster Co. **must** have PD in technology implementation. Most teachers are "afraid" of any technology. xxxxxxxxxxxx

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

Webster County provides a shuttle service for after school activities. Extra Curricula activities are popular, esp sports. During school hours students are getting home later which is affecting home work. Also, about 15% of high school students work after school. In addition, some students are responsible in watching younger siblings while mom and dad are working. In a lot of these instances, students are prioritizing their commitments and unfortunately, school work and attendance is not high on the list.

PRIORITIES

1.

Utilize technology to enhance instruction and life-long learning

2.

Continue the early childhood interventions

3.

4.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Webster County did not meet AYP for the 2006-07 school year. Webster Co. did not meet the standard in the Sp. Ed. subgroup at the middle school level in math and reading. All schools met AYP (83.3) with the exception of Webster Springs, who did not meet AYP because of the low ses subgroup in Reading/Lang. Arts.

WESTEST Confidential Summary Report

The Sp. Ed. subgroup still remains a concern at the middle school level as well as low SES. The Sp. Ed. subgroup dropped 6 points from 2005-06 school year in Math. However, that subgroup gained 7 points in RLA. The low SES subgroup, county wide- reveals that the Elem and High School decreased from the previous year in RLA but the Middle Schools showed gains. In the Low SES subgroup in Math, the elem schools showed gains for the 05-06 school year but the middle decreased from the previous year. County indicates: 70.7 of all elementary students are at mastery or above in math and 68.7 in reading. Middle school data reveals; 70.5 of all students scored mastery or above in math and 75.8 scored at mastery or above in reading. At the secondary level, 60.2 percent of students scored at mastery or above in math and 67.3 scored at mastery or above in reading. A concern for all schools, all schools who made AYP was due to the Confidence Interval or Confidence Interval Averaging. When looking at the trend data, Hacker Valley Elem, Webster Co. High, and Webster Springs Elem. scored lower, in RLA and Math, than the 2006 school year. Glade Elem's trend data reveals they gained 7.1 points in math that the previous year. However, the school was down 2.0 points in reading. Glade Middle was the only school that gained from the previous year in both RLA and Math. Hacker Valley and Webster Springs Schools had a significant decrease in Math

WESTEST Confidential Item Analysis Summary

See Above

WESTEST Confidential Roster Report

After reviewing 06-07 data, Glade Middle met AYP in all areas by confidence interval. Webster Springs data showed that only 62.41 of students in the Low SES subgroup was at mastery or above. 4th, 6th, and 8th grades were below 70% in math. Special Needs students are still a concern at the middle grades. A large % of those students are not scoring at mastery in Reading. Students who are scoring below mastery in LA/Math are scoring at mastery in Science. A trend is starting to show in regards to 8th grade curriculum. Students show a decline in mastery at the 7th/8th grade levels.

WV Writing Assessment

The 4th Grade Writing Assessment is still a concern. Only 43% of students were at Mastery or above in the writing assessment. The 7th and 10th grades are increasing with results of 77.0% and 81.4% respectively at mastery or above. Webster Springs Elementary only had 29% of their 4th grade students scoring at mastery.

SAT/ACT Results

The ACT PLAN for 10th grade revealed that the students had correct responses less often than the reference group. Content areas with less correct: Earth/Space Science, Biology, Prose Fiction, Coordinate Geometry and Sentence Strategy. Areas where students scored above the Reference group: Sentence Structure, Punctuation, Basic Grammar & Usage

ACT Explore - Grade 8 Middle School

Data reveals: In English, Webster County's 8th graders scored @13.2 while the Nat. average is 13.9. In Mathematics, 8th graders scored 14.2, the Nat. average is 14.2. In Reading, 8th graders scored @ 13.0, while the Nat. average is 13.9. In Science, 8th graders scored 15.3 and the Nat. average is 15.9. The composite score is 14.0 and the Nat. composite is 14.7. The subscores shows that our 8th graders scored 6.8 in Usage/Mechanics while the Nat. average is 7.3. The Rhetorical Skills revealed 6.5 and the Nat. average is 6.9

Trend data revealed: In **2003-04**, in English, students scored 13.8. In **2004-05** and **2005-06** scores remained the same at 13.2. In Math, **2003-04**, students scored at 13.8, in **2004-05**, they scored at 14.2, and **2005-06**, 14.2. in Reading, **2003-04**, students scored 13.1, in **2004-05**, 13.1, and in **2005-06**, 13.0.

New Data 06-07

	<u>Webster Co.</u>	<u>Nat'l</u>	
English	12.8	14.2	Scores are remaining the same or declining
Math	13.9	15.1	
Reading	13.1	13.8	
Science	14.9	15.9	
Composit	13.8	14.9	

ACT Plan - Grade 10 High School

WCHS scored above the state mean in English and just below the state mean in Math.

AP Testing Report/AP Rate

No 10th Grade Test Takers in 03/04 11th Grade Test Takers 2003-6.3% 2004- 5.4% 12th Grade Test Takers 2003-20% 2004-17.4 11th Grade Test Takers with APT Score 3 or Higher 2003-0% 2004-66.7% 12th Grade Test Takers with APT Score 3 or Higher 2003-50% 2004-30%. The 2005 results indicate that there is no increase nor decrease in the APT outcomes.

End of Course Testing Report for Career and Technical Education

81.85% of students made 74% or above on test taken which is well above the state standard of 46.5.

Informal Reading Assessment

Currently, Webster county has implemented DIBELS screening into all K-4 classrooms. The results from the screenings indicate that early intervention must be done in the early grades. Students are below level in Phonics and Phonemic Awareness.

Informal Math Assessment

The county does not use the IMA consistently throughout the county.

Formative and Benchmark Assessments

Webster County implemented a county wide benchmark using the iknow web site in grades 3-8. Data reveals that grades 3, 5, 6, 7 are showing progress in utilizing the data. Westest data reveals that those teachers who utilized the data to inform instruction gains % points in the Westest data.

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

No concerns at this time

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

no concerns at this time

PRIORITIES

1.

Implement writing strategies into the K-4 classrooms

2.

Implement Tier interventions in reading at Glade and Hacker Valley Schools

3.

Provide PD and instructional guidance in math @ Hacker Valley and WSES Schools

4. Increase the percentage of students scoring at or beyond the state average on the ACT, ACT Plan and ACT Explore

5. Increase the percentage of students who are enrolled in a two-year or a four-year institution of higher learning.

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

All schools meet the accreditation standard for AYP.

Discipline Referral Report

Discipline referrals are down by 5% from 05-06 school year.

Dropout Rates/Graduation Rates (by subgroup if available)

The graduation rate has increased since year 2002 2002 = 86.5% 2003 = 86% 2004 = 88.9% 2005 = 90% . Special Needs students : 2003 = 100% 2004 = 77.8% 2005 = 83.3% Low SES: 2003 = 79.5% 2004 = 86.3% 2005 = 81.8% 2006 = 88%

College Enrollment Rate

Webster Co. has a 40% College Going Rate. Students are taking the same amount of classes each semester. 39% of students are completing 30 hours the first year. 24% of students are enrolled in Dev. Math Courses and 11% in Dev. English Courses. 29% of our students are enrolled in some kind of developmental courses.

College Developmental Course Rate

24% of students are enrolled in Dev. math courses and 11% are enrolled in Dev. English courses. 29% of students are enrolled in some sort of dev. courses

PRIDE Survey

Survey indicates students are drinking and experiencing drugs at an earlier age. 25% of Students report they have been harrassed at school. 10% of students indicate they are afraid at school. 10% of students say they have experienced drugs at school-

Results of Nationally Recognized Physical Fitness Test

Webster County Schools scored above the state average in the percentage of students qualifying for school years 1997-98 and 1998-99.

Youth Risk Behavior Survey

Survey indicates a decline in high school students risk behaviors. However, female results are slightly higher

CIMP Self Assessment

Two special education teachers have been identified as not being highly qualified. Title II funds are being used to support the cost of classes in order for the teachers to complete their degree programs

Special Education Survey

Review of current IEPs indicates a need to support the academic achievement of identified special education students by: (1) continuing to employ a physical therapist; (2) continue to employ 6.0 support aides; (3) employ two new support aides; (4) contract for two lifts; (5) purchase equipment per IEPs; (6) provide speech/language services for identified special education students; (7) continue to provide OT services; and continue to support extended year activities.

Due to the death of the administrator of special education, need to provide assistance to the special education administrator and the need to provide support to the schools in the implementation and monitoring of the special education process, the demonstration of high yield instructional strategies via modeling and demonstrating the county will employ a 1.0 FTE special education support specialist, .50 FTE secretary and a .25 FTE special education administrator (paid from special education, title I, and state funds).

In order to support parents in the special education process and assist parents with other concerns and supports, the county will continue to contract with an individual to maintain the Parent Resource Center

Due to the requirements of 2525, the county will continue to contract for audiological, eye examinations, psychological, and academic assessment.

In a recent survey conducted with staff, the survey results indicated a need for staff development activities to focus on high yield instructional strategies, IEP process , and extended year determination and a need to purchase lap tops for use in writing IEP and in delivering instruction. Funds have been budgeted to support these needs.

21st Century Skills

Twenty-first century skills must be intergrated into the delivery of the CSOs. As a result, Webster County Schools will employ a Technology Intergration Specialist to assist teachers in intergrating technology into teaching of the content standards. The Technology Intergration Specialist will assist teachers in lesson planning, intergrating technology into their teaching of the contend standards, modeling and demonstrating, scheduling of vidual field trips, etc. The position will be funded via special education, Title II and Rural and Low Income funds

PRIORITIES

1. Increase the college going rate
2. Decrease the number of students taking developmental classes in college.
- 3.

Increase the percentage of special education teachers who are highly qualified.

4. Increase the number of teachers who are intergrating 21st century skills into the teaching of the content standards.

D. CULTURE AND CONDITIONS ANALYSIS

Office of Performance Audits Compliances and Recommendations

The office of the OEPA has not made a visit to Webster County in 5 years. But at the time of the visit, there were issues in facilities and curriculum. Those issues were corrected and Webster County was granted full compliance.

North Central Report on Schools

Full Compliance

Monitoring Reports (Special Education and NCLB)

A monitoring was conducted in 2002. The required corective activities and assurance statements were submitted on March 2003.

Walkthrough Summmaries

Teachers are focusing more on the Pacing Guides that were developed in summer of 2005. Researched Based teaching strategies are needed in class-rooms.

High Schools that Work Assessment Report

The high school is doing well. SREB practices have been implemented and the SREB monitoring went well.

Making Middle Grades Matter Report

Although two of the four Middle Schools have made progress over the last two years, as indicated from the 2003 SREB report, there are still concerns. The two small middle schools are still struggling with curriculum/instruction issues. This is due mostly to the smallness of the schools and teacher resource. Both schools are a Multiage configuration and are unable to departmaterialize which would allow for more of an indepth curriculum. The two larger schools have made gains but still need to add more rigor to the curriculum in language arts and math. Glade Middle is on school improvement for the school year 2006-07

High Schools that Work Annual Report

The high school has made great gains since joining in the SREB initiative. There are still concerns in math. Students are still struggling in Algebra I. We have implemented Math Learning Communities at WCHS via the SIG grant and the MIP project

Highly Qualified Personnel Report

We have 2 Special Needs teachers who are on permit One Title I teacher will become certified in May 2006.

Digital Divide Report (Technology)

Webster County has a slightly higher ratio of computers to students than the state average. There are also many computers that utilize Windows95 technology. Schools will move to replace all Wndows 95 and Windows 98 computers by 2010. Schools are moving to include wireless technology for classroom integration.

PRIORITIES

1. Increase the number of teachers who are Highly Qualified
2. Implement SREB Research Based teaching strategies into Middle Schools
3. Increase Windows 2000 software technology

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students will be at mastery or beyond in core subjects

	Objective	Objective Short Name	Baseline	5-year Target
1.1	To have a culture that supports safe and productive schools	safe schools	0.00	100.00
1.2	To have an increase in the number of students achieving above mastery in Reading/Language Arts	Achievement in Reading	0.00	0.10
1.3	To have an increase in the number of students achieving above mastery in Math	Achievement in Math	0.00	0.10
1.4	To have an increase in the number of students achieving above mastery in Science	Achievement in Science	0.00	0.10
1.5	To have an increase in the 4th Grade State Writing Assessment	Writing Assessment	0.00	90.00

Goal 2: All students will be proficient in the use of 21st century tools and learning skills

	Objective	Objective Short Name	Baseline	5-year Target
2.1	To increase the use of 21st century tools by providing a stable, up to date infrastructure	Technology	0.00	0.99

Goal 1: All students will be at mastery or beyond in core subjects

Objective 1.1 To have a culture that supports safe and productive schools

As measured by:
decrease in the number of Level III and IV offenses

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 700.00
	2007-2008	400.00	2007-2008 N/A
	2008-2009	200.00	2008-2009 N/A
	2009-2010	100.00	2009-2010 N/A

Objective 1.2 To have an increase in the number of students achieving above mastery in Reading/Language Arts

As measured by:
WESTEST, County Benchmarks

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 70.10
	2007-2008	80.00	2007-2008 N/A
	2008-2009	90.00	2008-2009 N/A
	2009-2010	0.10	2009-2010 N/A

Objective 1.3 To have an increase in the number of students achieving above mastery in Math

As measured by:
WESTEST, County Benchmarks

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 67.60
	2007-2008	74.00	2007-2008 N/A
	2008-2009	85.00	2008-2009 N/A
	2009-2010	0.10	2009-2010 N/A

Objective 1.4 To have an increase in the number of students achieving above mastery in Science

As measured by:
WESTEST

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 78.00
	2007-2008	0.83	2007-2008 N/A
	2008-2009	0.92	2008-2009 N/A
	2009-2010	0.10	2009-2010 N/A

Objective 1.5 To have an increase in the 4th Grade State Writing Assessment

As measured by:
State Writing Assessment

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 50.00
	2006-2007	0.00	2006-2007 43.00
	2007-2008	60.00	2007-2008 N/A
	2008-2009	75.00	2008-2009 N/A
	2009-2010	90.00	2009-2010 N/A

Goal 2: All students will be proficient in the use of 21st century tools and learning skills

Objective 2.1 To increase the use of 21st century tools by providing a stable, up to date infrastructure

As measured by:

Percentage of XP computers and above

Baseline Data

Targets		Actual	
2005-2006	0.25	2005-2006	0.34
2006-2007	0.50	2006-2007	0.34
2007-2008	0.60	2007-2008	N/A
2008-2009	0.85	2008-2009	N/A
2009-2010	0.99	2009-2010	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Prioritization and Mapping	
Pre K-12 Literacy Model	
Rigorous Performance in Core Subjects	
Authentic Classroom Assessments	
Support for School-Based Professional Development that is Ongoing and Embedded	
Culture that Accepts Responsibility for Students	
Effective Transition Pre K to Post Secondary	
Effective Preschool Programs	
Change as an On-Going Continuous Process	
Use of Data to Target Improvement Efforts	
Culture of Support and Trust and Collaboration	

Technology Plan

Submitted by - mac91001 2007-09-17 16:01:00.0

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,

Webster County has TI lines for internet access at Glade Elementary, Glade Middle, Webster Springs Elementary, Diana Elementary and WCHS. Hacker Valley will be building a new school with a projected completion date of July, 2008 and this school will include current technologies. All schools have some dated technologies including Windows 95 systems that are unable to run technologies that provide the students with access to higher level classes. Webster County Schools are in the process of eliminating all Windows95 and Windows98 systems. Webster County has Interactive Videoconferencing at all school sites. All sites can connect to the WVNET network for higher education classes and conferences. Webster County High School has an additional videoconferencing system on loan from Glenville State College to provide an advanced science curriculum.

Technology Needs Assessment

Webster County has a slightly higher ratio of computers to students than the state average. There are also many computers that utilize Windows95 technology. Schools will move to replace all Windows 95 and Windows 98 computers by 2010. Schools are moving to include wireless technology for classroom integration.

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 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 - Eliminate all Windows 96 and Windows 98 computers and laptops to provide access to more up to date hardware in all schools
- 02 - Begin to add interactive whiteboards to classrooms for enhanced instruction
- 03 - Continue to update infrastructure as appropriate in all schools
- 04 - Webster County will maintain equipment and purchase computer equipment through TFS funding/TI funding and Local share funding
- 05 - Embed use of a variety of technology tools (computers, calculators, and other math equipment to develop and extend students' math understanding

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Webster County schools.	Persons Responsible	Target Audience Students/teachers/administrators
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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 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 - Utilize ODYSSEY at Glade Elementary and Glade Middle School. Add ODYSSEY licenses to Webster Springs Elementary/Middle School to address deficiencies and promote mastery of CSOs.
- 02 - Provide students with interactive lessons and teachers with tools for instruction through SASinSchool subscription, PLATO Learning, and SAT prep materials
- 03 - Provide students with interactive lessons and teachers with tools for instruction through SchoolKit software.

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

Target Audience
Students/teachers/administrators

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 None

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

- 01 - Apply for and obtain e-rate discounts for voice, long distance and data lines.
- 02 - Help Provide T1 lines for telecommunication instruction and PD
- 03 - Encourage appropriate use of Internet and E-mail Security Training CIPA Training
- 04 - Provide Data and Voice lines for internet and web pages
- 05 - To provide cellular service for 6 lines
- 06 - To provide web hosting for 1614 students
- 07 - To provide high bandwidth services to schools: (5 EXISTING T1'S; UP TO 1 NEW T1;2 EXISTING 56K'S; 2 NEW MULTI-LINK FRAME RELAYS)
- 08 - To provide web pages and access to student assignments and grades for parents

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

Target Audience
Students/teachers/administrators

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

- 01 - Provide students with access to computers with Windows2000 or higher

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

Persons Responsible

Target Audience
Students/teachers/administrators

curriculum to provide rigor, enhance learning and improve student achievement

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 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 utilize Virtual School to provide access to classes not otherwise available in Webster County
- 02 - Add a teleconference area in the science department at Webster County High School through a collaborative partnership with Glenville State College
- 03 - Videoconference labs will be maintained at each school site. These will be used to provide classes for subjects with low enrollment and specialized classess such as foreign language and parent classes
- 04 - Provide support for TI lines to provide video conferencing

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 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).

Persons Responsible

Target Audience Students/teachers/administrators

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 - To provide web pages and access to student assignments and grades for 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

Target Audience all stakeholders

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 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 - Provide INTEL training for classroom teachers at WCHS
- 02 - Provide staff development for SchoolKit integration into the classroom
- 03 - Provide training for Compass Odyssey
- 04 - Provide training for appropriate use of the Internet and email security issues
- 05 - 21st Century Teacher Leadership Team will develop a 21st Century Staff Development Plan

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	Target Audience Teachers/administrators
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Federal Compliances Technology 07- Professional Development for 21st Century Instruction

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - To utilize RESA IV technical support for computer maintenance and repair
- 02 - Maintain computer labs and internet connections

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	Target Audience Students/teachers/administrators
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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 - Provide GED classes and instruction for ABE through technology

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	Target Audience All stakeholders
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Federal Compliances Technology 09- Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	1,716.72	1,390.54	326.18
		Data Lines	31,080.00	25,175.00	5,905.00
		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	5,599.00	4,536.00	1,064.00
		Paging	0.00	0.00	0.00
		Voice	29,653.00	24,019.00	5,634.00
		WAN	0.00	0.00	0.00
		Web Hosting	9,000.00	7,000.00	2,000.00
		E-rate Totals		81,967.00	66,393.33

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

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	0.00	0.00	0.00
		Data Lines	31,080.00	25,174.80	5,905.20
		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	5,599.00	4,535.55	1,063.89
		Paging	0.00	0.00	0.00
		Voice	29,652.00	24,018.80	5,634.04
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		66,332.00	53,729.15

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

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	0.00	0.00	0.00
		Data Lines	63,420.00	55,175.40	8,244.60
		Internal Conn Maint	30,000.00	25,800.00	4,200.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	5,040.00	4,384.80	655.20
		Paging	0.00	0.00	0.00
		Voice	30,600.00	26,622.00	3,978.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		129,060.00	111,982.20

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	0.00	0.00	0.00
	Data Lines	79,425.00	69,099.75	10,325.25
	Internal Conn Maint	30,000.00	26,100.00	3,900.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	0.00	0.00	0.00
	Long Distance	3,000.00	2,610.00	390.00
	Paging	0.00	0.00	0.00
	Voice	21,000.00	18,270.00	2,730.00
	Web Hosting	0.00	0.00	0.00
	E-rate Totals	133,425.00	116,079.75	17,345.25
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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

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? 01/23/2006

3. When was the public meeting held for CIPA Compliance? 10/07/2002

4. Provide the URL to your acceptable use policy. <http://boe.webs.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
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	1	0	1
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	0	5
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	6	0	6
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in	0	0	0

your county that have 1 Gb connections to the Internet?

15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?

0 0 0

16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?

WORK PLAN SUMMARY

Support/Capacity Building Process

Webster County Schools will provide resources, professional development, schedule monthly principal meetings, so that opportunities for success will be maximized

Process Monitoring

Webster County Schools has provided a math coach in grades K-5 to provide TA in implementing an inquiry approach to math. Contracted Services has been in place to provide curriculum guidance to schools who did not make AYP. This person will also provide in-depth data analysis to schools as well as, train other staff members to carry-on this process on days she is not there. A WVDE Reading Cadre member has been in place for two years to help implement Tiered Intervention in grades K-4. Webster Co. has been involved for two years with RESA IV in establishing the MSP Project at the High School which will provide on-going PD to math teachers in implementing instructional strategies into their classrooms. A county team has been selected and they are attending the Stiggins Authentic Classroom Assessments PD provided by WVDE. This team will provide PD to all schools via book studies, as well as, trainer led sessions on implementing benchmarks into classrooms. A 21st Century Leadership Team is in place that will provide PD as well to all county staff in providing tools/strategies in building 21st Century Classrooms. A technology teacher has been in place for two years in providing PD to teachers on incorporating technology tools into classroom instruction.

Evaluation Process

The Central Office and the County Team meets and analyzes the Action Steps and progress that is made. Changes are made accordingly.