

**BARBOUR COUNTY SCHOOLS
105 RAILROAD STREET
PHILIPPI WV 26416**

Technology Plan 2011-2013
E-rate Funding Years 2011-2013/font>
Technology Plan submitted: September 15, 2011

Planning Committee

Name	Title	Representation
Bob Wilkins	Board Member	*BOE Member
Cheryl Hawkins	Early Childhood Teacher	*Early Childhood
David Neff	Principal	*Administration
Doug Schiefelbein	Parent	*Parent
Elaine Benson	6-12 C&I Coordinator/Manager; Personnel Director	*Administration
Glenn Sweet	Director of Attendance, Facilities, & Technology	*Technology
Ira Mayle	Bus Operator	*Service Personnel
Jack Reger	PK-5 C&I Coordinator/Manager; Director, Title I	*Title I
Jami Fisher/Jeovanna Lacarría	RESA Member	*RESA
Jana Miller	Director of Student Services	*Title III *Title IV *Special Education
Jeff Kittle	Interim Superintendent	*Title II *Title V *RLIS
Jerry Edens	Executive Director of Barbour County Community Dev	*Business Community
Karen Dunkerly	Education Chair, Alderson-Broadus College	*Other
Linda Long	Teacher	*Special Education *Teacher
Mary McCartney	Parent Center Coordinator	*Special Education *Parent
Mike Hudnall	President- Freedom Bank	*Business Community
Nancy Burner-Ware	Teacher	*Teacher
Nancy Shaffer	Teacher	*Teacher
Sharon Cross	Secretary	*Service Personnel
Shelley Starkey	Elementary Literacy Coach	*Title I *Other
Tim McDaniel	County Commissioner	*Teacher *Business Community
Tonya Baker	Teacher	*Teacher

Describe how parents, community and other appropriate stakeholder members are involved in the development and/or revision of the plan.

The planning committee met initially to go over the data for the county. Examples of the data the committee examined included: student achievement data, financial data, school performance data, food service data, OEPA results, and attendance/graduation rates. From the data, strengths and weaknesses were identified. Priorities were established in an effort to address identified weaknesses. From the priorities, four goals were identified that would address the most pressing needs in Barbour County Schools. Objectives were then written for each goal. The Vision and Mission statements were also reviewed with no suggestions for changes.

During the course of the second meeting, additional student achievement data was examined by the committee. The previously established goals and objectives were matched with action steps to ensure that the objectives were accomplished. The committee identified additional action steps and offered additional suggestions that would strengthen the plan.

The Five Year Plan Committee will meet at approximately mid-year to evaluate progress towards meeting the goals and objectives of the plan. The primary data the committee will be formative assessment data. The committee will meet towards the end of the school year to evaluate how effective the system was in reaching the goals and objectives of the plan and to begin to set forth the goals and objectives for the next school year.

Each committee member, board of education member, and each school received a copy of the plan.

Core Beliefs

We envision and believe in . . .

1. **We believe our highest priority should be to provide an accessible, clean, safe environment in which students can maximize their learning potential.**
2. **We believe our schools should embrace a positive school culture and should promote academic, professional and personal integrity.**
3. **We believe the education of our students is a partnership among community, schools, parents, and students.**
4. **We believe clear communication is vital to the success of the system.**

Mission Statement

The mission of Barbour County Schools is to provide educational excellence with **commitment to learning for all** in preparation for the challenges of the 21st century.

Data Analysis

I. External Trend Data:

Population

2010 - 16, 589 2000- 15, 557 Up 6.6% State increased by 2.5%

Demographics

Under 5 years of age- 845

5 to 9 years of age- 959

65-74 years of age- 1,322

Median age- 41.6

White- 98.5%

Married couples 53%

Grandparents responsible for grandchildren 129 or 54%

Education

Less than 9th grade 8.6%

9-12 grade, no diploma 11%

High School Diploma 49.6%

Associate's degree 4.5%

Bachelor's degree 8%

Grad. or prof degree 4.1%

Languages

English spoken in the home 99.1%

Economics

Population age 16 and older in labor force 52.3%

Professional occupation (management) 21.6%

Service occupations 16.6%

Farming, fishing, forestry 1.4%

Construction, extraction, maintenance 19.3%

Production, transportation, material moving 19.4%

Education 25.9%

Median Household Income \$30,875

Families below poverty 17.3%

Under 18 years below poverty 34%

Housing Units 7,600

Vacant housing units 20%

BENCHMARK ASSESSMENTS

DIBELS: Percent Proficient

	Intensive	Proficient
Kindergarten	6	83
First Grade	11	71
Second Grade	22	53
Third Grade	22	45
Fourth Grade	26	47
Fifth Grade	27	56
Sixth Grade	29	53

As demonstrated by the data, after K/1 students begin to slide out of the proficient area back into strategic and intensive. This slide stabilizes after 2nd grade, but does not improve. There may be a need to concentrate on students who are just above and just below the proficient line to prevent them from backsliding and increase the opportunity for them to become and stay proficient.

AIMS WEB:

	Grade 7			Grade 8		
	BOY	GOY	% Increase	BOY	GOY	% Increase
Belington Middle School	46	70	24	49	52	3
Kasson Middle School	56	67	11	73	93	23
Philippi Middle School	45	56	11	53	67	14

Analysis: The increases in DIBELS and Aims Web are directly attributable to our Reading RTI model. All of our interventionists, classroom teachers, principals, have received numerous hours of professional development in reading. Also, contributing to this increase are the specialized curricular materials designed to improve the specific weakness that a child exhibits.

ACT Scores-

	BCS	State	Number Tested
English	20.7	20.6	106
Mathematics	19.6	19.5	
Reading	21.2	21.2	
Science	20.7	20.5	
Composite	20.7	20.6	

Act scores reflect an upward trend with all scores at or above the state average. The number of students tested also reflects an upward trend.

Advanced Placement

	2007	2008	2009	2010	2011
Total AP Students	11	17	55	65	59
Number of Exams	16	28	89	103	92
AP Students with Score of 3+	6	9	18	13	21
% of Students with Score of 3+	54.5	52.9	32.7	20.0	35.6
% of Students w/Score of 3+ in State	48.4	43.7	44.3	43.5	45.8

% of Juniors in AP courses in 2011 is 44/202 or 21.7%

% of Seniors in Ap courses in 2011 is 32/173 or 18.4%

BCS has been working on adding rigor to our AP courses. As evidenced in the data, the county has made strides in the number of students making a 3+ on the assessment, but we still need to increase the % of students who make this score to keep pace with the State.

WESTEST Analysis- Only 2 of 9 schools made AYP. The Low SES subgroup, All subgroup, and White subgroup, predominately did not make sufficient progress in reading and mathematics. In the elementary and middle levels in reading and mathematics, the county lagged behind the state. At the high school level in grades 9-11, BCS was largely outpacing the state in the % of students proficient in RLA and math.

The accountability results for WESTEST are shown, below:

BARBOUR COUNTY Mathematics

Group	Number Enrolled for FAY	Number Enrolled in May	Number Tested	Participation Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
All	1,180	1,250	1,230	98.4	463 (37.6%)	338 (27.5%)	194 (15.8%)	142 (11.5%)	31 (2.5%)	367 (29.8%)
White	1,055	1,123	1,107	98.6	406 (36.7%)	311 (28.1%)	170 (15.4%)	131 (11.8%)	29 (2.6%)	330 (29.8%)
Black	17	17	17	100.0	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*
Low SES	693	751	739	98.4	318 (43.0%)	190 (25.7%)	99 (13.4%)	66 (8.9%)	13 (1.8%)	178 (24.1%)
Spec. Ed.	188	195	190	97.4	136 (71.6%)	34 (17.9%)	*	*	*	14 (7.4%)
LEP	*	*	*	*	*	*	*	*	*	*

BARBOUR COUNTY RLA

Group	Number Enrolled for FAY	Number Enrolled in May	Number Tested	Participation Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
All	1,180	1,250	1,230	98.4	434 (35.3%)	343 (27.9%)	226 (18.4%)	122 (9.9%)	43 (3.5%)	391 (31.8%)
White	1,055	1,123	1,107	98.6	374 (33.8%)	305 (27.6%)	214 (19.3%)	114 (10.3%)	40 (3.6%)	368 (33.2%)
Black	17	17	17	100.0	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*
Low SES	693	751	739	98.4	294 (39.8%)	212 (28.7%)	117 (15.8%)	48 (6.5%)	15 (2.0%)	180 (24.4%)
Spec. Ed.	188	195	190	97.4	144 (75.8%)	27 (14.2%)	13 (6.8%)	*	*	13 (6.8%)
LEP	*	*	*	*	*	*	*	*	*	*

* Less than 10 Cell Size

ACT Explore- % above Benchmark

English Rank	Math Rank	Reading Rank	Science Rank
52.78	38	29.44	24
42.22	15	13.89	9

ACT Plan- % above Benchmark

English Rank	Math Rank	Reading Rank	Science Rank
71.74	49	28.11	49
50.27	44	13.51	50

Advanced Placement- 2009-2010. % of students participating

	11th grade	12th grade
Barbour	10.10	12.4
State	13.9	16.6

The above statistics represent an increase of almost 6% of Juniors participating in AP and 0.2% increase of seniors participating over the previous year.

III. Other Student Outcome Data

Student Attendance-Overall county attendance is 92.75% which is demonstrating a decreasing trend from the year 2010 when attendance was 93.68%. 16% of All Students had >10 unexcused absences which is up 2% from the previous year. 77% of the total students with > 10 absences are in the Low SES category. 16% of the total students with >10 absences were special education students. Attendance processing- 638 Five Day CA-2 legal notices were sent. Criminal complaints were filed in 102 situations and 100 juvenile petitions were sent to the prosecuting attorney.

Graduation and Drop-out- 79.9% graduation rate met the state minimum expectations for graduation rate. White students demonstrated a 80% rate, special education 72.97% and Low SES was 79%. The 2009 graduation rate of 80.1% was only slightly above the 2008 rate of 80%. With the implementation of the New Cohort Graduation Rate computation, our graduation rates decreased to 72.08% for FY08, 71.84% for FY09, and 73.27% for FY10. This shows a slight increase from the previous year, however it is not significant enough to earn AYP. 2010 revealed that BCS only had 50 drop-outs compared to 42 the previous year. The largest group of drop-outs are those students who lacked motivation (19) followed by students who were "no shows" (18) and then students who cited need for employment (7).

Analysis of Attendance and Drop-out data:

The high school graduation rate of adults in Barbour County is 72.7% while only 11.8% have bachelors degrees. 21.3% of adults live below the poverty level. These facts point out that the adult population of the county largely do not value education. When the adults do not value education the school system will experience a high rate of absenteeism and students who drop-out.

Our system has work diligently to improve the drop-out rate and the attendance rate of students. Interventionists who work with families to remove obstacles to attendance, drop-out counseling, improved academics (RTI Model) have been added. The judge and prosecuting attorney have both held public forums in conjunction with the school system to educate the public about the drop-out problems. All of this work has yielded small gains in both the drop-out rate and attendance rate.

Several years ago, most of our employees were trained in "Understanding Poverty". This may be a good training to repeat. The research in this training revealed that no substantial learning will take place among students in poverty unless there is a significant adult relationship established. To this end, many schools started a mentoring program and many are still functioning.

Special Education. Barbour County Schools has identified 16.49% of our total student population as students with disabilities. As of the December 1 Child Count for 2010, Barbour County had 412 students identified as students with disabilities/exceptionalities.

- Behavior Disorders--8
- Mental Impairments--83
- Other Health Impairments--47
- Preschool Special Needs--24
- Specific Learning Disabilities--146
- Speech/Language Impairments--69
- Autism-- 5
- Blind and Partially Sighted-9
- Hard of Hearing-3

The Special Ed. Graduation rate for 2009-2010 school year was 72.97% . The drop out rate for the 2009-2010 school year was 5.8%.

2011 CSADA Barbour County met the requirements of Part B of the IDEA 2004 section 616 (e) and Part B Regulations of §300.600(a) and §300.604. The 2010 Comprehensive Self Assessment Desk Audit identified the following as areas of noncompliance.

SPP1- Percent of youth with IEP's graduating from High School with a regular diploma.

SPP2- Percent of youth with IEPs dropping out of school

SPP3 - Students with disabilities make continuous progress withing the state's system for educational accountability (meeting AYP)

SPP11- Children with parental consent to evaluate are evaluated within the established 80 day timeline; and

Students with disabilities participated in the state assessment WESTEST II or Alternate Assessment (APTA). Students with Disabilities in Barbour County scored below the state average in Reading and Mathematics.

Framework for Literacy-Response to Intervention

Barbour County Schools Framework for Literacy needs assessment/Response to Intervention indicated a need to provide specific instruction to students in Tier III. Barbour County Schools hired one and one-half Reading Interventionist to provide specific reading instruction at the middle school level.

Budget. The overall operating budget devoted 53% of the funds for instruction (up by 1% over the previous year). 8% was for transportation; 5% for administration; 7% for capital projects; 9% for facilities; and 5% for food service.

Of the instructional budget: 76% went for regular instruction; 17% for special education; 5% for vocational.

Personnel Trends. Teachers comprise 84% of professional staff (down 2%). Others include: 1% nurses, 2% counselors, 3% media specialists and TIS, 4% school administration. This demonstrates a slight decrease in the number of teachers and a slight increase in the number of media/TIS specialists. 62% of all personnel are instructional.

Of the service personnel staff: 23% are aides; 28% are bus drivers/mechanics; 15% are food service; 15% custodians; 4% maintenance.

At this time, no school in BCS meets the mandate of 3:1 students to computer ratio at the elementary school or the 2:1 ration at the middle/high school level.

Discipline. There were 983 exclusions for the county in 2011 which was down from 2010.

Discipline Entries:

• Disrespectful/Inappropriate Conduct	1,004	Up 24%
• Aggressive Conduct	987	Up less than 1%
• Failure to Obey Rules/Authority	1,894	Up 38%
• Legal Concerns	33	Down 61%
• Prescription Drugs/Controlled Sub	3	Up from 2
• Illegal Drugs, Tobacco, Alcohol	35	Down 17%
• Tardiness and Truancy	1,806	Up 38%
• Weapons	1	Down from 3

Transportation. Barbour County has 31 bus routes for 2,450 students. A review of counties similar in demographics to Barbour demonstrate that this county is very efficient in delivering students. Transportation comprises 8% of the total budget.

Technology. See goal #2 of this plan.

ABE/GED. 2009 demonstrated that 28 ABE students earned their GED. This number was a decline from 2008 where 41 students earned their GED.

High Quality Teachers

The overall percentage of courses taught by a HQT for the county (2010/2011) is 93.3% which is down from last year's 96.6%.

The core academic subjects are: elementary 99.7%; middle 93.4%; high 85.1%; math 90.5%; english 86.5%; science 67%; Reading/LA 98.2%; civics/gov't 100%; foreign language 100%; the arts 99.2%.

These figures represent a slight decreasing trend in the % of teachers considered HQ.

OEPA. See the OEPA section.

IV. Analysis of culture, conditions and practices

Walkthroughs: Barbour County Schools is actively monitoring the instructional habits within our schools. BCS has adopted eWalks and we have developed a template to focus on the quality of lesson plans, student engagement, Depth of Knowledge, and other factors important to the success of students in the classroom. After the first month of school, the data demonstrates that the predominant level of questioning in the classrooms is Level 1 DOK and that teacher-led instruction in the core is the predominant method of instructional delivery.

PRIDE Survey results report the following:

- Barbour County youth report having the 7th highest percentage of youth that report binge drinking in the state.
- 21.7% of 8th and 11th graders report using illicit drugs w/in the past month.
- 29.9% reported using tobacco at least once a month.

Key Outcome Indicators

Weaknesses: WESTEST 2 scores in both reading and mathematics continue to be a concern. Only 2 of our 9 scores meet OEPA requirements and test scores have not reflected the kind of improvement we expected with the amount of funds expended towards professional development for teachers.

Attendance and Drop-outs: drop-outs continue to plague the system. Additional programs like the GED Option are being planned to start next year. Attendance has shown signs of improvement but it has only been due to the herculean efforts of the school system. If current measures are not maintained, we will almost certainly slide back to previous levels.

Our High Quality Teacher percentage decreased from around 96% considered highly qualified to 93% considered highly qualified.

Discipline data demonstrates that Level IV offenses continue to decline, but disrespectful/inappropriate behavior climbs.

The number of schools that have not made AYP has grown this past year. Only 2 of 9 schools made AYP.

The number of drop-outs and low graduation rate plague the county.

Strengths: Benchmark reading scores demonstrate growth and proof positive our Reading RTI model is showing results. Kindergarten demonstrated a 52% increase in proficiency rates. All grades showed single digit growth (except 3rd) while the growth in middle school ranged from 3% to 24% improvement.

ACT scores demonstrate growth both in terms of student scores and the number of students taking the exam.

AP scores have continued to demonstrate growth with the number of students scoring a 3 or above on the assessment.

CONCLUSIONS FROM DATA ANALYSIS:

Strategic Goal 1: All students will meet or exceed state, national and international curriculum standards that incorporate acquisition of 21st century skills through engaging opportunities in the arts, world languages, health and physical education, technical education as well as the core subjects of reading/English/language arts, mathematics, science and social studies.

1. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the elementary level as measured by formative and summative assessments.
2. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the middle school level as measured by formative and summative assessments.
3. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the high school level as measured by formative and summative assessments.
4. Student achievement (all AYP subgroups) will continuously increase in mathematics at the elementary level as measured by formative and summative assessments.
5. Student achievement (all AYP subgroups) will continuously increase in mathematics at the middle school level as measured by formative and summative assessments.
6. Student achievement (all AYP subgroups) will continuously increase in mathematics at the high school level as measured by formative and summative assessments.

Strategic Goal 2: All students will develop the personal skills and dispositions of wellness, responsibility, cultural awareness, self-direction, ethical character and good citizenship in an environment that is caring and safe.

Strategic Goal 4: Through the use of Global 21 content, context, and technology tools, students will develop and utilize 21st Century Learning Skills to master the Content Standards/Objectives and to prepare them for successful entry into the workplace or post-secondary education.

1. Students will perform at or above benchmark on formative and summative assessments using Global 21 Critical Learning skills.
2. Maintain, upgrade, and replace technologies in order to increase student achievement (based on operating systems/Windows XP or above).
3. The schools in Barbour County are in need of improved Bandwidth at the majority of our schools, especially at Philip Barbour High School. Stratus Wave Communications has provided a contract to provide 10 Mbps service from the schools to the county office and 45 Mbps from the county office to the POP. This project was to be completed by November 2010. At the present time the connections that are completed are the county office to the POP and Philip Barbour High, Belington Elementary, Belington Middle, Junior Elementary to the county office. Philippi Elementary, Philippi Middle, and Volga-Century Elementary are ready for the state technology office to switch over to the county office. The remaining schools, Mount Vernon Elementary and Kasson Elementary/Middle are in rural areas that have no fiber or tower access, at the present time, to allow broadband connection.
- 4.

Upgrades within the schools during 2010 - 2011

Use funds from TFS Elementary, TFS Secondary, TI, and EdTech, to provide computers and other technological support materials to staff and students.

- Services to have the servers of the county set up at a central location with one domain and attaching of all computers in the system to the domain.
- Licenses of Microsoft Office 2007 to provide the same office product throughout all schools.

Teacher Stations referenced below will include a laptop, projector, and mobi wireless slate. Some schools will be receiving additional components of these stations. Entries in Entries in this color are the proposed purchases with this years funding.

- Belington Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
- Belington Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 8 student computers and 6 teacher stations.
- Junior Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
- Kasson Elementary/Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 8 teacher stations.
- Mount Vernon Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 2 teacher stations.
- Philip Barbour High will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 5 APC's and a network printer.
- Philippi Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 2 laptops, 1 network printer, and 2 flashdrives.
- Philippi Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 4 teacher stations.
- Volga-Century Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 1 laptop, 1 teacher station, 1 network printer, 2 ELMO's, and 2 flash drives.
- The Board of Education Office will receive on 48 port switch in order to support the centralization of all servers in the county to one location.

Measure Digital Divide Reports <http://wvde.state.wv.us/data/digitaldivide/>

The OEPA Checklist should be one source of data to assess school or county needs as you prioritize your strategic issues. There are no negative consequences to checking "No" to a high quality standard since the checklist is not used for changing accreditation or approval status or selection for on-site reviews.

OEPA Analysis

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING	ON-SITE REVIEW DATE
02	BARBOUR	FA		1994; 1999
101	Kasson Elementary/Middle	EA		
201	Belington Elementary	FA		
202	Junior Elementary	FA		
203	Mount Vernon Elementary	FA		May 5, 2010
204	Philippi Elementary	CA	APM 5.1.1 (DC May 31, 2012)	December 17, 2002 October 15, 2007
205	Volga-Century Elementary	FA		
302	Belington Middle	FA		
303	Philippi Middle	FA		March 30, 2006
501	Philip Barbour High Complex	FA		March 23, 2004 May 5, 2010

Since the report, above has been published, OEPA has conducted site visits at several of our schools. Following, are the results of those visits:

Belington Elementary Status: Initial Visit (follow-up visit to be held this year)

Noncompliances: 5.1.1 Achievement; 7.1.1 Curriculum based on CSOs; 7.1.2 High Expectations; 7.1.5 Instructional Strategies; 7.1.6 Instruction in Writing; 7.1.8 Instructional Materials; 7.1.9 Programs of Study; 7.2.3 Lesson plans and Principal Feedback; 7.2.4 Data Analysis; 7.8.1 Leadership

An improvement plan was written, submitted, and approved by the WV State Board of Ed.

Junior Elementary Status: Initial Visit (follow-up visit to be held this year)

Noncompliances: 5.1.1 Achievement; 7.1.13 Instructional Day; 7.2.3 Lesson Plans and Principal Feedback.

Recommendations: 7.1.6 Instruction in Writing; 7.1.11 Guidance and Advisement

An improvement plan was written, submitted, and approved by the WV State Board of Ed.

Philip Barbour High School Status: Follow-up Visit (a second follow-up will be held this school year).

Noncompliances: 7.1.1 (Compliance) Curriculum based on CSOs; 7.1.2 High Expectations; 7.1.5 Instructional Strategies; 7.1.7 Library/educational technology access and technology application; 7.2.3 Lesson plans and principal feedback; 7.6.4 (Compliance) Teacher and principal internship;

An improvement plan was written, submitted, and approved by the WV State Board of Education.

Mt. Vernon Elementary School Status: Full Compliance

During a follow-up review, OEPA deemed that MTV had achieved Full Compliance, but continued work on 5.1.1 was needed.

Volga-Century Elementary School Status: Initial Visit (follow-up visit to be held this year)

Noncompliances: 7.1.1 Curriculum based on content standards and objectives; 7.2.1 County and school electronic strategic improvement plans; 7.2.3 Lesson plans and principal feedback; 7.6.2 Licensure;

Recommendations: 7.1.12 Multicultural Activities.

Prioritized Strategic Issues

1. Increase the proficiency rates for students in reading.
2. Increase the proficiency rates for students in mathematics.
3. Increase the rigor and relevance of all course subject area course work.
4. Increase students' utilization of technology to learn the content standards and objectives.
5. Increase student attendance and the graduation rate.
6. Increase school safety.

Strategic Goal 4: Through the use of Global 21 content, context, and technology tools, students will develop and utilize 21st Century Learning Skills to master the Content Standards/Objectives and to prepare them for successful entry into the workplace or post-secondary education.

1. Students will perform at or above benchmark on formative and summative assessments using Global 21 Critical Learning skills.
2. Maintain, upgrade, and replace technologies in order to increase student achievement (based on operating systems/Windows XP or above).

Measure: Digital Divide Reports <http://www.state.wv.us/data/digitaldivide/>

To ensure that all Barbour County Schools have a computer ratio that will support 21st century learning and assessment.

Year	Ratio of Students to Computers in K-5 Schools (Goal 3:1)	Ratio of Students to Computers in 6-12 Schools (Goal 2:1)
2008-2009	5,196:1	3,307:1
2009-2010	Target: 3:1 - 2,14:1 Actual: 2,14:1	Target: 2:1 - 1,95:1 Actual: 1,95:1
2010-2011	Target: 3:1 Actual: 2,01:1	Target: 2:1 Actual: 1,60:1
2011-2012	Target: 3:1 Actual:	Target: 2:1 Actual:
2012-2013	Target: 3:1 Actual:	Target: 2:1 Actual:

To ensure that all students are technology literate in Barbour County Schools.

School Year	Projects per student K-2nd Grade	Projects per Student 3rd Grade	Projects per Student 4th grade	Projects per Student 5th grade	Projects per Student 6th grade	Projects per Student 7th grade	Projects per Student 8th grade	Projects per Student 9th - 12th grades
2009-2010	Target 2.0 projects per student Actual: K: 1.94 1st: 1.74 2nd: 1.80	Target 2.0 projects per student Actual: 1.78	Target 4.0 projects per student Actual: 3.46	Target 4.0 projects per student Actual 3.58	Target 6.0 projects per student Actual: 5.33	Target 6.0 projects per student Actual: 5.64	Target 6.0 projects per student Actual: 5.59	
2010-2011	Target 4.0 projects per student Actual: K: 4.01 1st: 4.47 2nd: 4.05	Target 4.0 projects per student Actual: 4.20	Target 6.0 projects per student Actual: 4.53	Target 6.0 projects per student Actual: 4.87	Target 6.0 projects per student Actual: 5.12	Target 6.0 projects per student Actual: 5.47	Target 6.0 projects per student Actual: 5.07	Target 4.0 projects per student (one per core area) Actual: 0.014 Note: Due to lack of bandwidth
2011-2012	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student (at least one per core area) Actual:

As measured by: Tech Attain County Summary Reports

Account Name	Grade	Number of Students	YTD Projects Assessed	YTD AVG Projects per Student	Standard Deviation (Pop)	AVG Profile Attainment Points
Barbour County Schools	K	213	875	4.01	1.71	NA
	1	182	827	4.47	1.55	NA
	2	172	708	4.05	1.48	NA
	3	186	793	4.20	1.53	64.65
	4	174	816	4.53	2.08	118.36
	5	177	866	4.87	1.70	164.25
	6	191	977	5.12	1.62	117.25
	7	173	958	5.47	1.35	182.03
	8	178	907	5.07	1.31	208.50

School Year	Number of schools that have met State Target Teacher 1:1 ratio
2008-2009	0
2009-2010	Target: 9 - Actual: 5
2010-2011	Target: 9 - Actual: 6 *
2011-2012	9
2012-2013	9

* The Digital Divide does not provide a true picture as itinerate teachers are counted at all schools that they serve, but their computer is only counted at one school.

2008 Teacher to Computer Ratio (based on XP and above and 10/08 survey)

- Annually, beginning in FY09, BCS will actively engage students in technology development through the use of the techSteps technology tool to provide for the integration of technology into the curriculum. This will be done for all K-8 students, providing at least the number of projects that are identified in the techSteps Objective Chart.
- To assure that the proper number of lessons are provided by all personnel their lesson plans will be evaluated by their school principals. The principals and county technology director will also carefully review the quarterly summary reports provided by SchoolKit.
- The 9-12 components of techSteps will begin to be implemented this school year.

Evaluation component

- To emphasize the importance of the implementation of techSteps into the curriculum, the Principal of each school will verify implementation of the correct number of lessons at each grade level through evaluation of lesson plans and the quarterly reports provided by SchoolKit. The county technology manager will verify implementation by school through the use of the quarterly reports provided by SchoolKit.

EETT Goals	Assessment	Person Responsible
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Student technology literacy by 8th grade	techSteps data, see chart in objective	Teachers/principals/county technology manager
Provide PD which encourages effective integration and curriculum development through research based methods	Registration of PD for EETT ARRA formula funds must be entered into the WVDE online staff development database at http://wvde.state.wv.us/training/setup.htm	County curriculum team/County technology manager/PD provider
Help ensure students/teachers in high poverty, high need schools have access to educational technology comparable to that of students/teachers in other schools	Number of computers/equipment purchased and location of equipment to be validated through Digital Divide Survey completion.	County technology manager
Integrate technology into the curriculum	WVDE provided survey	County technology manager/Principals
Additional Comments		



The county agrees to comply with the evaluation methods indicated.

Technology

- TECH/01: Provide 21st Century hardware and a stable, state of the art 21st Century infrastructure for the effective use of technology.

Core Plan Title I Technology

2011-2012

- Provide technology to each classroom for increased student access to enhance learning and improve student achievement.
- Provide handheld technology to students for increased access to enhance learning and improve student achievement.
- Use funds from TFS and State Local Share Funds to provide computers and other technological support materials to staff and students. Complete:
 - Services to have the servers of the county set up at a central location with one domain and attaching of all computers in the system to the domain.
 - Licenses of Microsoft Office 2007 to provide the same office product throughout all schools.

Teacher Stations referenced below will include a laptop, projector, elmo, cart, and mobi wireless slate. Some schools will be receiving additional components of these stations.

 - Belington Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 5 student computers, 6 teacher stations, 2 additional mobi's, 2 laptops, and 10 speaker replacements.
 - Belington Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 10 student computers and a UPS.
 - Junior Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 5 student computers and 6 teacher stations.
 - Kasson Elementary/Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 28 student computers.
 - Mount Vernon Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 25 student computers.
 - Philip Barbour High will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 70 student computers and one switch to allow for additional drops to be installed by county personnel.
 - Phillipi Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
 - Phillipi Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
 - Volga-Century Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
 - The Board of Education Office will manage the distribution of Deep Freeze , 950 upgrades and 400 new licenses. Also, all schools will receive 2 AB Tutor licenses except Junior, Mout Vernon, and Volga-Century Elementary Schools that will receive one license each.
- Staff members will be evaluated using the six technology criteria established in the West Virginia Professional Personnel Evaluation Process as outlined in policy 5310.
- Use funds from TFS and State Local Share, to make computers and other technological support materials available to staff and students.
- Implement techSteps to fulfill state requirements.
- Use networked software to introduce, reinforce, and enrich core content areas as well as writing skills curriculum. All schools will focus on Internet available resources.
- Continue to implement keyboarding instruction in grades 3 - 8 to provide fluency in keyboarding skills that enhance instructional activities and student performance based learning.
- Maintain Media Centers as Media/Technology Centers at all schools.
- Implement Broadband to improve service from T-1. This conversion, pending appropriate funding, was to take place in July 2010. It then projected to be completed in November. At this time the central office and 4 schools have been upgraded, 3 schools are ready to be moved over by the state office, and the provider is still looking for a solution for the other 2 schools. The cost is \$75,000 for installation and \$9,500 monthly.

2010-2011 Accomplishments: Under Data Analysis

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

Core Plan Technology

- Keep up-to-date Web Sites at all schools.
- Provide improved communication among school, home, and community and a safe school environment through a maintained stable network, Internet (data lines), WVEIS, and telephone, long distance, cellular, paging service, and ParentLink.
- Provide long distance and local phone service at all facilities, 8 pagers, 1 broadband connection from the central office to the POP, 3 broadband connections from schools to the central office, 5 high bandwidth circuits presently (1 campus with multi-link connectivity) (in process of installation - 10 Mb to all campuses, with a goal of improving service to 100Mb ethernet to all educational sites) (RFP Posted in August 2010 - Discounts will be requested - Service was to begin in Fall 2010), continuing high band until wan install is complete, and 5 existing cellular lines expanding service for administrators for a total of 22 cellular lines.
- Re-organize the servers within Barbour County Schools to one central location (BOE Office) and establish one domain so that student techSteps projects can be readily maintained and moved from school to school as they proceed through the grades or move within the county.
- When additional hardware is added to a facility the county will provide the necessary infrastructure, if not available, to allow the added equipment to be functional.
- Work with the WV Department of Education in coordinating activities involved in the completion of the BTOP grant.
- Use the internet for research and instruction. Some instructional tools that are accessible through the use of the internet include Accuity, Writing Roadmap, SAS, Thinkfinity, etc.
- Use of technology to provide the main emphasis of instruction for social studies in place of textbooks.

The following schools will receive school-wide wireless implementations on behalf of the WV Department of Education Tools for Schools funding for Funding Year 2012. This implementation will include (but is not limited to): cabling, electronics, UPS, wireless access points, controllers and other equipment required to complete the installation.

County	School	Ben	Total	Discount	Commitment Request	County Share
BARBOUR	VOLGA CENTURY ELEMENTARY	27396	\$ 51,567.72	80	\$ 41,254.18	\$ 10,313.54
BARBOUR	BELINGTON ELEMENTARY	27407	\$ 84,709.86	80	\$ 67,767.89	\$ 16,941.97
BARBOUR	BELINGTON MIDDLE	27408	\$ 91,062.42	80	\$ 72,849.94	\$ 18,212.48

BARBOUR	JUNIOR ELEMENTARY	27420	\$ 54,199.12	80	\$ 43,359.30	\$ 10,839.82
BARBOUR	MOUNT VERNON ELEMENTARY	27450	\$ 52,883.42	80	\$ 42,306.74	\$ 10,576.68
BARBOUR	PHILIPPI ELEMENTARY	27477	\$ 100,397.14	80	\$ 80,317.71	\$ 20,079.43
BARBOUR	PHILIPPI MIDDLE SCHOOL	27478	\$ 84,585.04	80	\$ 67,668.03	\$ 16,917.01
BARBOUR	PHILIP BARBOUR HIGH	27479	\$ 272,407.42	80	\$ 217,536.62	\$ 54,870.80

- **TECH/04: Provide increased access for students and teachers to 21st Century tools and resources.**

Core Plan Title I RLIS Technology

1. Upgrade antiquated equipment that no longer supports the functionality of existing software .
2. Maintain lab size at each school to accommodate the largest class size.
3. Provide sufficient numbers of computers to meet state guidance for student/computer and teacher/computer ratios.
4. Provide increased wireless connectivity for student and teacher access with a long range goal of providing wireless access in every classroom.
5. Transition from the use of PDAs through grade 6 for the reading (DIBELS) initiative.
6. Aggressively pursue grant opportunities to expand technological resources for students and staff (ex. electronic grade maintenance in a product such as GradeQuick).

- **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.**

Core Plan Technology High Schools that Work

1. techSteps - In K-8 students will have at least six (6) lessons; and in grades 9-12 students will receive one lesson in each core area.
2. Provide distance learning opportunities to students who cannot schedule a class due to conflict or lack of availability.
3. Continue the use of the OdysseyWare Learning System in providing a credit recovery program at PBHSC to all students who have failed a core subject area that is required for graduation. When the subscription to this program runs out the high school will begin to take advantage of the WV Virtual School credit recovery program.
4. The WVDE has indicated that they are now providing a credit recovery program through the WV Virtual School program.

- **TECH/06: Promote parental involvement and improved collaboration with community/home through the use of 21st Century tools and resources.**

Core Plan Title I Special Education Technology Parental Involvement

1. Maintain two-way communication (local and long distance phone service [wired and cellular] and digital radio communication) between the school facilities, emergency providers, service providers, educational support providers, etc., for essential communication activities.
2. Maintain communication between the school and home utilizing strategies such as parent-teacher conferences, ParentLink, EdLine or Engrade, regular phone calls, website, emails, newsletters, and meetings.
3. Provide opportunities to parents and community members for computer-based instruction.
4. Provide internet access, maintain WVEIS, and networking in order to maintain or provide improved communication between school, home, and community and provide a safe school environment.
5. Provide parents with teacher Access email addresses at the beginning of each year.
6. Encourage teachers to use Access email as a preferred means of communication within the school community.
7. Make available training sessions for parents at each school to receive instruction in internet use, internet safety, basic computer skills, adult literacy, and workshops on assisting students with computer learning activities.

- **TECH/07: Provide professional development in using the telecommunications network for training teachers and administrators to improve the integration of 21st Century tools and resources.**

Core Plan Title I Title II Special Education Technology

1. Provide ongoing and sustained training of staff in the innovative strategies of technology integration into the curriculum through WVDE provided training (such as techSteps), and TIS provided training during ISE days.
2. Provide an Access email account to all teachers, including necessary training for use and appropriate procedures (NOT paid for by Title 2).
3. Provide training to instructional personnel in the use of web-based educational support systems (i.e. ACUITY, Writing RoadMap, techSteps, EdLine, GradeQuick, Plato, DIBELS, etc.) during ISE day meetings.
4. Provide additional training opportunities to all professionals on the use of techSteps in the curriculum during ISE day meetings.

- **TECH/08: Maintain and repair 21st Century tools and internal connections**

Core Plan Technology

1. Maintain/repair equipment in a timely manner using the resources provided through a TSS.
2. Maintain/repair equipment in a timely manner using the resources made available through RESA VII.
3. Maintain/repair equipment at PBHSC in a timely manner through an extra duty contract. Strive to provide these services at each school.
4. Maintain or replace non-functional equipment.
5. Improve infrastructure and networking software to allow for improved technology integration, enhanced learning, and improved student achievement.
6. For equipment purchased through the WV TFS & LS programs, use the help desks available to request and take advantage of warranties provided.
7. Use of the Symantic Anti-Virus software that is provided through the WV Department of Education.
8. Provide Deep Freeze software to protect units from corruption,
9. Make use of Microsoft updates to keep our computers up-to-date.

- **TECH/09: To collaborate with adult literacy providers to provide 21st Century skills for community.**

Core Plan Technology

1. Coordinate with Adult Basic Skills/GED Preparation Program Coordinator to provide technological support. This will include WVDE supported adult literacy programs.
2. Collaborate with all technology support providers within the county to provide adult literacy programs.

Beginning Date	Ending Date	Other Date	Related Goal(s)	Topic	Audience	Mode	Funding Source(s)	Local Use
Oct 03, 2011	Oct 03, 2011	12/23/2011, 2/20/2012, 4/23/2012, & 6/5/2012	4	techSteps	All Teachers	Train the Trainer	N/A	
Nov 15, 2011	Nov 15, 2011	December 8, 2011	4	TechSteps Regional Leadership Seminar	County TechSteps Team	Regional Meeting at RESA VII	State	Train the trainer to work within schools on ISE dates
Dec 08, 2011	Dec 08, 2011			TechSteps Regional Leadership Seminar	Teachers	Regional (RESA VII)	WVDE	
Feb 20, 2012	Feb 20, 2012			TechSteps New Teachers Training	New Teachers	In County Training	WVDE	
Apr 03, 2012	Apr 03, 2012			TechSteps New Teachers Training	New Teachers	In County Training	WVDE	

Schools and counties should analyze digital divide survey reports as a needs assessment for technology planning.

[Digital Divide](#)

[Student to Computer Ratio, Teacher to Computer Ratio, Bandwidth Implementation](#)

Summarize concerns from the analysis of the survey.

1. Ongoing technology integration training needs to be provided. This should improve with the implementation of techSteps.
2. Labs at all schools need to have the number of computers available within the labs maintained to the size of the largest class section within the school that that lab serves.
3. In order to improve our safe schools initiative, communications needs to be maintained by using digital radio and improved by adding cellular telephone service when made available by service providers.
4. Schools will communicate using e-mail as the county office has eliminated the majority of paper communication with the schools.
5. Four of the schools need to establish web sites to allow for additional community communication.
6. techSteps has been initiated and will continue to be expanded in grades K through 8.
7. Teachers need to assure that the technology CSO's are fulfilled for all students
8. With relation to the state guidance and other schools in Barbour County, there is a discrepancy in the student to computer ratio and teacher to computer ratio as follows:
 - Mount Vernon Elementary needs 2 additional XP (or better) computers.
 - Belington Middle needs 14 additional XP (or better) computers.
 - Kasson Elementary/Middle needs 8 additional XP (or better) computers.
 - Philippi Middle needs 27 additional XP (or better) computers.

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? 02/11/2002

3. When was the public meeting held for CIPA Compliance? 06/25/2001

4. Provide the URL to your acceptable use policy.

<http://www.wvschools.com/barbourcountyschools/Miscellaneous.htm>

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of schools and other buildings in your county that have Dial Up modem connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="0"/>	0
6. Please identify for E-Rate requirements the number of schools and other buildings in your county that have 56K frame relay connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="1"/>	1
7. Please identify for E-Rate requirements the number of schools and other buildings in your county that have T-1 frame relay connections to the Internet?	<input type="text" value="9"/>	<input type="text" value="1"/>	10
8. Please identify for E-Rate requirements the number of schools and other buildings in your county that have ATM T-1 Internet connections?	<input type="text" value="0"/>	<input type="text" value="0"/>	0
9. Please identify for E-Rate requirements the number of schools and other buildings in your county that have cable modem connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="0"/>	0
10. Please identify for E-Rate requirements the number of schools and other buildings in your county that have DSL connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="0"/>	0
11. Please identify for E-Rate requirements the number of schools and other buildings in your county that have 10 Mb connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="0"/>	0
12. Please identify for E-Rate requirements the number of schools and other buildings in your county that have 45 Mb connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="0"/>	0
13. Please identify for E-Rate requirements the number of schools and other buildings in your county that have 100 Mb connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="0"/>	0
14. Please identify for E-Rate requirements the number of schools and other buildings in your county that have 1 Gb connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="0"/>	0
15. Please identify for E-Rate requirements the number of schools and other buildings in your county that have more than 1 Gb connections to the Internet?	<input type="text" value="0"/>	<input type="text" value="0"/>	0

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

(Please only answer this question if your school or other building connections do not apply to any of the questions above.

This question allows for emerging technologies that may not be in place when the survey was written.

Most counties should leave this question blank.)

Note: Three Multi-Link Connections are in place; 1 for Philip Barbour High, one for the Philippi Elementary & Philippi Middle Campus, and one for the Belington Elementary and Belington Middle Campus at the present time. When the new broad band connections go into place, these same campus connections will remain.

Infrastructure Survey	LAN is in Compliance with Policy 6200*	Has Wireless	Wireless is Commercial Quality and Encrypted	Wireless LAN Controller is Installed & Configured
BARBOUR COUNTY SCHOOLS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
002-003 BARBOUR COUNTY MAINTENANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
002-101 KASSON ELEMENTARY/MIDDLE SCHOOL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
002-201 BELINGTON ELEMENTARY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
002-202 JUNIOR ELEMENTARY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
002-203 MOUNT VERNON ELEMENTARY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
002-204 PHILIPPI ELEMENTARY SCHOOL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
002-205 VOLGA-CENTURY ELEMENTARY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
002-302 BELINGTON MIDDLE SCHOOL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
002-303 PHILIPPI MIDDLE SCHOOL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
002-501 PHILIP BARBOUR HIGH SCHOOL COMPLEX	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Policy 6200 compliance indicates LAN is a minimum of 100MB Ethernet Layer II switched to the desktop and wiring closets are connected by fiber.

Bandwidth Survey	Current Bandwidth	Current Connection Type	Current Provider	Current Cost	Router Model
BARBOUR COUNTY SCHOOLS	45 Mbps ▼	Wireless ▼	Stratus Wave ▼	2500.00	
002-003 BARBOUR COUNTY MAINTENANCE	No Bandwidth ▼	No Connection ▼	No Provider ▼	0.00	No Router ▼
002-101 KASSON ELEMENTARY/MIDDLE SCHOOL	T1 ▼	Frame Relay ▼	Verizon ▼	380.00	CISCO 2651 ▼
002-201 BELINGTON ELEMENTARY	10 Mbps ▼	Wireless ▼	Stratus Wave ▼	500.00	CISCO 2651 ▼
002-202 JUNIOR ELEMENTARY	10 Mbps ▼	Wireless ▼	Stratus Wave ▼	1000.00	CISCO 3951 ▼
002-203 MOUNT VERNON ELEMENTARY	T1 ▼	Frame Relay ▼	Verizon ▼	380.00	CISCO 2651 ▼
002-204 PHILIPPI ELEMENTARY SCHOOL	10 Mbps ▼	Wireless ▼	Stratus Wave ▼	500.00	CISCO 2651 ▼
002-205 VOLGA-CENTURY ELEMENTARY	10 Mbps ▼	Wireless ▼	Stratus Wave ▼	1000.00	CISCO 2651 ▼
002-302 BELINGTON MIDDLE SCHOOL	10 Mbps ▼	Wireless ▼	Stratus Wave ▼	500.00	CISCO 3951 ▼
002-303 PHILIPPI MIDDLE SCHOOL	10 Mbps ▼	Wireless ▼	Stratus Wave ▼	500.00	CISCO 2651 ▼
002-501 PHILIP BARBOUR HIGH SCHOOL COMPLEX	20 Mbps ▼	Wireless ▼	Stratus Wave ▼	1000.00	CISCO 3951 ▼

	Comments	Shared Connections
BARBOUR COUNTY SCHOOLS	Stratuswave is still installing WAN circuits for contract awarded in July. Currently no schools are working.	
002-003 BARBOUR COUNTY MAINTENANCE	Maintenance is located on the High School Campus. Costs incurred are shown as Philip Barbour High School.	
002-101 KASSON ELEMENTARY/MIDDLE SCHOOL		
002-201 BELINGTON ELEMENTARY		Shares router with Belington Middle School.
002-202 JUNIOR ELEMENTARY		
002-203 MOUNT VERNON ELEMENTARY		
002-204 PHILIPPI ELEMENTARY SCHOOL		Shares router with Philippi Middle School.
002-205 VOLGA-CENTURY ELEMENTARY		
002-302 BELINGTON MIDDLE SCHOOL		Share router to Belington Elementary.
002-303 PHILIPPI MIDDLE SCHOOL		Shares router with Philippi Elementary School.
002-501 PHILIP BARBOUR HIGH SCHOOL COMPLEX		

2011-2012 Technology Planning Budget

Funding Source	Hardware	Software	Infrastructure	Maintenance	Professional Dev.
TFS	88763.00	11534.00	3294.00		All
TFS-secondary					PD
TI					is
Local share	45862.50	3147.00			State
EETT					Funded
County/school				31600.00	
Grants - TSS			83000.00		
Title I	36893.00	1380.00			
SpEd	9130.00	630.00			
Title II	4740.00				
Step 7	203275.00	23725.00			
TOTALS					

Technology Budget 2010/2011

2010-2011 Technology Planning Budget

Funding Source	Hardware	Software	Infrastructure	Maintenance	Professional Dev.	Salaries	Indirect Costs
TFS - elementary	18,611.62	13,191.00					
TFS-secondary			31,812				
TI			31,455				
Local share	27,258.43	14,022.00	7,531.57				
EETT							
EETT ARRA Competitive (Philippi Middle School)	58,333.73	2,166.00			54,567	59,700	3,855.00
County/school			189,000.00	13,300.00	Time Provided on ISE Days		
Grants							
Title I	15,700.00	1493.22				500.00	
SpEd	0.00	0.00					
TOTALS							

Technology Budget 2009/2010

2009-2010 Technology Planning Budget

Funding Source	Hardware	Software	Infrastructure	Maintenance	Professional Dev.	Salaries	Indirect Costs
TFS - elementary	41092.61	1653.00					
TFS-secondary	39253.00	2307.00					
TI	35407.34	228.00					
Local share	36320.00	855.00					
EETT - Formula					20647.57		442.90
EETT - BMS Competitive	59951.52	7305.00			24898.00	27115.00	
EETT - PMS ARRA Competitive	58333.73	2175.00		345.00	67726.00	48000.00	180.00
County/school	94505.00	8262.00		18000.00	4750.00	12000.00	
Grants	40000.00	2000.00					
Title I	110998.62	4719.00		326.19	27000.00	47476.00	6923.89
SpEd	56400.00	5600.00			1500.00		
TOTALS							

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2011	Cellular	3,958.68		3,166.94	791.74
		Data Lines	51,600.00		41,280.00	10,320.00
		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	6,300.00		5,058.00	1,242.00
		Paging	1,260.00		1,008.00	252.00
		Voice	18,240.00		14,916.00	3,324.00
		Voice/Long Distance	0.00		0.00	0.00
		WAN	191,000.00		154,200.00	36,800.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals		272,720.00		219,918.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2010	Cellular	4,320.00		3,456.00	864.00
		Data Lines	51,600.00		41,280.00	10,320.00
		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	6300.00		5058.00	1242.00
		Paging	1,260.00		1,008.00	252.00
		Voice	18,240.00		14,916.00	3,324.00
		Voice/Long Distance	0.00		0.00	0.00
		WAN	191,000.00		154,200.00	36,800.00
		Web Hosting	0.00		0.00	0.00

E-rate Totals 272,720.00 219,918.00 52,802.00

TFS/Elementary E-rate Application	2010	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2010	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2009	Cellular	780.00		624.00	156.00
		Data Lines	51,600.00		41,280.00	10,320.00
		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	2,000.00		1,600.00	400.00
		Paging	1,260.00		1,008.00	252.00
		Voice	18,000.00		14,400.00	3,600.00
		Voice/Long Distance	0.00		0.00	0.00
		WAN	191,000.00		154,200.00	36,800.00
		Web Hosting	0.00		0.00	0.00
E-rate Totals		78,000.00		62,574.00	15,426.00	
TFS/Elementary E-rate Application	2009	State Totals - TFS/Elementary	0.00		0.00	0.00
TFS/Secondary E-rate Application	2009	State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Cellular	8,076.00		6,460.80	1,615.20
		Data Lines	64,560.00		51,648.00	12,912.00
		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	7,920.00		6,336.00	1,584.00
		Paging	1,365.00		1,092.00	273.00
		Voice	4,200.00		3,636.00	564.00
		Voice/Long Distance	0.00		0.00	0.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
E-rate Totals		86,121.00		69,172.80	16,948.20	
TFS/Elementary E-rate Application	2008	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	8,076.00		6,703.08	1,372.92		
		Data Lines	36,480.00		30,278.40	6,201.60		
		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	7,980.00		6,623.40	1,356.60		
		Paging	1,083.00		898.89	184.11		
		Voice	17,160.00		14,436.00	2,724.00		
		WAN	0.00		0.00	0.00		
		Web Hosting	0.00		0.00	0.00		
		E-rate Totals		70,779.00		58,939.77	11,839.23	
		TFS/Elementary E-rate Application	2007	Mount Vernon Elementary	0.00		0.00	0.00
				Phillipi Elementary	0.00		0.00	0.00
	State Totals - TFS/Elementary	0.00			0.00	0.00		
TFS/Secondary E-rate Application	2007	Phillipi Middle School	0.00		0.00	0.00		
		State Totals - TFS/Secondary	0.00		0.00	0.00		

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2006	Cellular	522.00		417.60	104.40
		Data Lines	36,480.00		29,184.00	7,296.00
		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	3,540.00		2,832.00	708.00
		Paging	1,083.00		866.40	216.60
		Voice	18,300.00		14,640.00	3,660.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals		59,925.00		47,940.00
State Basic Skills E-rate Application	2006	Mount Vernon Elementary	6,378.00	80	5,102.40	1,275.60
		Phillipi Elementary	7,418.00	80	5,934.40	1,483.60

		State Totals - BS/CE	13,796.00	11,036.80	2,759.20	
State SUCCESS E-rate Application	2006	Phillipi Middle School	11,234.20	80	8,987.36	2,246.84
		State Totals - SUCCESS	11,234.20	8,987.36	2,246.84	

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	408.00		334.56	73.44
		Data Lines	40,206.00		33,373.32	6,832.68
		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	2,640.00		2,164.80	475.20
		Paging	924.00		757.68	166.32
		Voice	18,180.00		15,114.00	3,066.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	62,358.00		51,744.36	10,613.64
State Basic Skills E-rate Application	2005	Kasson ES	7,258.00	80	5,806.40	1,451.60
		Phillippi ES	12,508.00	90	11,257.20	1,250.80
		State Totals - BS/CE	19,766.00		17,063.60	2,702.40
State SUCCESS E-rate Application	2005	Philip Barbour HS	11,519.71	80	9,215.77	2,303.94
		State Totals - SUCCESS	11,519.71		9,215.77	2,303.94

