
Comments relative to improving the plan to be developed for the upcoming ten-year planning cycle. It is the thought of those on the committee that projects need to be streamlined and assessed based on true need. It was noticed that several projects (12) were not in the plan yet were completed leaving (24) from plan still on the list of ones to complete. The committee feels that a closer look at needs related to the health, safety, welfare, and maintaining of current facilities should be at the forefront. Enrollment numbers do not warrant major construction plans, but maintaining facilities should be key to the new plan.

List Committee Members below:

Linda Casto

Matt Keener

Lori Shumaker

Diana Boyle

Cheryl Snyder

Daniel Dowdy

Kelby Harman

Tammy Daniels

Donette Nines

Jenny McCarthy

Committee Chairperson - None selected

Date:10/ 17/19

SBA 100-A

Taylor County Schools

100.010 Goals and Objectives

Executive Summary

Long-term goals and objectives must be anticipated, and strategic planning established to perform comprehensive systemic planning. Minimally, curriculum delivery models, grade configurations, maximum and minimum school sizes, community expectations, optimal student populations and the number of facilities that can be effectively maintained given limited resources available to the county should be addressed.

NOTE: It is highly recommended that the future use of specific schools **not** be discussed in this portion. This section is for thinking and planning of the ideal educational offerings your county will utilize.

Upon successful development and adoption of the Comprehensive Educational Facilities Plan (CEFP) goals and objectives, summarize the specifics of the plan in an Executive Summary. These goals and objectives must consider all aspects of the educational and facility needs of the county.

Instructions

Provide goals and objectives under each category below. Use the example goals to help structure your goals and objectives. Upon completion, please provide an executive summary of the county's 2020 CEFP goals and objectives.

Goal: "{School District Name} shall be organized with a grade configuration that is consistent with current and futuristic accepted educational practices through 2030."

Objective: "{School District Name} will continue offering a pre-kindergarten program through 2030."

- A. **Goal for Curriculum Delivery Models:** Taylor County Schools will provide facilities meeting today's educational programs but remaining flexible to accommodate future programs including long range technology needs.

Objective: Taylor County Schools will continue to meet with stakeholders to determine facility and educational program needs.

- B. **Goal for Grade Configurations:** Taylor County Schools will continue to utilize its current grade configuration of PK-4, 5-8 and 9-12 aligned with state educational standards.

Objective: Taylor County Schools will continue to be organized in present grade configurations.

- C. **Goals for Maximum / Minimum School Sizes, Optimal Student Populations:** Taylor County Schools will annually review the student/teacher ratios and will adjust staff as needed. Redistricting may be used as a tool to provide better facility utilization, instructional delivery, and safe learning environments.

Objective: Taylor County Schools will continuously assess enrollment figures to determine staffing and facility utilization and make adjustments as necessary.

- D. **Goals for the number of facilities that can be effectively maintained given resources available:** Taylor County Schools will continue to maintain and enhance existing facilities based on resources and student population.

Objective: Taylor County Schools will explore all available funding opportunities to maintain and enhance our facilities.

- E. **Goals for Community Expectations:** Taylor County Schools will continue to offer opportunities beyond the school day to enhance the overall well-being of the community and its citizens. We will encourage family and community involvement in decision making and program implementation.

Objective: Taylor County Schools will explore avenues in which we can make our facilities available in ways that will benefit our families and community.

Objective: Taylor County Schools will offer opportunities to involve the community and stakeholders in decisions that involve the use of our resources.

- F. **Additional Goals:** Taylor County Schools will continue to work with local law enforcement and emergency service personnel to develop, implement, and maintain a comprehensive plan for safe schools.

Objective: Taylor County Schools will communicate with law enforcement and emergency service personnel to provide safe schools.

- G. **Additional Goals:** Taylor County Schools will continue to work with local and state agencies to facilitate the well-being of students, staff, and families.

Objective: Taylor County Schools will involve local and state agencies to support positive outcomes for family, staff, and students.

Executive Summary

Background Information

The previous CEFP explored the needs of the County School system. The items from the previous CEFP that were not completed should possibly be carried into the new CEFP. The CEFP has helped the county maintain some of their facilities to the best of the County's ability. Any funding received from the SBA is instrumental in helping in achieving our goals.

CEFP Process Goals

Taylor County Schools Goals and Objectives were developed with guidance from the CEFP committee, which was comprised of school faculty members, administrators, the community planner/architect. The new plan will meet county goals and objectives by providing more opportunities for student achievement through facilities to meet growing demand of the future, safe learning environment to enhance the overall safety for students and staff, adequate space and workforce options and collaboration between local businesses and our system.

Initial Consensus Opinions of All Attendance Areas:

While some of our goals were accomplished in the previous CEFP, we have goals that still need to be achieved while looking for new inventive ideas, teaching methods, curriculum and delivery of education.

Overall Goals and Objectives

We have attempted to adapt this plan to the changing needs and implement anticipated future needs to enrich student learning and advancement as well as teacher satisfaction of these goals and objectives.

Taylor County Schools

100.011 Community Analysis

Instructions

Please login to <http://dudeconnect.dudesolutions.com/west-virginia/> in order to access relevant data analytics visualizations and other additional resources.

If you do not have a user account yet, please submit a registration request [here](#).

All data visualizations can be found under the “Analytics” section on the [website](#).

All other resource files (such as Excel Form 134, Facility Images, Floor Plans, etc.) can be found under the “Resources” -> “File Library” section on the [website](#).

Executive Summary

A survey of the community’s history provides a background against which present conditions acquire meaning. The following aspects of a county’s development should be studied carefully in regard to each school community. Please use maps and charts when available.

A. Population characteristics and density patterns.

While the population indicates improvement and decline over the last ten years the data indicates stagnation. We do see a stable number around 16, 900. We see a spike in 2014 due to increase in interest in oil/gas exploration as well as a new long wall for mining. Families do not always accompany the initial increase in employment in these industries but follow after they are in a place and stable. There is hope that that both industries will bring an increase within the next ten years.

[INCLUDE YOUR COUNTY’S GROWTH RATES TABLE BELOW – Reference the [Analytics Section](#) on Dude Solutions 360™]

Table 1. County Population and Growth Rates by Year, 2011 through 2017

Year	Population	Change
2011	16,928	0.25%
2012	16,968	0.24%
2013	16,987	0.11%
2014	17,098	0.65%
2015	16,923	-1.02%
2016	16,947	0.14%
2017	16,930	0.04%

Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates Branch.

Future projections indicate a possible change but this is tied to employ ability and staying power of the extractive industries. Technological development could provide change to future projections as well. Suppliers are beginning to move north and this could impact business practices and population.

[INCLUDE YOUR COUNTY'S POPULATION PROJECTIONS CHART BELOW – Reference the West Virginia Population Projection by Counties 2000-2030, Summary Table [pdf](#)]

Table 2. County Population Projections, 2000 through 2035

Year	Population	Change
2000	16089	-
2010	16895	+806
2015	16951	+56
2020	16900	-51
2025	16740	-160
2030	16494	-246

Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates Branch.

B. [Population changes due to migration patterns and to fluctuations in the birth rate.](#)

We do see an issue in 2014 and 2015. A consideration is babies are not born in Taylor County but in surrounding counties medical facilities. Our contention is that numbers have been pulled from county records and do not necessarily reflect true births to residents. Death rates will include those out of state shown to still be official residents of Taylor County. Migration patterns are accurate as presented and reflects Taylor County is in a better position than other counties across the state.

[INCLUDE POPULATION MIGRATION TABLE – Reference the [Analytics Section](#) on Dude Solutions 360™]

Table 3. State Migration of Residents Including Births and Deaths

Year	Population Change	Number of Births	Number of Deaths	International Migration	Domestic Migration	Net Migration	Percent Change
2011	18	190	189	1	16	17	-
2012	51	185	193	4	56	60	+43
2013	26	175	182	0	32	32	-28
2014	77	180	185	0	89	86	+58
2015	-141	176	183	0	-131	-131	-73
2016	-5	146	194	0	42	42	-31
2017	-17	179	193	0	-5	-2	-33

Source: U.S. Census Bureau

C. Changes in land usage (residential, commercial and industrial)

Expansion in Knottsville area due the coal industry. Grafton city is developed to a point that not much usable space is left. Hemp farming in the Flemington area will provide expansion opportunities. Farms changing hands and changes in crops could bring land use changes. Farmland use could also become new housing areas due to housing needs. Meadland area is a growth area for housing. Long wall expansion, hemp farming and tourism hold future impact.

D. Major highways and street networks and their probable future development

Rt. 50, 250 and 119 major roadways. Roads to prosperity funds around 2,000,000.00. Repairs and maintenance will provide stability to the three major highways. Abandoned roadways due to exploration were bonded but we do not see responsibility being held to those businesses to put them back to their original state. Consideration to routes buses travel daily and alternate routes must be considered. Land acquisition is out in front of any improvements and this is not occurring in Taylor County.

Link to County Maps without Hillshade:

<https://gis.transportation.wv.gov/GISCountyMaps/PDF-WhiteBackground/TaylorWB.pdf>

Source: West Virginia Department of Transportation.

E. Changes in socio-economic patterns resulting in population shifts within the community

Income is increasing and could be due to inflation, but it is well below the national average for a family of four. Our schools do participate in the CEP program which skews our free and reduced numbers. West Taylor and Grafton High School do no participate in this program. Due to influx of opioid and methamphetamine epidemic impacting our younger citizens who are in their largest earning years also impacts the median income. Grandparents are raising our students in larger numbers impacting the disposable income available. Further impacting these numbers are foster care and those doubling up and considered homeless. While Taylor does not see a large number of students considered homeless, we do have around 200 students impacted via foster care.

Table 4. Socio-economic patterns within the community 2009-2017

Year	Median Income (Dollars)	Free & Reduced Lunch (# of students)
2009	24507	1113
2010	23995	1251
2011	26333	1161
2012	26905	1216
2013	26513	135
2014	28226	718
2015	29430	1076
2016	29784	1098
2017	30072	1084

Source: U.S. Census Bureau and National Center for Education Statistics

F. Condition and value based upon current property assessments

The West Taylor area skews the home value increases and does not reflect Grafton City proper or older areas of the county. Data indicates an increase year over year. Affordability impacts residency and home values. The market indicates quick sell. The chart does not reflect percent changes but dollar amount over the years reported.

Table 5. Median Home Value 2010-2017

Year	Home Value	Percent Change
2010	77000	-
2011	80600	\$3,600.00
2012	85700	\$5,100.00
2013	89900	\$ 4,200.00
2014	87900	\$-2,000.00
2015	88800	\$-100.00
2016	97800	\$+9700.00
2017	100200	\$2,400.00

Source: U.S. Census Bureau

- G. Availability of community services - libraries, recreational areas, health services, public assembly space and emergency response services including the support of Homeland Security.

We do have a nice library that offers multiple services as well as Tygart Lake offering multiple recreational opportunities. Schools provide space for the community to utilize for multiple opportunities. The city maintains multiple properties for recreation but are underutilized. A joint Convention Visitors Bureau between Mon/Preston/Taylor counties will provide expansion opportunities for tourism and recreation. The fairgrounds are in the process of becoming a soccer and baseball complex. Health services have expanded into our schools with support from the Taylor County Health Department. The county supports levies historically for support services outside the budgetary constraints of schools and other publicly funded entities. Public assembly space is available through the school system providing opportunities for the community to see improvements or need for such. Promotion of opportunities in the city of Grafton and county events has been lacking and needs improvement.

- H. Employment opportunities

Lowest unemployment rate in 2017 is a positive as well as the numbers unemployed. Currently there is optimism at the numbers for the short term. It is uncertain if the numbers reflect unemployment in Taylor County only or if the surrounding communities impact the numbers employed outside the county. Opportunities within the borders of Taylor are limited to education providers, Grafton City Hospital, local government, Leer Mining Complex, and small manufacturing companies.

Table 6. Civilian Labor Force, Employment & Unemployment 2010-2017

Year	Civilian Labor Force	Employment	Unemployment	Unemployment Rate
2010	7450	6870	570	7.70
2011	7430	6880	550	7.40
2012	7560	7050	520	6.80
2013	7760	7320	440	5.60
2014	7740	7330	410	5.30
2015	7720	7260	460	6.00
2016	7810	7370	440	5.60
2017	7840	460	380	4.90

Source: WorkForce West Virginia

I. Parental expectations of the school

In order to meet the large number of parents that may not attend various parent meetings at school we used a four question survey published in our local paper and on all schools and county website. We did not receive the number of responses we had hoped but based on those that we did the following can be summarized:

- a. most parents impression of our schools is good (54.05%)
- b. majority of respondents are not happy with the current grade configuration of PD-4, 5-8 and 9-12 (48.65%)
- c. top three responses to the number one priority for facility improvement are:
 - clean up TCMS
 - update athletic facilities throughout the county
 - safety, cleanliness
- d. top three responses to funding of school facility improvements are:
 - tax
 - grants
 - each school

J. Citizen attitudes and aspirations in general

During the process of approval of goals and objectives, a high school student suggested we look at offering activities and or classes that meet technology applications they may encounter in the future. This would be beyond understanding and successfully using a suite of production applications to learning how to code and actually make apps that would improve outcomes for others.

An additional opportunity was held after the approval of the goals and objectives where businesses were brought together to discuss how they could impact the understanding of career readiness. A report prepared by Forge Business Systems, Inc. details how businesses see supporting the development of skills needed to be successful in today's workforce. This will give us an idea of areas to consider as we move forward in curriculum and facility planning.

K. Study of school attendance zones as they relate to the dispersion of the county school population

Taylor County Schools has enjoyed steady enrollment numbers for the last few years. Over the next ten-year cycle of the CEFP, we will experience highs and lows in our elementary as well as middle school with a steady increase in numbers at our high school before a steep fall in school year 2028-2029. Increasing levels over the ten-year period are not significant enough to warrant any major building projects. Maintaining current facilities will be the need as we progress.

Table 7. County Feeder School Pattern

Elementary School	Middle School	High School
Anna Jarvis Elementary	Taylor County Middle School	Grafton High School
Flemington Elementary	Taylor County Middle School	Grafton High School
West Taylor Elementary	Taylor County Middle School	Grafton High School
	Taylor County Middle School	Grafton High School

Source: District

Taylor County Schools

100.012 Population and Enrollment Study

100.0121

The following statistics are essential components of the enrollment projections:

A. Population trends.

1. County

While the population indicates improvement and decline over the last ten years the data indicates stagnation. We do see a stable number around 16,900. We see a spike in 2014 due to increase in interest in oil/gas exploration as well as a new long wall for mining. Families do not always accompany the initial increase in employment in these industries but follow after they are in a place and stable. There is hope that that both industries will bring an increase within the next ten years.

Future projections indicate a possible change but this is tied to employ ability and staying power of the extractive industries. Technological development could provide change to future projections as well. Suppliers are beginning to move north and this could impact business practices and population.

[INCLUDE YOUR COUNTY'S GROWTH RATES TABLE BELOW – Reference the [Analytics Section](#) on Dude Solutions 360™]

Table 1. County Population and Growth Rates by Year, 2010 through 2017.

Year	Population	Change
2010	16,886	0.00%
2011	16,928	0.25%
2012	16,968	0.24%
2013	16,987	0.11%
2014	17,098	0.65%
2015	16,923	-1.02%
2016	16,947	0.14%
2017	16,930	0.04%

Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates Branch.

2. Each school community

Trends for enrollment show fluctuation in many years but holding steady at all levels with one exception. West Taylor ES is positioned in an area that affords families the opportunity to attend two county systems that are experiencing economic growth that Taylor is not. This continues to be the trend today. In school year 2018-2019 four additional classrooms were added to allow for additional growth in this particular area.

[INCLUDE YOUR SCHOOL COMMUNITY ENROLLMENT TABLE BELOW – Reference the – References: [ZoomWV](#), Enrollment Tab. Also reference the “Historical School Composition (SY10-11 to SY17-18)” spreadsheet link found under the “Related Links” section.]

Table 2. School Community Enrollment by Year, 2010 through 2017.

School	2010	2011	2012	2013	2014	2015	2016	2017
Ann Jarvis ES	599	620	616	618	609	639	630	633
Flemington ES	143	142	153	153	166	158	151	137
West Taylor ES	279	278	277	289	277	294	314	302
Taylor Co. MS	722	708	705	706	700	723	722	727
Grafton HS	652	642	658	657	654	636	639	633

Source: West Virginia Department of Education, ZoomWV.

B. Birth rates and the number of births.

Taylor County does not have a hospital that contains a birthing unit. Families travel to three neighboring counties to give birth so the table below does not accurately represent the number of births in this county.

[INCLUDE YOUR COUNTY’S BIRTH RATES TABLE BELOW – Reference the [Analytics Section](#) on Dude Solutions 360™]

Table 3. County vs State Rate of Births by Year, 2011 through 2017.

Year	Population Change	Number of Births	Number of Deaths
2011	18	190	189
2012	51	185	193
2013	26	175	182
2014	77	180	185
2015	-141	176	183
2016	-5	146	194
2017	-17	179	193

Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates Branch.

C. Public school enrollment figures and trends for the past ten years.

Enrollment figures represent the fluctuation experienced as the railroad left and coal mining jobs were not as plentiful. The business climate in Taylor County is not robust and most of our adults employed work outside of the county. West Virginia experiences decline in population yearly and this impacts enrollment as well.

[INCLUDE YOUR COUNTY'S SCHOOL ENROLLMENT TABLE BELOW – References: [ZoomWV](#), Enrollment Tab. Also reference the “Historical School Composition (SY10-11 to SY17-18)” spreadsheet link found under the “Related Links” section.]

Table 4. County's Enrollment Rates by School, by year 2010 through 2017.

School	2010	2011	2012	2013	2014	2015	2016	2017
Ann Jarvis ES	-3.85%	3.51%	-0.65%	0.32%	-1.46%	4.93%	1.41%	0.48%
Flemington ES	-4.03%	-.70%	7.75%	—	8.5%	-4.82%	-4.43%	-9.27%
West Taylor ES	2.57%	-0.36%	-0.36%	4.33%	-4.15%	6.14%	6.8%	-3.82%
Taylor Co. MS	1.55%	-1.94%	-0.42%	0.14%	-0.85%	3.29%	-0.14%	0.69%
Grafton HS	-6.19%	-1.53%	2.49%	-0.15%	-0.46%	-2.75%	0.47%	-0.94%

Source: West Virginia Department of Education, ZoomWV.

D. Historic non-public school enrollment figures, as available.

[INCLUDE YOUR COUNTY'S ENROLLMENT FIGURES BELOW – Reference the [Analytics Section](#) on Dude Solutions 360™]

School Year	Number of Students
2013/2014	107
2014/2015	151
2015/2016	177
2016/2017	186
2017/2018	218
2018/2019	201
2019/2020	216

E. Trends of dropout and attrition rates for the past ten years.

[EXAMPLE WRITE UP: From 2010 to 2019 the number of school dropout rates has increased/decreased by x%. See table below for a breakdown of data by school.]

[INCLUDE YOUR COUNTY'S DROPOUT TREND RATES TABLE BELOW – Reference [ZoomWV](#), Dropouts Tab.]

Table 5. County's Dropout Rates by School, by year 2010 through 2017.

School	2010	2011	2012	2013	2014	2015	2016	2017
Ann Jarvis ES								
Flemington ES								
West Taylor ES								
Taylor Co. MS								
Grafton HS								

Source: West Virginia Department of Education, ZoomWV.

F. Ten-year enrollment projections per school calculated by an approved method which considers the above components.

[INCLUDE YOUR COUNTY'S ENROLLMENT PROJECTION FIGURES BELOW – Reference the [Analytics Section](#) on Dude Solutions 360™]

School	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Ann Jarvis ES	586	584	580	577	582	584	587	592	598	603
Flemington ES	136	134	133	134	135	134	133	133	133	132
West Taylor ES	318	324	328	332	336	339	340	341	341	342
Taylor Co. MS	702	722	726	742	739	720	719	719	722	738
Grafton HS	663	676	695	703	722	748	753	769	767	746

Note: Pursuant to the West Virginia Board of Education (WVBE) Policy 6200, the population and enrollment study was completed using a cohort survival model. The cohort survival model is an empirically-vetted and statistically robust methodology that has been used by researchers and practitioners for decades in projecting enrollment counts. The method creates 10-year enrollment projections that can be used to inform the Comprehensive Educational Facilities Plan for each school facility. For scenarios where census-based birth data is not available (e.g., West Virginia Schools for the Deaf and Blind, Vocational Centers), an autoregressive model was specified. Specifically, vocational center projections include information from feeder schools to further inform the predictions. All the aforementioned projections should be interpreted with more caution as time progresses within the prediction (e.g., the value for the 10th year enrollment projection for a school is less certain than the 1st year enrollment projection). Uncertainty bands (i.e., standard errors) are included for each year of the projection to illustrate potential variability that theoretically could be observed. In general, the uncertainty bands tend to widen as the projection extends further into the future. The 10-year

projections are expected to be updated annually and using more recent data points will mitigate uncertainty in estimates as they gradually become near-term projections.

Taylor County Schools

100.013 Educational Plan – Educational System Plan

100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

A. Educational System Plan

Provide a description of the educational system proposed for this ten-year planning CEFP and how it will improve instructional delivery.

1. Describe how the existing plan does not meet statutory law, WVBE and county policies, goals and objectives and how the new plan will meet these requirements.
Taylor County goals and objectives we developed with the guidance of the CEFP committee comprised of school faculty members, administrators, the community a planner/architect. In doing so it was determined that the previous ten year plan does not meet the following:
 - a. All elementary facilities do not have adequate space for educational programs to support the growing area of STEAM.
 - b. All elementary facilities do not have adequate space for educational programs to support he possible inclusion of all three year olds in a Pre-K setting.
 - c. Equitable facilities
 - d. Enhanced curricular offerings through CTE pathways

The new plan will meet county goals and objectives by providing more opportunities for student achievement through:

- a. Facilities to meet the growing demands of the future
 - b. Safe learning environments to enhance the overall safety for students and staff
 - c. Adequate space
 - d. Workforce options and collaboration between local businesses and our system
2. Determine whether the school system will be organized on a K-5, 6-8, 9-12, or some other pattern.
Taylor County is currently organized in PK-4, 5-8, and 9-12. WE do not foresee this pattern changing over the ten year period this plan will cover.
 - a. Anna Jarvis Elementary - PK - 4
 - b. Flemington Elementary - PK-4
 - c. West Taylor Elementary - PK - 4
 - d. Taylor County Middle School - 5 - 8
 - e. Grafton High School - 9 - 12

3. Determine whether the typical one-teacher-per-class pattern will be followed, or whether teaching teams will be utilized.

We do not foresee changing the current one-teacher-per-class pattern in our schools. Subject level expertise as well as certification requirements do not afford us the opportunity to consider at the high school level. Opportunities to bring certification programs to students as well as alternative pathways to workforce are being explored and will provide ways to deliver learning in means not currently in place.

- a. Anna Jarvis Elementary - One teacher per classroom, some with additional teacher for special education inclusion as well as teacher aides and/or volunteers
- b. Flemington Elementary - One teacher per classroom, some with additional teacher for special education inclusion as well as teacher aides and/or volunteers
- c. West Taylor Elementary - One teacher per classroom, some with additional teacher for special education inclusion as well as teacher aides and/or volunteers
- d. Taylor County Middle School - One teacher per classroom, some with additional teacher for special education inclusion as well as teacher aides and/or volunteers
- e. Grafton High School - One teacher per classroom, some with additional teacher for special education inclusion as well as teacher aides and/or volunteers

4. Determine whether there will be self-contained or departmentalized classroom instruction.

Classroom instruction is dependent on grade level and credit bearing courses students are taking to matriculate to graduation. While other options need explored to meet the changing demands of future workforce needs, the next ten years will bring the most rapid change to this landscape causing us to think differently in how we are delivering credits and certificates to students.

Elementary school classrooms are self-contained, while the secondary schools are departmentalized.

5. Determine whether there will there be typical grade patterns or will there be an ungraded or flexible grouping of students.

Elementary schools maintain typical grade patterns with some cross grouping for skill based instruction.

High school and CTE utilize flexible grouping of students dependent on credits earned as well as pathways. These are determined based on need of students.

6. Determine the maximum or minimum enrollment and total number of instructional areas in each building.
 - a. Anna Jarvis Elementary - Maximum capacity based on program capacity are ___ students. Current enrollment is 571 students. Enrollment projections show no significant increase in

enrollment over the next ten-year period. Anna Jarvis Elementary contains ___ regular classrooms, ___ PK classrooms, as well as a dedicated art room, gymnasium, library, computer labs and special education rooms.

- b. Flemington Elementary - Maximum enrollment based on program capacity are ___ students. Current enrollment is 148 students. Enrollment projections show no significant increase in enrollment over the next ten-year period and decline from the present numbers. Flemington Elementary contains 5 regular classrooms, 1 Kindergarten and 1 PK classroom as well as a shared library, art and music classroom, computer lab and shared gym/cafeteria.
 - c. West Taylor Elementary - Maximum enrollment based on program capacity are ___ students. Current enrollment is 311 students. Historical enrollments and projections indicate an increase in enrollment. West Taylor contains ___ regular classrooms, ___ PK - K classrooms, as well as a dedicated music room, art room, gymnasium, library, computer lab and special education rooms.
 - d. Taylor County Middle School - Maximum enrollment based on program capacity are ___ students. Current enrollment is 709 students. Historical enrollments and projections indicate a slight decline in enrollment. Taylor County Middle School contains ___ regular classrooms, ___ science classrooms, ___ special education classrooms, ___ art rooms, ___ music rooms as well as computer labs, library and a dedicated gymnasium.
 - e. Grafton High School - Maximum enrollment based on program capacity are ___ students. Current enrollment is 675 students. Historical enrollments and projections indicate a slight increase and then decline in enrollment. Grafton High School contains ___ regular classrooms, ___ science classrooms, ___ special education classrooms, 1 art room, ___ music room, as well as computer labs, library, theater/ensemble rooms, family and consumer science, and 2 dedicated gyms. The school also houses Career and Technical programs with ___ classrooms
7. Determine the method of scheduling to be utilized in each building (traditional, block, flexible, year-round, or other). Indicate the number of periods in each instructional day.
- a. Anna Jarvis Elementary - Traditional
 - b. Flemington Elementary - Traditional
 - c. West Taylor Elementary - Traditional
 - d. Taylor County Middle School - Modified block for ELA/Math, then traditional periods
for the remainder of day making up 9 total periods per
day
 - e. Grafton High School - Traditional with 7 periods per day

At some point, the calendar may change to allow for more local flexibility in using a year-round calendar or a calendar that will allow time for professional learning for increased instructional strategy, data disaggregation and grouping of students for maximizing learning.

8. Determine the plan for providing vocational/technical education. Vocational Technical education will remain the same and programs of success continue with possible expansion into the Aerospace industry.

Taylor County Schools

100.013 Educational Plan – Curriculum Delivery Plan

100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

B. Curriculum Delivery Plan

Provide a description of the curriculum plan including the knowledge, understanding, attitudes, skills and habits of life that should be developed through the experiences provided for children.

Overview: The mission of Taylor County Schools is Excellence for All. We believe we can provide opportunities to all students fostering learning that will lead to their individual levels of excellence all while matriculating to graduation. We believe a focused driven approach utilizing technology as a tool will provide the necessary skills students will need to be productive citizens in the future. Effective leadership at all levels, responsible fiscal management, quality/productive learning environments with effective instruction will lead our students in learning not only for today but for tomorrow. We share with our community and families the responsibility for the academic, social, emotional, physical as well as mental education of all students so that they will be prepared to live and work in our rapidly changing world.

1. Determine the general characteristics of a high-quality school program.
 - Clear and Focused Mission
 - Instructional Leadership
 - High Expectations for Success
 - Positive and Safe Environment
 - Equitable Opportunities Learn and Effective Instruction
 - Frequent Monitoring of Student Progress
 - Family and Community Partnerships.

These standards are researched based and have their beginnings traced to the work started by Ron Edmonds and Larry Lezzotte in the 1960's. If these standards are implemented with fidelity all students can and will learn in these environments.

Elementary schools serve as the building block to future learning and workforce success. It is in this environment where students learn to read, do basic arithmetic and move to reading for understanding and applying concepts in math to real world problems. Successful elementary schools provide students with a comprehensive approach to learning that is inclusive of a balanced focus on knowledge and skill-building as well as the development of positive dispositions to learning. This approach also provides the potential to improve child outcomes and close achievement gaps.

Middle schools are a time when students begin to explore personal interests not only through classroom learning but extra curricular and a variety of fine arts. It is also a time of rapid growth socially and emotionally as well as physically. This provides an environment building on the results of early childhood education and transition into the high school program. Successful middle school programs are characterized by a culture that is inviting, inclusive, and supportive of all. Significant academic learning experience, characterized by rigorous content, vigorous instruction, and high expectations for all learners within a developmentally appropriate, safe, and supportive school, are the norms. The middle school experience is challenging, exploratory, integrative, and relevant. Middle school educators use multiple learning and teaching approaches resulting in authentic engagement in active, purposeful learning.

High schools are the culminating level for many students today as we offer a pathway to a career in larger numbers through Governors Workforce initiatives and Simulated Workplace opportunities in Career and Technical Education. All students are not bound for college and high schools are finding themselves in flux as they figure out the best way to educate the workforce of tomorrow. Graduation requirements have been streamlined to provide all students the opportunity to explore pathways that will lead them to a decision of moving into the world of work, certification programs or a two and four year institution. The high school program must look towards the future in to a world that does not exist in many ways. Programming must look to developments in technology and the world of work to determine the courses students need to successfully matriculate through to graduation. This includes courses that offer the ability to solve complex problems, critically think, apply creativity, manage people, coordinate with others, have emotional intelligence, practice active listening, be service oriented, understand how to negotiate and have cognitive flexibility.

In looking to future opportunities for students in Taylor County Schools, a business partnership with Forge Business Systems will allow us to expand real world learning applications for students. Business and industry in our area are coming together to look at ways to support the workforce of tomorrow today. We will look at opportunities in existence and how internships, job shadowing and career fairs will change to meet the demands for today and tomorrow in our region. We are fortunate that opportunities exist in aerospace, manufacturing, extractive industry as well as healthcare and education. In order for our students to be better prepared, we need to look at how to expand opportunities so they can explore in depth what is available and how their current and future learning will provide a stable future for themselves and our area. Thinking outside the box and providing those types of opportunities for our students is their ticket to a lifetime of success.

A system of course is only as good as all of its parts. Taylor County Schools must continue to forge relationships with the broader community and the changing faces of families. The continued opioid crisis and residual effects are having an impact on behavior, instructional strategies and meeting the needs of our changing learners. It will take an effort by the entire community to address these impacts. We have been fortunate in developing a relationship with the Marion Taylor County United Way and our local support agencies to assist our efforts. However, the school system may need to take the lead in developing a strategic plan to include strategic partnerships that will support the changing face of our learners and their families.

2. Determine whether there are any students whose needs are not being adequately accommodated. (e.g., students with exceptionalities, gifted, etc.)

The needs of special education student in Taylor County are being met. In every school we offer special education programs and classrooms that offer various services from academic support in math and reading language arts, science and social studies, to related services such as speech, occupational therapy, physical therapy, vision and hearing. Our more severe and profound students receive support in daily living and functional skills to help them become more independent. We focus our time and teaching on what each child needs including providing pull out resource room time as well as providing service in the general education environment using a co-teaching model. Our students receive the services that their IEP teams deems appropriate and those service are provided at the school in which that student attends.

All of our elementary schools also have fully certified preschool teachers who are dual certified in special education. These preschool classrooms are a part of the county's collaboration with Head Start.

Our schools also offer classroom interventions as well as Title 1 support for those students who need additional support or interventions in core academic areas.

The students in Taylor County have been affected by the WV opioid crisis. We have several of our students including special education student who are living in broken homes or who are being raised by grandparents. We offer additional support to these students and their families and have recently adopted the Healthy Grandfamilies programs. These students need additional emotional/behavioral support which our teachers are willing to provide. We utilize county and community resources to help educate the whole child focusing on each child's individual needs.

Taylor County Schools

100.013 Educational Plan – Instructional Delivery Plan

100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

C. Instructional Delivery Plan

Provide a description of the instruction plan including the program description and methods of instruction.

1. 1. Determine the major components of the instructional program (e.g., general course of study; career and technical and adult or community education; special education; driver education; physical education; co-curricular activities; computerization and technology; or advanced courses in science, math, language arts, and social studies, etc.).

The major components of the instructional program will be aligned to WBBE Policy 2510. This policy determines what is required to be offered to all students attending public schools in the state of West Virginia. Flexibility in the policy allows us to require more than the minimum of 22 credits to graduate to ensure our students are prepared for post secondary participation. The feeder system provides the necessary time to provide the necessary background knowledge and skills to matriculate to graduation. Included below is the current policy with requirements to meet a quality instruction program for students in Taylor County Schools.

Chart I: Foundations for High-Quality Developmentally Appropriate Early Learning Programming (Grades Pre-K-5)	
Standards-Focused Curriculum	
<p>A holistic approach to early learning requires teachers to be knowledgeable about child development and skilled in providing experiences that meet students’ needs. Social/emotional, cognitive, and physical development are interrelated domains which emphasize the development of positive dispositions to learning.</p> <p>Best practices for a comprehensive approach to early learning instruction indicate appropriate and sufficient emphases in all content areas are provided. Developmentally appropriate integration of content is utilized to provide rigor based on students’ prior experiences, knowledge, and developmental levels.</p>	<p>Developmental Domains Social/Emotional Cognitive Physical</p> <p>Content Areas English Language Arts (ELA) Mathematics Music Science Social Studies Visual Art Wellness Education</p>

<p>Technology is integrated throughout classroom experiences as a tool to facilitate the learning process. Students are provided opportunities to engage in and master the standards set forth in W. Va. 126CSR44N, WVBE Policy 2520.14, West Virginia College- and Career-Readiness Standards for Technology and Computer Science (Policy 2520.14).</p>	<p>Technology and Computer Science^[1]</p>
<p>Foundations for Student Success and Career Readiness</p>	
<p>A standards-based, integrated school counseling program will assist early learning students with the acquisition of school success and career-readiness skills to prepare for success in middle and high school, a variety of postsecondary options, and becoming globally competent citizens. School counselors work collaboratively with other school staff to assist students with overcoming personal/social barriers to learning, academic planning, and making a seamless transition to middle school. Refer to W. Va. 126CSR67, WVBE Policy 2315, Comprehensive School Counseling Program (Policy 2315).</p> <p>During the early learning years, students’ development of positive approaches to learning, problem solving skills, social competence, independence, and sense of self in relationship to the world around them emerge. College-, career-, and citizenship-readiness focus on developmentally appropriate understandings of foundations of executive functioning. Non-occupational Career and Technical Education (CTE) foundation/exploratory experiences directly connected to current county approved CTE offerings will be available in grade 5.</p>	<p>Comprehensive School Counseling Program</p> <p>College, Career and Citizenship Readiness</p>

[1] Total screen time for children ages eight and under should be limited to a timeframe that aligns to best practices for screen time usage per the American Academy of Pediatrics and the National Association for the Education of Young Children.

<p>Chart II: Classroom Learning Environments, Routines, and Instructional Practices (Grades Pre-K-5)</p>		
<p>Early Learning Readiness (Grades Pre-K-Kindergarten)</p>	<p>Early Learning Primary (Grades 1-2)</p>	<p>Early Learning Intermediate (Grades 3-5)</p>
<p>Early Learning Programs provide responsive environments that include time, space, and developmentally appropriate materials necessary to create print- and language-rich environments conducive for learning and integration of standards. Classrooms are designed and equipped in a manner that supports discovery, small group and individual learning, exploration, and problem solving. Classrooms have sufficient quantity and variety of appropriate materials and resources to support student-centered learning.</p>		
<p>Early Learning Readiness and Primary programs ensure transitions are minimized throughout the day to provide students with maximized opportunities to engage in developmentally effective experiences.</p>	<p>Early Learning Intermediate programs ensure blocks of time are sufficient in duration for student engagement and content integration.</p>	
<p>Early Learning Readiness Grades ensure sufficient time is provided for students to engage in developmentally effective experiences that</p>	<p>Early Learning Primary and Intermediate grades ensure sufficient time is provided for students to master content and skills as specified in all applicable state-approved content standards.</p>	

<p>promote developmental growth in all applicable state-approved content standards.</p>		
<p>Early Learning Readiness grades utilize a holistic approach to ensure content areas are interrelated, not addressed in isolation, and are based on developmentally appropriate experiences that focus on students' interests and prior knowledge.</p>	<p>Early Learning Primary grades integrate content areas through developmentally appropriate experiences and instruction based on interests and prior knowledge.</p>	<p>Early Learning Intermediate grades may be ready for developmentally appropriate instruction that is content area focused. This does not preclude the use of integrated instruction that includes student-driven experiences based on interests and prior knowledge.</p>
<p>Instruction in Early Learning Programs is personalized and based on the formative assessment process. Collecting authentic evidence is a central component to documenting student progress.</p>		
<p>Early Learning Readiness grades focus on individualized learning through a developmental context.</p>	<p>Appropriate implementation of Personalized Learning foundations may be utilized to help students achieve mastery or above in English/language arts and mathematics in all Early Learning Primary and Intermediate grades.</p>	

<p>Chart III: Foundations for High-Quality Developmentally Appropriate Middle School Programming (Grades 6-8)*</p>	
<p style="text-align: center;">Standards-Focused Curriculum</p>	
<p>The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.</p> <p>In accordance with W. Va. Code §18-9D-19a, comprehensive middle schools must provide engaging and empowering learning opportunities where students are provided: a comprehensive curriculum with embedded career exploration and project-based career activities; career development and counseling; and learning and life connection experiences for all students. All students will receive structured, on-going experiences for career awareness, exploration, decision-making, instructional Career and Technical Education (CTE) practices and career preparation exposing students to all 16 career clusters. Career development must include Integrated Career Exploration and/or Simulated Workplace learning for all students in grades 6, 7, and 8. Students will utilize career exploration and learning activities to guide education planning and career while documenting a personalized career portfolio that is transportable throughout the student's middle and high school career.</p>	<p>English Language Arts (ELA) Mathematics Science Social Studies Music Visual Art Wellness Education</p>

<p>Grade-band and/or individual courses for grades 6-8 in visual art, choral, and instrumental music (band or orchestra) will be offered to all students during the middle school experience. Chorus or instrumental music may be substituted for a general music course at each grade level.</p> <p>Wellness education includes both physical education and health standards that must be taught towards mastery each year in grades 6-8. Physical education, including physical exercise and age appropriate physical activities, must be taught not less than one full period of each school day of one semester of the school per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. Schools not having the number of certified physical teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. Alternate programs shall be submitted to the WVDE for approval.</p> <p>The West Virginia Personalized Learning (PL) framework is a statewide initiative that suggests flexible use of resources to provide relevant academic, social/emotional and/or behavioral support to enhance learning for all students. PL is characterized by a seamless system of high-quality instructional practices allowing all students to sustain significant progress, whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum.</p>	<p>Personalized Learning (PL)</p>
<p style="text-align: center;">Practices for Physical Activity</p>	
<p>Middle schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness activities that extend beyond the course requirements for physical education and health. This may be accomplished through programs that focus on skill development, sportsmanship, and teamwork. Opportunities will be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep middle grades students physically active throughout the school year. Wellness education should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence.</p>	<p>Physical Activity</p>
<p style="text-align: center;">Practices for Global Competence</p>	
<p>Global competence includes the use of knowledge and skills to investigate the world beyond our immediate environment, recognize our own and others’ perspectives, communicate ideas effectively with diverse audiences, and translate ideas into appropriate actions. Diversity and Multicultural Education must be developed and implemented to foster an environment of respect of individuals from a variety of cultural, ethnic, racial, and religious backgrounds.</p> <p>Communicating in a global society requires students to apply developmentally appropriate language strategies through embedded opportunities to explore and gain an understanding of the world around them. World languages will be offered annually. Offering a world language in grade 6 is encouraged. A course</p>	<p>Diversity and Multicultural Education</p> <p>World Languages</p>

<p>in the same world language will be offered for students in grade 7 and grade 8. Implementation of the world language program should model best practices and should promote positive proficiency outcomes.</p>	
<p align="center">Practices for Technology Integration</p>	
<p>The educational environment will lead to proficiency and comfort with a variety of technology devices and programs. This proficiency and comfort should be modeled by teachers to support instruction and skill acquisition. Students will be provided regular opportunities within the context of coursework to master the standards set forth in Policy 2520.14. Students will be provided sufficient opportunities in digital literacy, computer science and technology skills to meet the standards by the end of 8th grade. The infrastructure of classrooms should infuse technology and pedagogy into instruction, thus leading to improved student engagement and an environment where students construct authentic products, often collaborating in the process. Technology-infused activities should, if possible, extend the learning environment beyond the normal school day or setting and extend the development of digital citizenship skills in students.</p> <p>It is important that students understand the difference between being a user of technology and a creator of technology and to have the opportunity to do both.</p>	<p>Technology and Computer Science</p>
<p align="center">Practices for Formative Assessment Processes</p>	
<p>Teachers employ formative assessment processes to guide daily instruction in middle school programming. Appropriate formative assessment processes provide data to inform classroom instruction. Teacher use various forms of evidence demonstrating students’ progressions of learning across content areas to personalize learning.</p>	<p>Formative Assessment</p>
<p align="center">Foundations for Student Success and Career Readiness</p>	
<p>A standards-focused, integrated school counseling program will assist with the acquisition of school success and career-readiness skills to prepare all students for high school and postsecondary success. School counselors will work collaboratively with other school staff to assist students with academic and postsecondary planning that leads to seamless transitions to the identified postsecondary option. Refer to Policy 2315 to ensure alignment with policy requirements.</p> <p>Middle schools will implement an advisory system that provides students with meaningful supportive relationships and maximizes each student’s personalized learning experience. An adult advocate, advisor, or mentor will take an interest in each student’s learning, goal setting, career planning, and personal growth. The advisory system will be evidence- and standards-based to systemically address W. Va. 126CSR44U, WVBE Policy 2520.19, West Virginia College- and Career-Readiness Dispositions, and Standards for Student Success for Grades K-12 (Policy 2520.19)and include the development of each student’s Personalized Education Plan (PEP), career portfolios, social emotional learning</p>	<p>Comprehensive School Counseling Program</p> <p>Student Advocate/ Advisor / Mentor</p>

and, the teaching of other skills that enhance school success, and build competent global citizens.	
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<p>Chart IV: Foundations for High-Quality Developmentally Appropriate High School Programming (Grades 9-12) 22 credits required: 18 prescribed and 4 personalized</p>	
<p>Chart IV High School Programming (9-10, 11-12) The minimum graduation requirements are 22 credits. (see Section 5.4.f.3) Graduation requirements are effective for the 2018-2019 freshman cohort, and thereafter or as otherwise specified. Courses needed for graduation require mastery of approved content standards. Students should consult with their chosen postsecondary educational/training program when choosing course options and electives. The required courses outlined below are designed to build strong content knowledge across disciplines by engaging students in work of quality and substance. In grades 9 and 10, students build foundational knowledge and skills. In grades 11 and 12, students enter into a personalized aspect of their PEP, focusing carefully on selected coursework that leads to successful completion of their personal and academic goals. Each student’s coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Students who do not demonstrate mastery of the approved content standards shall be provided extra assistance and time through personalized learning and support.</p>	
<p>Graduation Requirements (18 prescribed)</p>	
<p>English Language Arts*</p>	<p>4 credits English 9 English 10 English 11 English 12 or English 12 CR or Transition English Language Arts for Seniors* An Advanced Placement (AP®) English course may be substituted for any of the above courses.</p>
<p>Mathematics*</p>	<p>4 credits Math I or Algebra I Math II or Geometry Math III STEM, or Math III LA or Math III TR or Algebra II Math IV - Trigonometry/Pre-calculus or Math IV TR or Transition Mathematics for Seniors* or any other fourth course option (see Chart V and 5.4.c.4) An AP® Mathematics course may be substituted for an equivalent course or any fourth course option.</p>
<p>Science*</p>	<p>3 credits Earth and Space Science (Grade 9) Biology or AP® Biology (Grade 10)</p>

	One additional science course or AP [®] science course (see Chart V)
Social Studies*	<p>4 credits</p> <ol style="list-style-type: none"> credit from World Studies or an AP[®] Social Studies course (see Chart V) <p>1 credit from United States Studies^[1] or United State Studies-Comprehensive or AP[®] U.S. History</p> <p>1 credit from an additional Social Studies course or an AP[®] Social Studies course (see Chart V)</p> <p>1 credit from Civics or AP[®] United States Government and Politics.</p>
Physical Education*	<p>1 credit</p> <p>Physical Education 9-12 or Integrated Physical Education. At least 50 percent of class time for physical education should be spent in moderate- to vigorous-intensity physical activity.</p>
Health*	<p>1 credit</p> <p>Health 9-12 (WVEIS course 6909)</p>
The Arts*	<p>1 credit</p>
Graduation Requirements (4 personalized)	
<p>Personalized EducationPlan</p> <p>Personalized Learning</p>	<p>4 credits</p> <p>Each student’s PEP will identify a career cluster and a program of study or course work for the 4 credits that will lead directly to placement in, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Best practices encourage students to experience the following: an AP[®] and/or Advanced Career (AC) course with corresponding examination, an additional science, a computer science, an online/digital learning experience, 2 credits in one world language, and/or 4 credits culminating in acquisition of industry-recognized CTE credential focused on career aspirations.</p> <p>The West Virginia Personalized Learning Framework (PL) is a statewide initiative that suggests flexible use of resources to provide relevant academic, social/emotional, and/or behavioral support to enhance learning for all students. PL is characterized by a seamless system of high-quality instructional practices allowing all students to attain significant progress, whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum.</p>
Electives	<p>County boards of education have the authority to increase graduation requirements for schools in their counties. A typical student may earn up to 32 credits on a block schedule and up to 28 on a traditional schedule over their high school career. Requiring 18 prescribed credits could permit a student to choose up to 14 personalized credits on a block</p>

	<p>schedule and up to 10 on a traditional schedule. When choosing electives, students should consult with their chosen postsecondary educational programs to make sure the electives are acceptable. Best practices encourage students to take at least one computer science course.</p>
<p>Community Readiness Program of Study</p>	<p>Students with disabilities may earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized program of study.</p>
<p>Career and Technical Education (CTE)*</p>	<p>The high school must offer students in grades 9-12 engaging and empowering career development learning opportunities that include: Structured, on-going CTE experiences for career awareness, exploration, decision-making, and career preparation exposing students to all 16 career clusters within a Simulated Workplace/project-based hands-on environment.</p> <p>A CTE program of study is aligned with the approved 16 career clusters and consists of 4 courses identified for WVDE approved career and technical programs of study. (Refer to W. Va. 126CSR44M, Policy 2520.13, West Virginia College- and Career-Readiness Programs of Study/Standards for Career and Technical Education (Policy 2520.13) and current WVEIS course code manual.) Each career and technical program of study in a school shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program when applicable.</p> <p>Multi-County Centers, County CTE Centers, and Comprehensive High Schools must provide students with access to program of study in a minimum of 6 of the 16 approved WV Career Clusters.</p> <p>Eighty percent of students in grades 9 and 10 must have access to at least one career and technical foundations course.</p> <p>Thirty percent of students in grades 11 and 12 must have access to four units in a career and technical program of study and two career and technical electives.</p> <p>A CTE completer is identified by successful completion of the four required courses outlined within the WVDE approved career and technical programs of study. (Refer to Policy 2520.13 and current WVEIS course code manual.)</p> <p>Approved WV Career Clusters Agriculture, Food and Natural Resources Architecture and Construction Arts, A/V Technology and Communication Business Management and Administration</p>

<p>CTE Accommodations for Students with Disabilities</p>	<p>Education and Training Finance Government and Public Administration Health Sciences Hospitality and Tourism Human Services Information Technology Law, Public Safety, Correction and Security Manufacturing Marketing Science, Technology, Engineering and Mathematics Transportation, Distribution and Logistics</p> <p>Two options exist for students with IEPs to complete a CTE program of study:</p> <ol style="list-style-type: none"> 1. The typical completion of a CTE program of study with/without accommodations and supports if a student is capable of passing 100% of the safety exam for the respective program of study. 2. Individual Work Ready Competencies (see Section 11.36).
<p>Practices for Global Competence</p>	
<p>Diversity and Multicultural Education</p> <p>World Languages</p>	<p>Global competence includes the use of knowledge and skills to investigate the world beyond our immediate environment, recognize our own and others’ perspectives, communicate ideas effectively with diverse audiences, and translate ideas into appropriate actions. Diversity and Multicultural education programs must be developed and implemented to foster an environment of respectof individuals from a variety of cultural, ethnic, racial, and religious backgrounds.</p> <p>Communicating in a global society requires students to apply appropriate language strategies through embedded opportunities to explore and gain an understanding of the world around them. Undergraduate admission to some four-year colleges and universities includes the completion of two units of the same world language. Students need to consult with their postsecondary educational programs concerning world language requirements.</p>
<p>Practices for Student Success and Career Readiness</p>	
<p>Career Development</p>	<p>All students in grades 9-12 will be provided structured, on-going opportunities for career exploration, decision-making, and career preparation. Career development shall use an integrated approach, where all staff assist students to explore the 16 career clusters during the instructional day. Career exploration will include opportunities for students to discover their interests in emerging careers including STEM careers in science, oil & gas, technology, computer science, engineering,</p>

	<p>and mathematics. Student advisors will use each student’s career awareness activities to develop the PEP. Advisors will assist students and their parents to utilize their various interests, learning styles, and career and academic assessments to guide educational planning and career choices. Career development requirements include:</p> <ol style="list-style-type: none"> 1) Offering WVDE CTE approved Programs of Study with required four courses for completion and Simulated Workplace environments; and/or 2) Provide an integrated curriculum approach that engages all faculty members in instructional CTE practices that permit all students instruction to explore the 16 career clusters; and/or 3) Students will utilize career exploration and learning activities to guide high school, postsecondary education, and career planning opportunities while documenting a personalized career portfolio that is transportable throughout the student’s high school career; and/or 4) Career exploration will include opportunities for students to explore their career interests and personal strengths in emerging and labor market demand occupations. Emerging and high demand occupation areas shall be continuously identified through the collaborative efforts of the WVDE Division of Technical Education, the Governor’s Economic Initiative, and the West Virginia Department of Commerce.
<p>Comprehensive School Counseling Program</p>	<p>A standards-focused, integrated school counseling program will assist students with the acquisition of school success and career readiness skills to prepare for high school and postsecondary success. School counselors will work collaboratively with other school staff to assist students with academic and postsecondary planning that leads to seamless transitions to the identified postsecondary options. Refer to Policy 2315 to ensure alignment with policy requirements.</p>
<p>Simulated Workplace</p>	<p>All state-approved CTE programs of study require a classroom shift to a workplace environment for students enrolled in the 3rd and 4th required program of study courses. All Simulated Workplace protocols must be implemented:</p> <ul style="list-style-type: none"> • Student Led Companies • Application/Interview Structure • Formal Attendance System • Drug Free Work Zone • 5S Environments • Safe Work Areas • Work Place Teams

	<ul style="list-style-type: none"> • Project-Based Learning/Student Engagement • Company Name and Handbook • Company Meetings • Onsite Business Reviews • Accountability (data review, report, and technical assessments)
Student Advocate/Advisor/Mentor	High schools will implement an advisory system that provides students with meaningful supportive relations and maximizes each student's personalized learning experience. An adult advocate, advisor, or mentor will take an assessment of the student's interest, learning, goal setting, career planning, and personal growth. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's PEP, career portfolios, social/emotional learning, and the teaching of other skills that enhance schools success and build competent global citizens.
Formative Assessment	Teachers employ formative assessment processes to guide daily instruction in high school programming. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.
Physical Activity	High schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness activities that extend beyond the course requirements for physical education and health. This may be accomplished through programs that focus on skill development, sportsmanship, and teamwork. Opportunities should be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep high school students physically active throughout the school year. Wellness education should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence.
Technology and Computer Science	<p>Students in grades 9-12 will be provided regular opportunities within the context of normal course work to master the standards set forth in Policy 2520.14. The infrastructure of classrooms should infuse technology and pedagogy into instruction, thus leading to improved student engagement. It is recommended that all students complete a computer science course and an online learning experience during grades 9-12. Students must be provided opportunities for advanced technology learning.</p> <p>It is important that students understand the difference between being a user of technology and a creator of technology, and have the opportunity to do both.</p>

[\[1\]](#) Best practice encourages students who take *United States Studies* to take *Contemporary Studies* as their next course of study.

2. Determine whether the instructional program will be organized into semester subject matter units, mini-courses, core programs, experimental learning units, or some other basis?

Taylor County Schools will continue to use a semester based instructional program. In doing so we will also provide additional learning time based on results of on-going monitoring of individual student learning. This will be accomplished using benchmarks and formative assessment as well as common assessments developed by a team of teachers in ELA and Math to determine progress and standards requiring additional instruction. We will provide the core program of study in ELA, Math, Social Studies and Science with the addition of electives and CTE offerings in our secondary programming. The additional considerations of workforce and career preparation will bring opportunities to consider student directed mini-courses as well as possible job shadowing and internships for students in grades 8-12.

Taylor County Schools

100.013 Educational Plan – Operations Plan

100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

D. Operations Plan

A description of the operations plan including the design and conduct of the teaching and learning environment.

1. Explain how instructional and learning needs will drive new facility design.
 - new programs would require a thoughtful process in determining use of spaces and addition of spaces to support needed changes (technical programs, advanced career options, college courses)
 - educational programming for alternative students educational needs
 - safety considerations for program expansion
 - physical education/extra-curricular offerings to support wellness needs
2. Determine whether the educational environment will extend beyond the classroom (e.g., into the community).
 - internships/externships/job shadowing
 - logistics - transportation/hours/credit
 - leadership courses to develop student leaders addressing societal issues
 - dual diplomas (earning high school diploma and associates/certification completion)
 - school to work business partnerships
3. Determine what, if any, major changes in the teaching-learning environment are anticipated to more fully achieve the county's/state's educational goals.
 - continued technology upgrades at all schools
 - classroom learning spaces upgraded to meet changing collaboration needs
 - safe barriers to keep intruders out of classroom spaces
4. Determine whether and how technology will be utilized for integration and/or instruction.
 - blended learning opportunity expansion
 - intervention/support
 - application of knowledge and learning and away from conveying information becoming part of the learning

Taylor County Schools

100.013 Educational Plan – Support Plan

100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

E. Support Plan

Provide a description of the support plan.

1. Determine the kinds of support services that are essential to carry out the instructional plans (e.g., cafeteria/food service, health services, library/media center, transportation, guidance, educational technology support, Alternative Learning Center).
 - expand cafeteria space for offer versus serve at the middle school and more of a grab and go space for high school students, expanded staff to meet the changing serving needs as well as internships for students to assist with personnel needs
 - expand preparation space for a variety of offerings through food service program
 - Health services expansion into eye, dental, and psychological services on-site
 - re-purpose media spaces to better serve the technology advances that provide information at much faster speeds allowing students to explore topics in ways not currently available
 - one to one initiative may cause a re-purpose of media centers to serve the needs of students when repairs or trade-ins of the technology as well as issuance of the technology
 - utilize routing software to determine cost effective transportation for students
 - expand spaces for the changing emotional needs of students outside of the counselor role
 - Taylor County needs to consider the development of an Alternative Learning Center to support students unable to successfully participate in the regular day

2. Determine how these services will be more operationally efficient in the new plan.
 - food service would be more efficient in availability, carry out, and meeting the needs of students in various programs outside the school day
 - each of these items would also meet the needs of providing choice to students in determining their educational goals and outcomes translating to success in college and careers

Taylor County Schools

100.013 Educational Plan – Personnel Plan

100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

F. Personnel Plan

Describe the personnel plan including professional and support services staff.

1. Determine what allocation of staff will be made (to each building) to implement the educational plan.
Staff allocations are dependent upon enrollment and the instructional needs of each building. Taylor County Schools looks closely at enrollment for each grade level. Enrollment is used to determine student-teacher ratios. The student-teacher ratios for each PK-6 building are analyzed and staff allocations are determined from this analysis in order to meet the required ratios per WV Code. Though there is not a student-teacher ratio for Grades 7-12, Taylor County Schools attempts to keep these numbers as low as possible by allocating staff while also remaining fiscally responsible. In addition, each building has programmatic instructional needs that are assessed, and Taylor County Schools strives to meet these instructional needs by allocating staff when possible.
2. Describe how professional staff efficiency will be addressed in this plan (for example, teacher-pupil ratio, itinerant teachers, teachers traveling within the building).
Taylor County Schools has the obligation to the best of its ability and available resources, to provide and maintain a competent professional staff to carry out the instructional program. The school system is committed to keeping the student-teacher ratio as low as possible. Every attempt is made to limit the number of itinerant staff. Ideally, we want every member of our professional staff to have their own space and we try to limit traveling within the building. Taylor County Schools will continue to meet with each administrator at least annually to discuss staffing needs, educational program needs, and itinerant and resource teacher needs. Each of these factors is dependent upon financial status of Taylor County Schools as well as federal and state mandates.
3. Describe how support staff efficiency will be addressed in this plan.
School support staff play an important role in ensuring students are in a safe and supportive learning environment. Taylor County Schools will provide a competent support staff to call out the instructional program. We will ensure that processes, practices, and systems exist to enhance the ability of the support staff to facilitate effective teamwork between professional and support staff. Taylor County Schools will think strategically about the deployment and management of the support staff. At least annually Taylor County Schools will meet with each administrator about the need for and effective use of support staff.

4. Describe how a Technology Integration Specialist (TIS) will be integrated into the instructional delivery system.

Taylor County Schools employs a director of technology and a technology support staff. They are responsible for the acquiring and deployment of technology based on the needs of each location and the instructional program. A Technology Integration Specialist will be considered to facilitate and inspire student learning and creativity, and well as design and develop digital-age learning experiences. A TIS should model and promote digital citizenship and responsibility.

Anna Jarvis Elementary	Taylor County schools
SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA	
TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION	

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
General Network/Communications				
1.Cabling complies with all applicable IEEE.EINTIA Standards	x			\$
2. Cabling complies with applicable state and local fire and building codes	x			\$
3 .Cabling documents on hand Includes schematics, cable lengths, Equipment locations and certifications		x		\$ 1,000
4.Cable trays, wire guides & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6.Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment		x		\$ 20,000
8. All exterior, non-fiber cable includes shielding & lightening arrestors at building penetrations	x			\$
Network Subtotal				\$ 21,000
Distance Learning				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
Distance Learning Subtotal				\$
GRAND TOTAL ALL TECHNOLOGY				\$ 21,000

Flemington Elementary School	Taylor County schools
SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA	
TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION	

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
General Network/Communications				
1.Cabling complies with all applicable IEEE.EINTIA Standards	x			\$
2. Cabling complies with applicable state and local fire and building codes	x			\$
3 .Cabling documents on hand Includes schematics, cable lengths, Equipment locations and certifications		x		\$ 1,000
4.Cable trays, wire guides & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6.Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment		x		\$ 10,000
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
Network Subtotal				\$
Distance Learning				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
Distance Learning Subtotal				\$
GRAND TOTAL ALL TECHNOLOGY				\$ 11,100

West Taylor Elementary School	Taylor County Schools
SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA	
TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION	

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
General Network/Communications				
1.Cabling complies with all applicable IEEE.EINTIA Standards	x			\$
2. Cabling complies with applicable state and local fire and building codes	x			\$
3 .Cabling documents on hand Includes schematics, cable lengths, Equipment locations and certifications	x			\$
4.Cable trays, wire guides & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6.Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightening arrestors at building penetrations	x			\$
Network Subtotal				\$
Distance Learning				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
Distance Learning Subtotal				\$
GRAND TOTAL ALL TECHNOLOGY				\$ 0

Grafton High School	Taylor County Schools
SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA	
TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION	

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
General Network/Communications				
1.Cabling complies with all applicable IEEE.EINTIA Standards	x			\$
2. Cabling complies with applicable state and local fire and building codes	x			\$
3 .Cabling documents on hand Includes schematics, cable lengths, Equipment locations and certifications		x		\$ 1,000
4.Cable trays, wire guides & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6.Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment		x		\$ 25,000
8. All exterior, non-fiber cable includes shielding & lightening arrestors at building penetrations	x			\$
Network Subtotal				\$
Distance Learning				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
Distance Learning Subtotal				\$
GRAND TOTAL ALL TECHNOLOGY				\$ 26,000

Taylor County Schools

100.014.2 Criteria for Evaluating Existing Buildings

100.014.2

Instructions

Provide a description of the criteria for evaluating existing buildings

This guide can be used as a reference to assist with data needed to complete the criteria A-J below.

B. Health and Safety	Resources -> File Library (In "BldgCompEval" tab of FCA spreadsheet)
E. Economies of Scale Facility Utilization Pupil/Teacher ratio	Analytics -> Facility Assessment Dashboard: https://bi-demo.dudesolutions.com/dsi360/sense/app/3eb2d00f-c2ee-4161-9af0-6dfadbd01e7f/sheet/bc179f76-7e7d-4972-a019-1c0d9fa60552/state/0
F. Economies of Scale Building design Capacity	Analytics -> Facility Assessment Dashboard: https://bi-demo.dudesolutions.com/dsi360/sense/app/3eb2d00f-c2ee-4161-9af0-6dfadbd01e7f/sheet/bc179f76-7e7d-4972-a019-1c0d9fa60552/state/0
G. Energy Usage	Analytics -> Facility Assessment Dashboard: https://bi-demo.dudesolutions.com/dsi360/sense/app/3eb2d00f-c2ee-4161-9af0-6dfadbd01e7f/sheet/407d0a43-9555-4a54-90b8-a5c6f646be6b/state/0
I. Program Utilization	Resources -> File Library (In "SpaceEval" tab of FCA spreadsheet) or Analytics -> Facility Assessment Dashboard: https://bi-demo.dudesolutions.com/dsi360/sense/app/3eb2d00f-c2ee-4161-9af0-6dfadbd01e7f/sheet/bc179f76-7e7d-4972-a019-1c0d9fa60552/state/0
J. Site Analysis	Resources -> File Library (In "Campus" tab of FCA spreadsheet)

A. The disposition of abandoned/surplus buildings must be identified in the CEFP and include accommodation for security, sanitation, health and safety to minimize the facility as an attractive nuisance to the community.

Taylor County Schools has no abandoned structures or surplus buildings.

- B. Health and safety considerations must be identified as required by the regulatory agencies and will be used as criteria for determining prioritization of projects for SBA funding. Regulatory agencies include, but are not limited to the offices of the West Virginia Fire Marshal, West Virginia Department of Health and Human Resources, West Virginia Division of Highways, Office of School Facilities of the WVDE and SBA. The principles of Crime Prevention through Environmental Design (CPTED) should also be included during the evaluation

Prior to conducting our Facilities Evaluation, we requested the LEA to provide documents from above agencies to consider Health and Safety deficiencies. Such deficiencies were noted from the provided reports and cost applied to correct the deficiencies in the Facility Assessment (Data Collection).

- C. The need for facility improvements and new facilities must be identified and must accommodate the educational programs by design. Building design will be dictated by the curriculum as defined in an approved educational specification and new facilities must meet regulations of the state Handbook on Planning School Facilities Policy 6200.

We will review Educational Needs and deficiencies found during evaluation of each facility, note them in the Facility Assessment (Data Collection) and take such costs into consideration while translating Education Needs into Facility Needs.

- D. Facilities must comply with state policies; federal and state laws; all federal, state, and local regulatory agency requirements; and when applicable, guidelines of the SBA and WVDE. Modular and detached classrooms/facilities specifications must be added to the CEFP. Building modifications that are necessary to meet these requirements must be indicated.

Our evaluations took all these requirements into consideration during the Facility Assessment (Data Collection) and further considered the costs to improve during the Translating Educational Needs into Facility Needs to remove modular and detachable classroom as applicable.

- E. Economies of scale include compatibility with similar schools that have achieved the most economical organization, facility utilization, and pupil-teacher ratios. Economies of scale shall not be the single determining factor in evaluating existing building.

Grafton HS – Pupil-teacher ratios meet WV Department of Education Policy. Utilization percentage is 62%.

Taylor County MS – Pupil-teacher ratios meet WV Department of Education Policy. Utilization percentage is 41%.

West Taylor County DS – Pupil-teacher ratios meet WV Department of Education Policy. Utilization percentage is 76%.

Ann Jarvis ES – Pupil-teacher ratios meet WV Department of Education Policy. Utilization percentage is 93%.

Flemington ES – Pupil-teacher ratios meet WV Department of Education Policy. Utilization percentage is 57%.

F. Economies of scale (EOS):

1. Shall be established by the SBA.
2. Geographic or other considerations may require exceptions to be considered and a waiver of the EOS can be requested. Regional planning should also be considered to achieve these minimum enrollment standards.

Grafton HS – Economies of scale were achieved.

Taylor County MS – Economies of scale were achieved.

West Taylor County ES - Economies of scale were achieved.

Ann Jarvis ES – Economies of scale were achieved.

Flemington ES – Economies of scale were not achieved. A waiver has been/will be submitted with funding request.

- G. A description of Energy Usage including any probable causes of inefficiencies must be included Refer to the Facility Assessment (Data Collection) however all energy usage as calculated during the Facilities Evaluation (Data Collection) is not indicative of the actual energy usage of the school building or instructional space.

During our evaluations of the facilities, other electric devices were known to exist such as outdoor lighting, grounds keeping buildings, and buildings related to fields, and these energy values are reported on the LEA's utility bills as one lump sum usage.

- H. An appraisal of how each facility supports or fails to support the educational program, including the technology infrastructure must be included.
- a. All elementary facilities do not have adequate space for educational programs to support the growing area of STEAM.
 - b. All elementary facilities do not have adequate space for educational programs to support the possible inclusion of all three-year olds in a Pre-K setting.
 - c. Equitable facilities
 - d. Enhanced curricular offerings through CTE pathways

The new plan will meet county goals and objectives by providing more opportunities for student achievement through:

- a. Facilities to meet the growing demands of the future
- b. Safe learning environments to enhance the overall safety for students and staff
- c. Adequate space
- d. Workforce options and collaboration between local businesses and our system

- I. A calculation of the program utilization for each facility in accordance with the guidelines of the SBA for educational specifications.

Grafton HS – Current enrollment is 657 students. The program capacity is 1,062, utilization percentage - 62%, and desired utilization – 85%.

Taylor County MS – Current enrollment is 697 students. The program capacity is 1,683, utilization percentage - 41%, and desired utilization – 85%.

West Taylor County ES – Current enrollment is 315 students. The program capacity is 412, utilization percentage - 76%, and desired utilization – 85%.

Ann Jarvis ES - Current enrollment is 595 students. The program capacity is 643, utilization percentage - 93%, and desired utilization – 85%.

Flemington ES - Current enrollment is 140 students. The program capacity is 246, utilization percentage - 57%, and desired utilization – 85%.

- J. A site analysis describing each school site using the criteria in Section 200 of this handbook must be included.

Grafton County HS – The site consists of 24.276 acres of which 23.655 acres is useable and is compliant with current recommended acreage guidelines. However, most of the site is already developed making it difficult for expansion. The site has the Clare Bee Field House and the Old Main Building which are partially in the floodplain and the rest of the facility is out of the 100-year floodplain. The site is well organized with paved loading/unloading and adequate parking for visitors, staff, and students. The exterior lighting system needs updates for the safety of visitors, staff and students as the parking and loading/unloading areas are not illuminated by any pole mounted HID fixtures and the overall lighting in the parking areas are below average. In addition, safe school bollards need to be installed to improve safety of staff and students at this facility.

Taylor County MS – The site consists of 25.68 acres of which 11.93 acres is useable and is compliant with current recommended acreage guidelines. The site is 100% out of the 100-year floodplain. The site is well organized with paved loading/unloading of students. Based upon current enrollments, the site is provided with several asphalt parking lots which provide adequate parking for visitors and staff. Physical education playfields and playcourts are inadequate for this facility. For the safety of students and staff, a safe school entry and safe school bollards needs to be included in this 10-year plan.

West Taylor County ES – The site consists of 21.45 acres of which 9.42 acres is useable and compliant with current recommended acreage guidelines. The site is well organized for bus loading/unloading of students, lighting and parking for visitors and staff. A safe school entry and safe school bollards need installed during this 10-year period to maximize safety standards for staff and students.

Ann Jarvis ES – The site consist of 11.336 acres of which 11.336 acres is useable and is compliant with current recommended acreage guidelines. The site is 100% out of the 100-year floodplain. The site is not well organized since the bus loading/unloading of students is not separate to

ensure the safety of students from traffic in the parking lot. The parking lot lighting is inadequate for safety of students and staff. A safe school entry and safe school bollards need installed during this 10-year period to maximize safety standards.

Flemington ES - The site consists of 5 acres of which 3.4 acres is useable and is not compliant with current recommended acreage guidelines. The site also is not adequate for expansion. The site is not well organized since the bus loading/unloading of students is not separate to ensure the safety of students from traffic in the parking lot. The parking lot lighting is inadequate for safety of students and staff. A safe school entry and safe school bollards need installed during this 10-year period to maximize safety standards as well as repair/replace sidewalk for ADA compliance and safety. A long retaining wall is adjacent to the basement and is beginning to bow and will require renovation to protect the building from damage.

Taylor County Schools

100.015 Operations and Maintenance Plan

Corrective Maintenance Plan

Provide details on the Corrective Maintenance plan for existing facilities in accordance with the current SBA Guidelines and Procedures Handbook and WV Code §§18-9D-15(a) and 18-9D-16(a).

Taylor County Schools facility and maintenance department will review the deficient areas identified in the existing school facilities evaluations utilizing School Dude and each facility's school major improvement plan and make provisions for funding of such improvements.

Preventative Maintenance Plan

Provide details on the Preventative Maintenance plan for existing facilities in accordance with the current SBA Guidelines and Procedures Handbook and WV Code §§18-9D-15(a) and 18-9D-16(a).

Taylor County Schools will review the existing school facilities evaluations including the PM indicators and identify systems that need attention to improve their life cycle as well as newer systems to create their life cycle and make provisions for funding of such maintenance. Steps will be put in place to educate scheduled maintenance of the following:

Internal Systems

- a. Life Safety and alarm systems
- b. Heating, ventilating and air conditioning systems
- c. Fire suppression systems including sprinklers and extinguishers
- d. Emergency and exit lighting
- e. Domestic water heaters
- f. Plumbing systems
- g. Playground and other outdoor support facilities
- h. Fire and exit doors

Building envelope will be periodically inspected to ensure:

- i. Integrity of the roof remains intact
- j. Structural integrity of the facility is not compromised
- k. Windows and doors are not compromised

Capital Improvement Projects

Capital Improvements plan for existing facilities in accordance with the current SBA Guidelines and Procedures Handbook and WV Code §§18-9D-15(a) and 18-9D-16(a).

Taylor County Schools will use the Capital Forecast Summary for determining Capital Improvements and priorities of such and assure the prudent and resourceful expenditure of state funds and construct, expand, renovate or otherwise improve to maintaining school facilities for a thorough and efficient delivery of education.

NOTE: For a list of projects, please confirm with the Facility Condition Assessment reports and the Translating Educational Needs into Facility Needs sections of the CEFP.

School Name	Project	Cost
Grafton High	Roofing	3,397,037
Flemington Elementary	Roofing wall repairs	167,483
Flemington Elementary	Retaining Wall	115,540
Flemington Elementary	ADA Accommodations	418,832

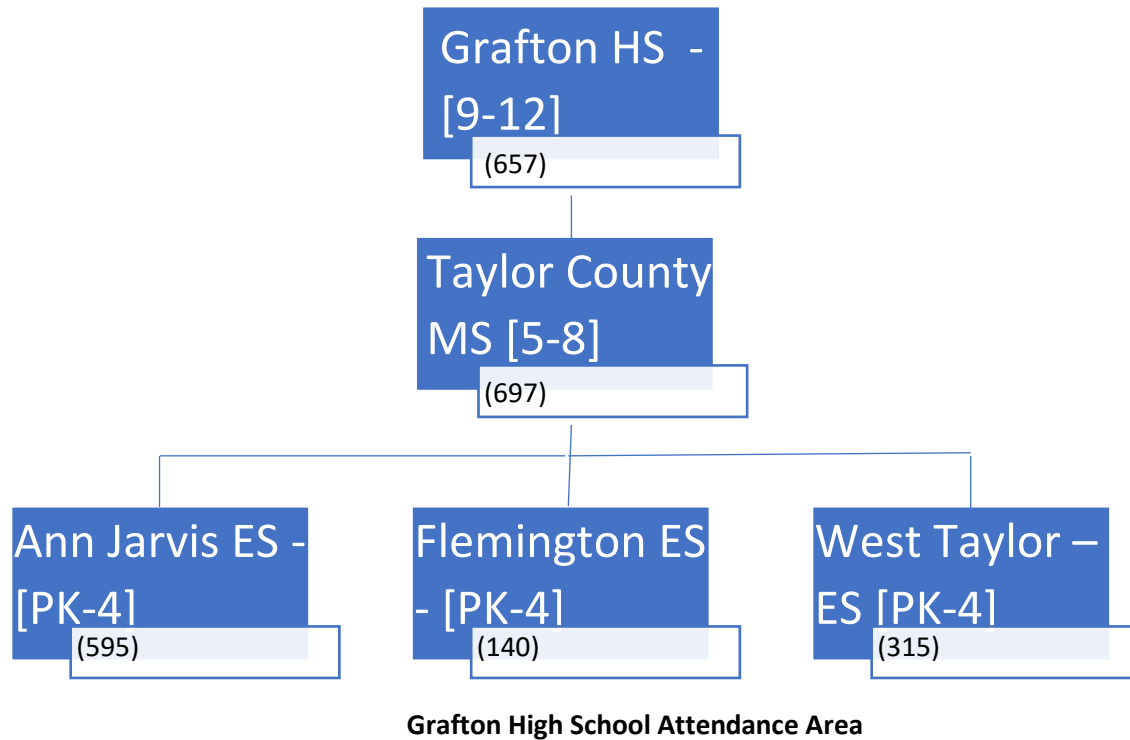
Taylor County Schools

100.016.1 Translating Educational Needs Overview

Executive Summary

The county shall use the data collected in the community analysis, the population and enrollment study, the educational plan, the evaluation and inventory of existing facilities, and the intercountry facility feasibility study to make decisions that will determine the future facility needs of the county. This plan will ensure that facilities are in compliance with state and local requirements and address the educational needs of the county.

Current High School Attendance Area Overview



- *Program Utilization: Preferred method of calculation where enrollment of each school is divided by the number of “seats” available at a given time throughout the day.*
- *Facility Condition Index (FCI): Calculated as the backlog of Needs for the Building/Location, divided by the CRV (Current Replacement Value). (Backlog / CRV) x 100*
- *Energy Usage Index (EUI): The amount of energy consumed divided by the gross area, in square feet.*

Data	Grafton High School (w/Taylor County Technical Center)	
School Number	083502	
Date of Original Construction	1922	
Number of Additions	5	
5 th Year Projected Enrollment	753	
Building Program Capacity	1,062	
Program Utilization (%)	62%	
Cost to Bring Facility up to Current Codes & Standards (\$)	\$14,565,310.60	
Replacement Cost (SBA Formula \$)	\$39,025.800	
Facility Condition Index (FCI)	37.32	
Energy Usage Index (EUI)	33.99	

Data	Taylor Co. Middle School	
School Number	083302	
Date of Original Construction	1989	
Number of Additions	0	
5 th Year Projected Enrollment	720	
Building Program Capacity	1,683	
Program Utilization (%)	41%	
Cost to Bring Facility up to Current Codes & Standards (\$)	\$5,600,148.70	
Replacement Cost (SBA Formula \$)	\$27,995,702	
Facility Condition Index (FCI)	20.00	
Energy Usage Index (EUI)	13.00	

Data	Ann Jarvis ES PK-4	Flemington ES PK-4
School Number	083201	083202
Date of Original Construction	1971	1939
Number of Additions	2	1
5 th Year Projected Enrollment	584	134
Building Program Capacity	643	121
Program Utilization (%)	93%	57%
Cost to Bring Facility up to Current Codes & Standards (\$)	\$11,162,129.89	\$2,196,309.71
Replacement Cost (SBA Formula \$)	\$18,266,500	\$5,931,240
Facility Condition Index (FCI)	61.11	37.03
Energy Usage Index (EUI)	43.91	57.20

Data	West Taylor ES PK-4	
School Number	083204	
Date of Original Construction	2006	
Number of Additions	1	
5 th Year Projected Enrollment	324	
Building Program Capacity	412	
Program Utilization (%)	76%	
Cost to Bring Facility up to Current Codes & Standards (\$)	\$1,336,381.86	
Replacement Cost (SBA Formula \$)	\$13,635,405	
Facility Condition Index (FCI)	9.80	
Energy Usage Index (EUI)	22.29	

Taylor County Schools

100.016.2 Translating Educational Needs-Building Review

Building Review and Recommendations Report, compiled alphabetically by school.

GRAFTON HIGH SCHOOL

Describe Existing Facility:

Given the details gathered in the charts in 100.016.1 Translating Educational Needs- HS Attendance Overview, describe the existing facility with respect to how the facility adequately meets or does not adequately meet the objectives and information gathered in Phase I, which includes the Goals & Objectives, Educational Plan, Community Analysis, Population & Enrollment Study, and the Evaluation & Inventory of Existing Facilities.

The old Main Building originated in 1940 for the main school structure as a three-story with 83,850 square feet; however, the Clare Bee Field House which was evaluated within this facility originated in 1922 as a three-story with 18,674 square feet. The facility also includes Arrowhead Wing which was added in 1996 as a two-story with 16,954 square feet, a TCTC Wing (Gymnasium Wing) was added in 2004 with 42,159 square feet which connects the High School to the Technical School. The Taylor County Technical School Wing was added in 1977 with 26,291 square feet which also includes a Meat Cutting Building with 1,142 square feet, a Metal Shop with 6,857 square feet as a part of the Technical School. All facilities have masonry exterior walls except the Meat Cutting Building is masonry with wood frame and vinyl siding. The original school building, Arrowhead Wing, Meat Cutting Building has ceramic tile interior walls, Clare Bee Field House has painted plaster interior walls, all the rest of the structures have painted CMU. Several systems are failing, and the Clare Bee Field House is in need of structural and conveyance updates. While the internal ramps in the main building are convenient, they are not ADA compliant.

Describe Existing Facility Site:

Describe the existing site adequately meets or does not adequately meet WVBE Policy 6200 Chapter 2 – Site selection Criteria and the information and directives provided in Phase I of the CEFP.

The site consists of 24.276 acres of which 23.655 acres is useable and is compliant with recommended acreage guidelines. However, most of the site is already developed making it difficult for expansion. The site has the Clare Bee Field House and the Old Main Building which are partially in the floodplain and the rest of the facility is out of the 100-year floodplain. The site is well organized with paved loading/unloading and adequate parking for visitors, staff, and students. The exterior lighting system needs updates for the safety of visitors, staff and students as the parking and loading/unloading areas are not illuminated by any pole mounted HID fixtures and the overall lighting in the parking areas are below average. In addition, safe school bollards need to be installed to improve safety of staff and students at this facility.

Recommendations for Future Use of Existing Facility:

Describe any recommended changes to grade configuration(s), specific improvements/renovations necessary, new square footage required, or if a new facility is an option, based on the information and directives provided in Phase I of the CEFP. Identify specific inadequacies in the facility related to health and safety, building integrity, or educational capability of the facility and identify project(s) to address these needs.

This facility is not in need of additional square footage, but it is recommended continuing its use as the county-wide high school and technical school with replacements and system upgrades. By replacing and performing system upgrades it will help maintain the integrity of the structure for the continued use as a county-wide High School and Technical Center.

Cost Estimates for Recommendations:

*To implement the facility recommendations above, provide correlating **detailed** budgetary cost estimates that bring the facility into compliance with all WVDE, SBA, and State of West Virginia codes & standards.*

\$ 14,565,310.60

TAYLOR COUNTY MIDDLE SCHOOL 5-8

Describe Existing Facility:

Given the details gathered in the charts in 100.016.1 Translating Educational Needs- HS Attendance Overview, describe the existing facility with respect to how the facility adequately meets or does not adequately meet the objectives and information gathered in Phase I, which includes the Goals & Objectives, Educational Plan, Community Analysis, Population & Enrollment Study, and the Evaluation & Inventory of Existing Facilities.

The original two-story building originated in 1989 with 112,659 square feet with no additions. The building is load bearing masonry, slab on grade, steel joist roofing system, masonry exterior, painted CMU interior walls, ballasted membrane roof covering in inadequate condition and needs to be addressed in this 10-year plan.

Describe Existing Facility Site:

Describe the existing site adequately meets or does not adequately meet WVBE Policy 6200 Chapter 2 – Site selection Criteria and the information and directives provided in Phase I of the CEFP.

The site consists of 25.68 acres of which 11.93 acres is useable and is compliant with recommended acreage guidelines. The site is 100% out of the 100-year floodplain. The site is well organized with paved loading/unloading of students. Based upon current enrollments, the site is provided with several asphalt parking lots which provide adequate parking for visitors and staff. Physical education playfields and playcourts are inadequate for this facility. For the safety of students and staff, a safe school entry and safe school bollards needs to be included in this 10-year plan.

Recommendations for Future Use of Existing Facility:

Describe any recommended changes to grade configuration(s), specific improvements/renovations necessary, new square footage required, or if a new facility is an option, based on the information and directives provided in Phase I of the CEFP. Identify specific inadequacies in the facility related to health and safety, building integrity, or educational capability of the facility and identify project(s) to address these needs.

This facility is not in need of additional square footage, but it is recommended continuing its use as the county-wide middle school with replacements and system upgrades. The roofing is inadequate and will need replaced in this 10-year plan along with window replacements, the installation of a safe school entry and safe school bollards.

Cost Estimates for Recommendations:

*To implement the facility recommendations above, provide correlating **detailed** budgetary cost estimates that bring the facility into compliance with all WVDE, SBA, and State of West Virginia codes & standards.*

\$ 5,600,148.70

ANN JARVIS ELEMENTARY SCHOOL PK-4

Describe Existing Facility:

Given the details gathered in the charts in 100.016.1 Translating Educational Needs- HS Attendance Overview, describe the existing facility with respect to how the facility adequately meets or does not adequately meet the objectives and information gathered in Phase I, which includes the Goals & Objectives, Educational Plan, Community Analysis, Population & Enrollment Study, and the Evaluation & Inventory of Existing Facilities.

The original two-story building originated in 1971 with 48,435 square feet with a one-story 11,922 square foot addition in 1995 and a one-story 6,742 square foot addition in 2004. The overall facility features a load bearing masonry wall design with brick veneer exterior finish on the original building and split-face block finish on the remaining building additions. It is slab on grade, steel joist roofing system, and painted CMU interior walls. Mechanically fastened membrane roofing was replaced on original building in 2004, the third addition roof is average, however, the second addition from 1995 has an inadequate ballasted membrane that will need replaced in this 10-year plan. Also, the HVAC in the second addition is below average and needs replaced and in the third addition the HVAC – Terminal and package units needs replaced. The first addition also needs to have the windows replaced for better energy efficiency since the current windows are below average.

Describe Existing Facility Site:

Describe the existing site adequately meets or does not adequately meet WVBE Policy 6200 Chapter 2 – Site selection Criteria and the information and directives provided in Phase I of the CEFP.

The site consist of 11.336 acres of which 11.336 acres is useable and is compliant with recommended acreage guidelines. The site is 100% out of the 100-year floodplain. The site is not well organized since the bus loading/unloading of students is not separate to ensure the safety of students from traffic in the parking lot. The parking lot lighting is inadequate for safety of students and staff. A safe school entry and safe school bollards need installed during this 10-year period to maximize safety standards.

Recommendations for Future Use of Existing Facility:

Describe any recommended changes to grade configuration(s), specific improvements/renovations necessary, new square footage required, or if a new facility is an option, based on the information and directives provided in Phase I of the CEFP. Identify specific inadequacies in the facility related to health and safety, building integrity, or educational capability of the facility and identify project(s) to address these needs.

This facility is not in need of additional square footage, but it is recommended for replacement as the FCI exceeds the recommend value of 60.

Cost Estimates for Recommendations:

*To implement the facility recommendations above, provide correlating **detailed** budgetary cost estimates that bring the facility into compliance with all WVDE, SBA, and State of West Virginia codes & standards.*

\$ 11,162,129.89

FLEMINGTON ELEMENTARY SCHOOL PK-4

Describe Existing Facility:

Given the details gathered in the charts in 100.016.1 Translating Educational Needs- HS Attendance Overview, describe the existing facility with respect to how the facility adequately meets or does not adequately meet the objectives and information gathered in Phase I, which includes the Goals & Objectives, Educational Plan, Community Analysis, Population & Enrollment Study, and the Evaluation & Inventory of Existing Facilities.

The original three-story building originated in 1939 with 12,741 square feet and a one-story addition was added in 1969 with an additional 11,203 square feet. The building is load bearing masonry, slab on grade, and steel joist roofing system. The overall facility has brick veneer on load bear masonry wall which is in fair condition with location so deteriorated brick and mortar. Although tuckpointing has been done in recent years, these areas will still need to be repaired. The roof was replaced in 2014 but is below average due to poor installation and needs some repair work. Some windows need replaced for better energy efficiency since some were replace in the late 90's. Some VCT is original to the structure and need replaced and there is still 7,250 square feet of asbestos tile that are in below average condition.

Describe Existing Facility Site:

Describe the existing site adequately meets or does not adequately meet WVBE Policy 6200 Chapter 2 – Site selection Criteria and the information and directives provided in Phase I of the CEFP.

The site consists of 5 acres of which 3.4 acres is useable and is not compliant with recommended acreage guidelines. The site also is not adequate for expansion. The site is not well organized since the bus loading/unloading of students is not separate to ensure the safety of students from traffic in the parking lot. The parking lot lighting is inadequate for safety of students and staff. A safe school entry and safe school bollards need installed during this 10-year period to maximize safety standards as well as repair/replace sidewalk for ADA compliance and safety. A long retaining wall is adjacent to the basement and is beginning to bow and will require renovation to protect the building from damage.

Recommendations for Future Use of Existing Facility:

Describe any recommended changes to grade configuration(s), specific improvements/renovations necessary, new square footage required, or if a new facility is an option, based on the information and directives provided in Phase I of the CEFP. Identify specific inadequacies in the facility related to health and safety, building integrity, or educational capability of the facility and identify project(s) to address these needs.

This facility does not need new spaces, but it is recommended continuing its use as an elementary school with but ADA needs accommodation and replacement and system upgrades to maintain the integrity of the structure for an optimal learning environment.

Cost Estimates for Recommendations:

*To implement the facility recommendations above, provide correlating **detailed** budgetary cost estimates that bring the facility into compliance with all WVDE, SBA, and State of West Virginia codes & standards.*

\$ 2,196,309.71

WEST TAYLOR ELEMENTARY SCHOOL PK-4

Describe Existing Facility:

Given the details gathered in the charts in 100.016.1 Translating Educational Needs- HS Attendance Overview, describe the existing facility with respect to how the facility adequately meets or does not adequately meet the objectives and information gathered in Phase I, which includes the Goals & Objectives, Educational Plan, Community Analysis, Population & Enrollment Study, and the Evaluation & Inventory of Existing Facilities.

The original one-story building originated in 2006 with 41,754 square feet and an addition was added in 2018 with an additional 4,022 square feet. The building is load bearing masonry, slab on grade, and steel joist roofing system. Masonry exterior, painted masonry interior, HVAC – Terminal & Package Units that need addressed in this 10-year period, mechanically fastened membrane roofing, and VCT that are below standard due to a manufacture flaw in which the tiles are shrinking in size. Overall, the building is well maintained as the community continues to grow.

Describe Existing Facility Site:

Describe the existing site adequately meets or does not adequately meet WVBE Policy 6200 Chapter 2 – Site selection Criteria and the information and directives provided in Phase I of the CEFP.

The site consists of 21.45 acres of which 9.42 acres is useable and compliant with recommended acreage guidelines. The site is well organized for bus loading/unloading of students, lighting and parking for visitors and staff. A safe school entry and safe school bollards need installed during this 10-year period to maximize safety standards for staff and students.

Recommendations for Future Use of Existing Facility:

Describe any recommended changes to grade configuration(s), specific improvements/renovations necessary, new square footage required, or if a new facility is an option, based on the information and directives provided in Phase I of the CEFP. Identify specific inadequacies in the facility related to health and safety, building integrity, or educational capability of the facility and identify project(s) to address these needs.

This facility is not in need of additional square footage, but it is recommended continuing its use as an elementary school with replacement and system upgrades.

Cost Estimates for Recommendations:

*To implement the facility recommendations above, provide correlating **detailed** budgetary cost estimates that bring the facility into compliance with all WVDE, SBA, and State of West Virginia codes & standards.*

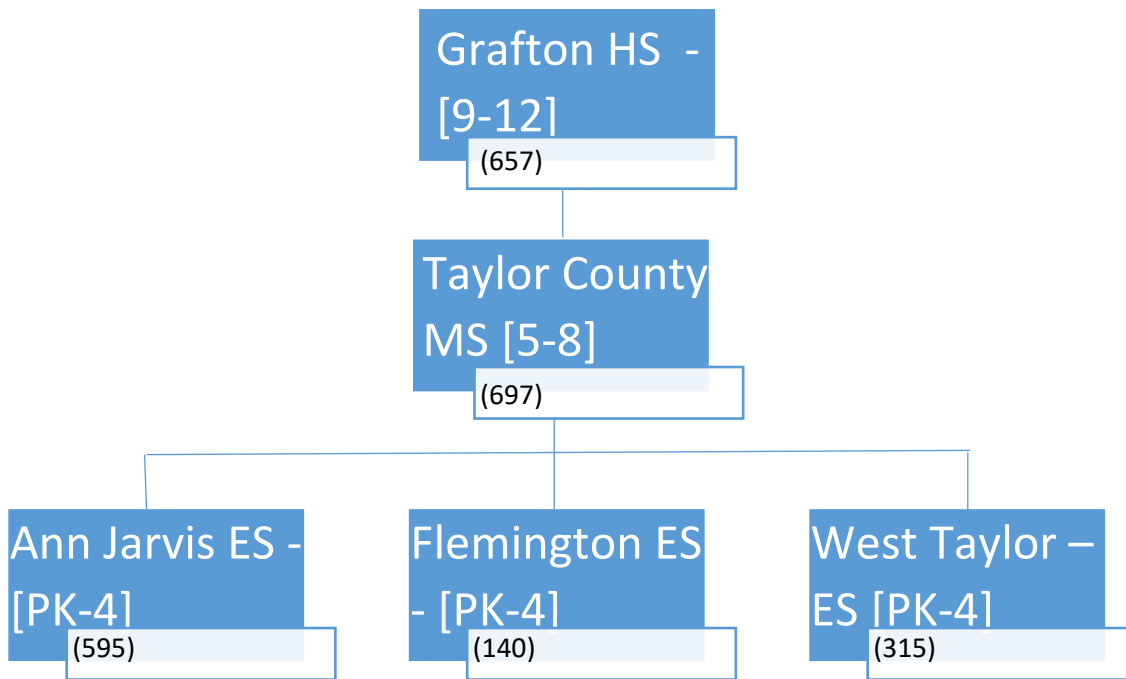
\$ 1,709,009.91

Taylor County Schools

100.016.3 Translating Educational Needs into Facility Needs

A. A Feeder School Summary Report

Instructions: For each High School Attendance Area within the county, complete a new chart to display what it will look like **after** all changes are implemented.



B. A feeder school summary report narrative

In coordination with the feeder school summary, compile a list alphabetically by high school attendance area to provide an analysis of feeder schools and any systematic changes that are proposed to occur in the next planning cycle. Provide the facility name, whether it's a re-designation or a closure and the date of the change below for each High School Attendance area.

Grafton High School Attendance Area

Facility Name	Re-designation/Closure	Proposed Date Change
NA	NA	NA

C. A High School Attendance Area Facility Report

Compile a list alphabetically by high school attendance area to provide an analysis of necessary and proposed improvements in each community. Mark all that apply with an X for each school. Add columns for each additional school. There are separate charts for each school type.

Grafton High School Attendance Area

Building Use	Grafton High School
Functional School	
Continued School	X
Closed School	
Transitional School	
New School (Replacement)	
Consolidated School	
Building Improvements	
New Construction (Addition)	
Site Improvements	X
Building Repair	X
Building Envelope Renovation (New Comp)	
Interior Remodeling (Sp Imp)	X
New Interior Finishes	X
Window Replacement	X
Doors & Frame Replacement	X
Plumbing Renovations	
Heating/Ventilation Improvement	X
Air Conditioning	X
Special Use Space Improvements (Technology, Media etc.)	
Roof Repair	X
Accessibility Improvements	
Health & Safety Improvements	X
Furnishing & Equipment Improvements	X
Portable Replacement	

Building Use	Taylor County Middle School	
Functional School		
Continued School	X	
Closed School		
Transitional School		
New School (Replacement)		
Consolidated School		
Building Improvements		
New Construction (Addition)		
Site Improvements	X	
Building Repair	X	
Building Envelope Renovation (New Comp)		
Interior Remodeling (Sp Imp)		
New Interior Finishes	X	
Window Replacement	X	
Doors & Frame Replacement	X	
Plumbing Renovations		
Heating/Ventilation Improvement		
Air Conditioning		
Special Use Space Improvements (Technology, Media etc.)	X	
Roof Repair	X	
Accessibility Improvements		
Health & Safety Improvements	X	
Furnishing & Equipment Improvements	X	
Portable Replacement		

Building Use	Ann Jarvis ES (new)	Flemington ES
Functional School		
Continued School		X
Closed School		
Transitional School		
New School (Replacement)	X	
Consolidated School		
Building Improvements		
New Construction (Addition)		
Site Improvements		X
Building Repair		X
Building Envelope Renovation (New Comp)		
Interior Remodeling (Sp Imp)		X
New Interior Finishes		X
Window Replacement		X
Doors & Frame Replacement		X
Plumbing Renovations		
Heating/Ventilation Improvement		
Air Conditioning		
Special Use Space Improvements (Technology, Media etc.)		
Roof Repair		X
Accessibility Improvements		
Health & Safety Improvements		X
Furnishing & Equipment Improvements		X
Portable Replacement		

Building Use	West Taylor ES	
Functional School		
Continued School	X	
Closed School		
Transitional School		
New School (Replacement)		
Consolidated School		
Building Improvements		
New Construction (Addition)		
Site Improvements	X	
Building Repair		
Building Envelope Renovation (New Comp)		
Interior Remodeling (Sp Imp)		
New Interior Finishes		
Window Replacement		
Doors & Frame Replacement		
Plumbing Renovations		
Heating/Ventilation Improvement		
Air Conditioning	X	
Special Use Space Improvements (Technology, Media etc.)		
Roof Repair		
Accessibility Improvements		
Health & Safety Improvements	X	
Furnishing & Equipment Improvements	X	
Portable Replacement		

Total Estimated Expenditures in This Attendance Area: **\$ 42,337,278.93**

D. A countywide facility classification

List each facility within the county and its classification per the Building Review and Recommendation Report of this document.

Facility Name	Classification	If Transitional, Describe Future Use
Grafton High School	P	
Taylor County Middle School	P	
Ann Jarvis ES	P	New School
Flemington ES	P	
West Taylor ES	P	

School Classification Categories:

P = Permanent A School facility that is to be utilized throughout the ten-year planning period without a change in its present use or grade configuration.

T = Transitional A school facility that is projected to be utilized throughout the ten-year planning cycle but will experience a change in its configuration or use.

F = Functional A school facility that is projected for closure between the fifth and tenth year during the ten-year planning period

C = Closure A school facility that is projected for closure before the fifth year of the ten-year planning period.

E. School Safety

Provide a school access safety repair and renovation schedule for each school.

School	Repair / Renovations	Budgeted Cost	Anticipated Completion
Grafton High School	Entry Bollards	\$ 46,216	2022
Taylor County MS	Safe School Entrance & Bollards	\$ 207,972	2022
Ann Jarvis ES	Safe School Entrance & Bollards	\$ 323,512	2022
Flemington ES	Safe School Entrance & Bollards	\$ 358,174	2022
West Taylor ES	Safe School Entrance & Bollards	\$ 311,958	2022

F. Project Priority List

Provide a prioritized list of projects from the facility recommendations above. Also include a ten-year timeline to indicate the anticipated completion of each of these projects.

Priority	Facility Name	Project Name	Budgeted Cost (\$)	Anticipated Completion (YR)
1	Grafton High	New Roof	3,415,524	2021
2	Anna Jarvis	New School	18,266,500	2023
	Flemington	Safe Schools Improvements	408,623	
	Flemington	Building Envelope	524,588	
	Flemington	Interior Renovations	599,739	
	Flemington	Site Improvements and ADA Accessibility	407,278	
	Taylor MS	Interior Renovations	1,714,376	
	Taylor MS	Building Envelope	3,146,304	
	Taylor MS	Site Paving	265,753	
	Taylor MS	Safe Schools Improvements	439,052	
	West Taylor	Site Improvements	300,415	
	West Taylor	Safe Schools Improvements	543,038	
	West Taylor	HVAC Renovations	793,343	
	Grafton HS	Site Improvements	416,521	
	Grafton HS	Building Envelope	5,321,067	
	Grafton HS	Interior Renovations	7,480,565	
	Grafton H	Safe Schools Improvements	739,456	

Use additional rows if necessary.

Taylor County Schools

100.017 Inter-County Facility Feasibility Study

Executive Summary

Each county shall submit to the WVDE and the SBA a list of grouped, inter-county attendance areas where potential exists for cooperative utilization of a facility between or among counties. (This may include multi-county and inter-regional facilities, e.g., magnet schools, area career and technical education centers, etc.)

A planning study is to be completed to assure that an efficient and effective instructional delivery system will be utilized addressing each of the items indicated in the CEFP Goals and Objectives.

The results of the study and its impact on school facility needs for students in these attendance areas shall be included.

A. Compile a list of grouped, inter-county attendance areas:

SCHOOL	COUNTY
PHILIPPI ELEMENTARY SCHOOL	Barbour
SIMPSON ELEMENATARY SCHOOL	Harrison
RIDGEDALE ELEMENTARY SCHOOL	Monongalia
WHITE HALL ELEMENTARY SCHOOL	Marion
EAST FAIRMONT HIGH SCHOOL	Marion
WEST PRESTON SCHOOL	Preston
FELLOWSVILLE ELEMENTARY SCHOOL	Preston

B. Planning Study Details

Provide details on the planning study conducted to address each of the items in the CEFP Goals and Objectives.

Due to the existing communities and school building locations, it would not appear feasible to have consolidation of any of the schools neighboring counties of Barbour, Harrison, Marion, Monongalia and Preston County.

C. Summarize the results of the study and its impact:

- **Goal A:** Taylor County Schools will provide facilities meeting today's state adopted educational standards and instruction, remaining flexible to accommodate future programs including long range technology needs.
 - *Results:* This can be achieved in the current facilities
- **Goal B:** Taylor County Schools will be organized with a grade configuration that is consistent with current and future educational practices throughout 2030.
 - *Results:* This can be achieved in the current County Schools.

- *Goal C:* Taylor County Schools will annually review the student/teacher ratios and will adjust staff as needed.
 - *Results:* This can be achieved in the current County Schools.
- *Goal D:* Taylor County Schools will continue to maintain and enhance existing facilities based on resources and student population.
 - *Results:* This can be achieved in the current facilities.
- *Goal E:* Taylor County Schools will continue to offer opportunities beyond the school day to enhance the overall well-being of the community and its citizens.
 - *Results:* No bearing on InterCounty study.
- *Goal F:* Taylor County Schools will continue to work with local law enforcement and emergency service personnel.
 - *Results:* No bearing on InterCounty study.

Taylor County Schools

100.018 Financing Plan

The estimated costs for implementing all projects and improvements identified in the CEFP along with the Cost Improvement Summary shall be utilized in the development of the following finance plan.

Instructions: Please complete Section B and utilize the total sources of funding then complete Section A & Overall Summary with the totals of funding to complete Section A.

A. Source of Funding Summary

The charts below represent the sources identified to cover all identified project costs.

Overall Summary of Projects

Project Type	Cost
Elementary Schools	\$ 3,905,319.62
Intermediate Schools	\$
Middles Schools	\$ 5,600,148.70
High Schools	\$ 14,565,310.60
New Schools	\$ 18,266,500.00
TOTAL	\$ 42,337,278.92

Instructions: Please provide the funding sources and totals. Please document this for all of the following funding sources: Local bonding capacity and unencumbered potential, Excess levy funds, Federal aid funds, Sale of abandoned school sites and buildings, State funds (including SBA), Permanent improvement funds, Performance-based contracting and Lease-purchase arrangement.

Funding Source: Bond issue and SBA NEEDs and MIP Grants

Funding Source Total: 42,337,278.92

Fiscal Obligations

Outstanding Bond Indebtedness	Total Obligation	As of Date	Amount encumbered Annually	Maturity date(s)
NA	\$ 0		0	NA
	\$			
	\$			

Outstanding Levy Indebtedness	Total Obligation	As of Date	Amount encumbered Annually	Renewal date(s)
NA	\$ 0		0	NA
	\$			
	\$			

Outstanding Contracts (Lease Purchase, Performance Based, Cert. of Participation)	Total Obligation	As of Date	Amount encumbered Annually	Maturity date(s)
	\$ 0			
	\$			
	\$			

B. Cost of Needed Improvements by Project

Please complete the funding for each project below. List each project in priority order. Utilize the highest grade to categorize the school.
Also include the grade classification in the school name.

School Name	Regular Levy	Excess Levy	Phase 1 Local Bond	Local	SBA (Needs)	SBA (MIP)	Phase 1	Phase 2	County and SBA Funding
Elementary Schools Subtotal				781,063.92	1,855,617.26	1,268,638.44	2,196,309.71	1,709,009.91	3,905,319.62
<i>Priority #2</i>									
Flemington				439,261.94	1,144,685.77	612,362.00	2,196,309.71		2,196,309.71
West Taylor				341,801.98	710,931.48	656,276.44		1,709,009.91	1,709,009.91
Middle Schools Subtotal				1,120,029.74	4,128,877.36	351,241.60		5,600,148.70	5,600,148.70
<i>Priority #2</i>									
Taylor County				1,120,029.74	4,128,877.36	351,241.60		5,600,148.70	5,600,148.70
High Schools Subtotal				3,908,834.37	9,771,241.07	740,810.16	3,415,524.16	11,005,361.45	14,420,885.60
<i>Priority #1 & #2</i>									
Grafton				3,908,834.37	9,771,241.07	740,810.16	3,415,524.16	11,005,361.45	14,420,885.60
New Schools Subtotal			10,959,900.00		7,306,600.00		18,266,500.00		18,266,500.00
<i>Priority #2</i>									
Anna Jarvis			10,959,900.00		7,306,600.00		18,266,500.00		18,266,500.00
Total All Locations			10,959,900.00	5,809,928.03	23,062,335.69	2,360,690.2	23,878,333.87	18,314,520.05	42,192,853.92

C. Multi-County Project Information

If a proposed project benefits more than one county in the region, provide the manner in which the cost and funding of the proposed project shall be apportioned among the counties.

If more than 2 Counties benefit, please insert a Cost and Funding Source column for each subsequent county.

School Name	County 1 Cost	Funding Source	Count 2 Cost	Funding Source	Total Cost
NA					\$ 0
					\$
					\$
TOTAL					\$ 0

D. Additional Information: *(no action required)*

While county financial conditions and bonding efforts will be considered and are strongly encouraged, they will not be the sole factors in determining eligibility for school projects to be funded, wholly or partially, by the SBA. Likewise, economies of scale, while an important aspect of efficiency and sound financial planning, should not be a deterrent for county school systems to seek funding from the SBA an shall not be a sole determining factor in awarding funding.

E. An accurate financial plan and proposed budget shall be required any time building projects are considered.

This will be provided at the time of the Grant request.