

HARRISON COUNTY SCHOOLS

033 208 JOHNSON ELEMENTARY SCHOOL

531 JOHNSON AVENUE

BRIDGEPORT WV 26330

Technology Plan 2008-2010

E-rate funding years 2008-2010

Technology Plan printed: October 15, 2008

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Johnson Elementary Profile **Soaring Beyond Expectations**



Johnson Elementary is located at 531 Johnson Avenue in Bridgeport, West Virginia. The population of Bridgeport is about 7,306. Johnson Elementary houses 565 students ranging from kindergarten to fifth grade. There are four classrooms in grades 1-5 and five classrooms housing kindergarten students in our school. The pre-kindergarten is off-site in collaboration with a local day care center and totals approximately 82 students. The majority of the student population, ninety-seven percent, is of Caucasian descent. One percent of the students are of Asian descent. Two percent of the students are of African American descent, while less than one percent of the students are Hispanic and American Indian. With approximately twenty-two percent of the students at Johnson Elementary receiving free or reduced-price lunch, we do not qualify for any federal services or funding under Title-I.

The Johnson Elementary faculty includes professionals who are committed to solving problems, accepting new challenges, and providing learning opportunities. They provide an environment in which students are challenged to become self-motivated, self-directed, and self-disciplined in the hopes of reaching their greatest potential. The faculty of Johnson Elementary is committed to professional growth and development.

Planning Committee

Name	Title	Representation
Dawna Vecchio	Coordinator of Technology	*Technology *Teacher
Debra Stewart	Service	*Service Personnel
Dennis Stromberg	Administrator	*Administration
Jackie Rexroad	Grade 2 Teacher /Technology Team	*Teacher
Machelle Cava	Business Partner in Education-Dan Cava Toyota	*Business Community *Parent
Pat Gray	Special Education	*Special Education
Thomas Athey	Grade 5 Teacher	*Teacher
Vicki Huffman	Assistant Principal	*Administration

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

We conducted formal meetings of various groups involved to determine programs and initiatives for which to identify five year improvement priorities that will bring all students to mastery and close the achievement gap. Discussions occurred how each objectives addressed during the year will be supported and monitored to provide assistance. Committee monitors, supports and budgets for each objective

Core Beliefs

1. Students can learn and achieve.
2. Teachers should model best practices for their students by being enthusiastic lifelong learners.
3. Teachers will utilize 21st century skills, technology tools and WV CSO's to meet the needs of different learning styles of students.
4. All parents should be provided with opportunities to become involved in their child's education.

Mission Statement

Our mission is to achieve excellence in education, develop lifelong learners who value themselves and others, as well as to encourage Johnson Elementary students to contribute to their community and succeed in a constantly changing, diverse and highly technical world.

Data Analysis

External Trend Data: The Bridgeport community consists of mostly professional, upper middle class citizens. Parents expose their children to many educational experiences. The community provides a number of cultural events that enhance education, many of which are made available to children during the school day. The PTA also provides educational programs, such as Carnegie Science Traveling program, as well as inviting Cheryl Ware, a well known WV author who instructs in the writing process. She also provided an evening program for parents on motivating their children to write effectively.

Student Achievement Data: Examination of the Westest scores for grades 3-5 would indicate that the school is doing an effective job of accomplishing the core of the 5 year strategic plan. Our scores provide proof of successful and consistent accomplishment of the school's goals and objectives. Writing assessments in 4th grade also were an indication of successful and consistent accomplishment of goals and objectives. Our low SES subgroup scored 80% proficient in math and 83% in reading. Scores may vary from year to year, but are consistently ahead of district and state's scores.

Other Student Outcomes: Even though enrollment has increased in each of the last three years, the school's attendance rate has remained high and consistent. Our low discipline rates would also be a reason for our higher achievement according to our OSS Discipline Report, there were only four suspended in 2004, two in 2005, three in 2006 and only three in 2007-08. We have eight LEP students and they do well on the westest in reading and math. The school is located in a mid-high socio-economic area. The school is non-title one, parents are able to provide rich educational experiences for their children, which also helps the school achieve its goals.

Analysis of Culture, Conditions and Practices: The Bridgeport area is a mid-upper socio-economic area with parents who are very interested in education. They have high expectations for their children and expect the school to be performing at its best. Our parent/teacher association provides cultural and educational programs for the children. We are fortunate to be located next to the High School which allows us to use their band room, science labs, and auditorium for special programs. The city of Bridgeport provides a number of cultural programs that our students can simply walk to the high school auditorium to experience.

Walkthroughs are conducted throughout the year. All of our teachers are considered highly qualified. Our digital divide would indicate that we could use more space for an additional computer lab. Numonics boards and projectors are available for classroom use.

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

OEPA Analysis

It appears that Johnson Elementary is meeting the Education Performance Audit Summary in terms of performance and progress standards relating to student and school performance. The average of our third through fifth graders was 90% proficient in Reading/Language Arts and 88% proficient in Math. SWD and low SES sub groups are showing improvement as well. Our attendance rate has remained high averaging 98-99% over the last three years. We would like to recommend that Johnson Elementary be considered for Exemplary Accreditation status for the 2007-2008 /2008-2009 school year.

Prioritized Strategic Issues

Our first priority is to increase the number of Johnson Elementary students scoring at mastery or above on Westest or Benchmark Assessment.

Our Second priority is to close the achievement gap and raise achievement scores in the SWD and low SES subgroups.

Lastly Johnson Elementary Students and Staff will integrate technology into the curriculum utilizing 21st Century Tools to accomplish 21st Century Initiatives.

Goal 1: Continuously increase student achievement in literacy and numeracy.

- **There will be an annual increase in the number of students scoring at mastery or above in reading/language arts and math.**

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
8-21-2008	K-3 Reading Model RTI	Teachers	Trainer Led Seminar
8-21-2008	4-5 Reading Model AIM	Teachers	Trainer Led Seminar
9-26-2008 3-20-2009	K-5 Reading Model -RTI/AIM Follow ups	Teachers	Workshop
10-14-2008	Math Night Enrichment	Parents/Students	Learning Community
09-10-2008	Odyssey Lesson Planning	Teachers	Coaching in classroom

Administer and identify student needs and concerns through analysis of Westest Data in Reading for grades 3-5 and DIBELS data in grades k-3.

Core Plan Technology

Identify students in the low SES and SWD subgroups. Utilize the individual item analysis summary report to reteach areas of deficiencies, as well as to offer tutoring prior to Westest administration.

Core Plan Technology

TECH/01:

Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology.

Technology

TECH/02:

Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

Technology

TECH/03:

Ensure that the use of telecommunications and internal connections in the schools will enhance learning.

Technology

TECH/04:

Provide increased access for students and teachers to 21st century tools and resources.

Technology

TECH/06:

Promote parental involvement and improved collaboration with community/home through the use of 21st century tools and resources.

Technology

Utilization of school-wide writing prompts, activities, and computer story starters for grades k-5. planned and initiated by the LSIC committee.

Core Plan Technology

Goal 2: Decrease the achievement gap in the SWD and low SES subgroups along with students not making benchmarks.

1. Identify students in grades 3-5 falling in the low SWD and low SES subgroups and identify weakest CSO's utilizing the individual item analysis summary.
2. Identify students in grades k-3 through Dibels assessment and math benchmarking that score in the strategic and intensive ranges.

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
08-08 / 06-09	K-3 Reading Model RTI	Teaches	Trainer Led
08-08 / 06-09	4-5 Reading Model AIM	Teachers	Trainer Led
08-08 / 06-09	K-3 Reading Model RTI Follow Up	Techers	Workshop
08-08 / 06-09	4-5 Reading Model RTI/AIM Follow Up	Teachers	Workshop

2a. Establishment of K-3 Reading Model with emphasis on Tier 2

- b. Uninterrupted reading time
- c. Dibels benchmarking and progress monitoring (k-3)
- d. Phonemic awareness (k-1)
- e. Differentiated instruction
- f. Second grade tutoring in reading and math

Core Plan Technology

1a. Establishment of K-3 Reading Model with emphasis on Tier 2 (3rd only)

- b. Uninterrupted reading time
- c. Dibels benchmarking and progress monitoring (k-3) (3rd only)
- d. Differentiated instruction
- e. Reteach weakest CSO's
- f. Westest tutoring for students scoring below mastery
- g. Establish AIM with emphasis on vocabulary

Core Plan Technology

TECH/01:

Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology.

Technology

TECH/02:

Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

Technology

TECH/03:

Ensure that the use of telecommunications and internal connections in the schools will enhance learning.

Technology

TECH/06:

Promote parental involvement and improved collaboration with community/home through the use of 21st century tools and resources.

Technology

Goal 3: To increase students and teachers performance of 21st Century Technology Skills using 21st Century Technology Tools within their classroom.

- Students and teachers will have access to equipment that is adequate and up to date for optimum instruction / evaluation.
- Teachers will be prepared to integrate technology resources seamlessly throughout the curriculum.
- Utilize technology resources as 21 century technology tools for standard based instruction and meet technology goals.
- Utilize technology to provide professional development and enhance community / school relations.

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
09-08 / 03-09	Odyssey Lesson planning	Classroom Teacher	Coaching
10-2008	Live Grades Online Training	Teachers	Trainer led
10-17-2008	TechKnowledge/Odyssey/Benchmarks	Computer Teacher	Trainer led
10-2008	Tech Steps	Teachers	Trainer led
11-2008	Virtual Field Trip Training	Teachers	Trainer led.(DLL)
12-2008	Online Grades for Parents	Parents	Community, trainier led
04-2009	Smartboards in the Classrooms	Teachers/ WVU Preservice Teachers/Parents	Trainer led

- Provide student / adult access to classroom news, school / county information and technology lessons / tips through JES homepage.

Core Plan Technology

- Provide Benedum Collaborative pre-service teachers a seminar on developing action research projects.

Technology

- Provide informational technology to keep parents / community up to date.

Technology

- Provide the primary and intermediate grade levels with a projector station / smart board and supportive training for online and group teaching

Core Plan Technology

- Teachers and Administrators will communicate with each other through their state access email accounts to share information, websites, lessons and ideas to enhance learning.

Technology

TECH/01:

Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology.

Core Plan Technology

- Students and teachers will have access to equipment that is adequate and up to date for optimum instruction.

TECH/02:

Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

Core Plan Technology

- Utilize technology resources as 21st century tools for decreasing the achievement gap in the SWD and low SES subgroups.

TECH/03:

Ensure that the use of telecommunications and internal connections in the schools will enhance learning.

Core Plan Technology

- Teachers and Administrators will communicate with each other through their state access email accounts to share information, websites, lessons and ideas to enhance learning.

TECH/04:

Provide increased access for students and teachers to 21st century tools and resources.

Core Plan Technology

- Provide teacher/student access school / county information and resources through County and JES homepage.

TECH/05:

Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources.

Core Plan Technology

- Utilization of the Distance Learning Lab.

TECH/06:

Promote parental involvement and improved collaboration with community/home through the use of 21st century tools and resources.

Technology

- Online gradebook
- Teacher web pages and email
- Homepage access to parents

TECH/07.

Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources.

Technology

Professional development for JES:

- RTI
- AIM
- Odyssey lesson planning
- Live Grades
- Smartboards
- Virtual field trip

TECH/08:

Maintain and repair all 21st century tools and internal connections.

Technology

- Students and teachers will have access to equipment that is adequate and up to date for optimum instruction / evaluation.

TECH/09:

Provide services, in collaboration with WVDE adult literacy programs, to maximize the use of technology.

Technology

- Professional development for parents
- Provide informational technology to educate parents
- Utilization of the Distance Learning Lab for students and our community.

Technology

- Utilize Odyssey lessons to remediate / enhance grade level curriculum.

Core Plan Technology

- Utilize online grading program.

Technology

- Utilizing classroom and lab computers, students will practice and reinforce the WV Odyssey Basic Skills (West Test-remediation)lessons.

Core Plan Technology

The role of technology in our school is to provide the right tools and information to better meet the needs of our students to succeed in a constantly changing, diverse and highly technical world. We will use the computer curriculum software program TECHknowledge online, and state mandated curriculum TechSteps to achieve our goals and objectives. The use of Basic Skills software (Odyssey) in the lab and classrooms will provide students with activities that teach and reinforce skills. Technology will be used to enhance instruction and student learning. Our staff will receive professional development to improve technology skills for utilizing 21st century tools .

The county and school technology plans provide a description of how the county and schools plan to allocate adequate resources to provide students with equitable access to 21st century technology tools, including instructional offerings and appropriate curriculum, assessment and technology integration resources aligned to both the content and rigor of state content standards as well as to learning skills and technology tools. The plans include the various technologies that enable and enhance the attainment of 21st century skills outcomes for all students. How we plan for technology in our county and schools is based upon the validation from research-based evaluation findings from previous West Virginia-based evaluation projects.

In addition, through the technology planning process, the county and schools continue to study and include emerging technologies for application in a twenty-first century learning environment. The purchase of technology through state contracts provides for uniformity in technological hardware and software standards and procedures. State provided anti-virus protection software helps to ensure network security and integrity. Expanded bandwidth, along with additional local, state and federal funding, provide increased ability for the county to ensure that the capabilities and capacities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools. As an additional benefit, the county and schools enjoy the opportunity to purchase from state contracts that allow us to be able to take advantage of appropriate bulk purchasing abilities and to purchase from competitively bid contracts.

An added benefit for our county and school data collection and reporting to the Department of Education and to the federal government is WVEIS, the state-provided comprehensive statewide uniform integrated education management and information system. Also developed by WVEIS, the online county and school's technology plan's structure allows flexibility to adjust the plan based on developing technology, federal and state requirements and changing local school and county needs. The online county and school technology plans are developed in compliance with United States Department of Education regulations and Federal Communications Commission requirements for federal E-rate discounts. The county and schools also continue to seek applicable federal government funds, philanthropic funds, and other partnership funds (or any combination of these types of funds) to augment state appropriations and encourage the pursuit of funding through grants, gifts and donations.

Some technology initiatives in schools and counties may not be adequately addressed in the goals/objective/strategy section of the technology planning section. The county and school narrative allow planning teams to structure a framework/narrative description to describe how the county and schools will allocate adequate resources to provide students and teachers to twenty-first century technology tools.

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

[Digital Divide](#)

Summarize concerns from the analysis of the survey.

Our school consists of 31 classrooms which includes 4 modulares outside the main structure. We also house 82 preschool students at Cubby's Day Care Facility. With an enrollment of 649 students and *growing, the greatest concern is our limited space for classrooms*. We are also unable to use closed circuit TV to enable communication and shared programming throughout the school. this is not possible due to the materials used in the construction of our building. We have security camera in hallways and plan on installing additional security cameras next year. We now have a Long Distance Learning Lab and mobile numonics board and projector bundle for classroom use.

Current needs include additional classroom space and computer lab. We could benefit from the purchase of laptop computers for classroom teachers, smart boards, projectors, and printers to be used for instruction of the statewide Odyssey learning program and basic skills lessons at each grade level. Therefore monies are needed to be secured for these endeavors.

Section 1: Profile Information

1.1 School Profile - Please type in the total numbers within your school for the following locations

Location	Total Number
Classrooms:	<input type="text" value="35"/>
Buildings:	<input type="text" value="7"/>
Administrative Offices:	<input type="text" value="2"/>
Instructional Offices:	<input type="text" value="4"/>
Library Media Center:	<input type="text" value="1"/>
Stationary Computer Lab:	<input type="text" value="1"/>
Mobile Computer Lab:	<input type="text" value="0"/>
Students:	<input type="text" value="649"/>
Grade Configuration:	<input type="text" value="Pre-Kindergarten"/> - <input type="text" value="Grade 05"/>

Definitions
 Classrooms Any room where instruction takes place on a regular basis
 Buildings For E-Rate purposes indicate the number of buildings at this location
 Administrative Offices e.g., Administrators, Guidance Counselors, School Support Personnel
 Instructional Offices e.g., Teacher offices or instructional workrooms
 Stationary Computer Labs Fixed locations containing multiple computers for sign-up use by classes or groups of individuals (not a lab where classes are assigned to meet every day - count this as a classroom)
 Mobile Computer Labs Portable carts containing multiple laptop computers that can be transported to a variety of locations

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Section 2: Classroom Connectivity Information

2.1 Network Connectivity in Classrooms
 Complete the table below indicating the total number of classrooms for each different type of network connectivity listed.

Number of Classrooms with these types of Network Connectivity

Number of Classrooms with Internet Access	<input type="text" value="35"/>
Number of Classrooms without Internet connectivity	<input type="text" value="0"/>

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Section 3: Desktop Computers

Desktop Computers

Complete the table below making sure to count each desktop computer once. Place each computer workstation in your school into the best category below based upon location.
 Notice that the classroom computer column has been revised - Designate how many of the desktop computers in classrooms are primarily for teacher/instructional use and how many are used primarily by students. If a computer has been counted under classroom as a student computer, then the computer should not be included in the teacher/instructional computer column.
 In addition, the Vista operating system has been added.

Computers with Operating	Administrative	Non Instructional Areas	Classroom/Student Use Computers	Teacher/Instructional Computers in Classrooms	Library/Media Center	Stationary Computer Lab	Mobile Computer Lab	Totals
Windows 3.1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 95	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 98	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	1
Windows NT/2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows XP	<input type="text" value="2"/>	<input type="text" value="6"/>	<input type="text" value="99"/>	<input type="text" value="31"/>	<input type="text" value="6"/>	<input type="text" value="29"/>	<input type="text" value="0"/>	173
Apple Computers (All versions)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Vista	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Totals	2	6	99	31	7	29	0	174

Section last modified by

Section 4: Laptop Computers

Laptop Computers

Complete the table below making sure to count each laptop only once.

Place each laptop in your school into the best category below based upon location.

Notice that the classroom computer column has been revised -

Designate how many of the notebook computers in classrooms are primarily for teacher/instructional use and how many are used primarily by students.

If a notebook computer has been counted under classroom as a student notebook computer, then the notebook computer should not be included in the teacher/instructional notebook computer column.

In addition, the Vista operating system has been added.

Computers with Operating System	Administrative	Non Instructional Areas	Classrooms/Student Use Computers	Teacher/Instructional Computers	Library/Media Center	Stationary Computer Lab	Mobile Computer Lab	Totals
Windows 3.1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 95	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 98	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	1
Windows NT/2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows XP	<input type="text" value="2"/>	<input type="text" value="6"/>	<input type="text" value="99"/>	<input type="text" value="31"/>	<input type="text" value="6"/>	<input type="text" value="29"/>	<input type="text" value="0"/>	173
Apple Computers (All versions)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Vista	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Totals	2	6	99	32	6	29	0	174

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Section 5: Connectivity

Connectivity

Consider all computers (desktops and laptops) in the school to answer the following:

Total Number of Computers (desktops and laptops) Number of Computers with Network Connectivity

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

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

Do you have wireless connectivity in the school? Yes No

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

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Section 6: Equipment Count

How many rooms in the school have telephone drops (service)?

Count all rooms including administrative and offices.

Of these rooms, how many of these classrooms in the school have telephone drops (service)?

Projection Devices

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

Projection Devices	Mobile	Mounted Permanently	Totals
Projection Devices	<input type="text" value="6"/>	<input type="text" value="1"/>	7
Electronic White Boards	<input type="text" value="3"/>	<input type="text" value="0"/>	3

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Section 7: Professional Development

WV is required by E-rate (the federal funding that provides Internet access in the schools) to track the amount of professional development course that WV teachers have taken in order to use technology to improve student achievement. Courses could include the following BSCE training, SUCCESS training, Reinvent training MARCO POLO, Connected University, EETT training course, EdVenture training courses, technology planning seminars, etc. In order to answer this question, the teachers may need to be surveyed individually or by a show of hands at a faculty sentate/or faculty meeting. A survey to use is available.

Estimate the number of teachers in the school in the previous school year that have received training in technology integration to improve student achievement.

7.1 Number of teachers in the school.

7.2 Number of teachers trained for 0 hours.

7.3 Number of teachers trained for 1-5 hours.

7.4 Number of teachers trained for 6-15 hours.

7.5 Number of teachers trained for 16-25 hours.

7.6 Number of teachers trained for 26-50 hours.

7.7 Number of teachers trained for more than 50 hours.

Click here for survey that can be distributed to teachers in mailboxes/or questions that may be asked at a faculty senate meeting. [Digital Divide Teacher Survey](#)

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Section 8: Distance Learning: Instruction Delivered by Technology

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

8.1 Do students in your school take courses delivered by technology?

Yes No

8.2 Do students in your school take on-line courses through the WV Virtual School?

Yes No

8.3 Does your school have video conferencing (mobile or classroom) capability?

Yes No

8.4 Do students in your school take courses via video-conferencing technologies?

Yes No

8.5 Do students in your school take on-line courses through providers other than the WV Virtual School?

Yes No

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Technology Planning Budget

Funding Source	Hardware	Software	Infrastructure	Maintenance	Prof. Development	Salaries	Benefits	Stipends	Supplies	Other	TOTALS
TFS - elementary											
TFS-secondary											
TI											
Local share											
EETT											
County/school	5,000.00	2,000.00		2,000.00	325.00	2,000.00		3,000.00	1,000.00	2,000.00	17,325.00
Grants											
Title I											
SpEd											
Other											
Other											
Other											
TOTALS	5,000.00	2,000.00		2,000.00	325.00	2,000.00		3,000.00	1,000.00	2,000.00	17,325.00