

# **HARRISON COUNTY SCHOOLS**

**033 208 JOHNSON ELEMENTARY SCHOOL**

**531 JOHNSON AVE**

**BRIDGEPORT WV 26330**

**Technology Plan 2009-2011**

**E-rate funding years 2009-2011**

**Technology Plan**

**Technology Plan submitted: October 13, 2009**

## **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 consists of 644 students ranging from pre-kindergarten to fifth grade. There are 4 classrooms in grades K-5 in our school. The pre-kindergarten is off-site in collaboration with a local day care center. 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
Alice Defazio	K-2 Rep	*Teacher
Dawna Vecchio	Coordinator of Technology	*Technology *Teacher
Debra Stewart	Service	*Service Personnel
Dennis Stromberg	Administrator	*Administration
Ina Secret	4th and 5th grade Rep	*Teacher
Jackie Rexroad	Grade 2 Teacher /Technology Team	*Teacher
Kay Burnett	3rd 4th - Rep	*Teacher
Machelle Cava	Business Partner in Education-Dan Cava Toyota	*Business Community *Parent
Patricia Gray	Special Education	*Special Education
Taylor Steele	Student	*Student
Thomas Athey	Technology Team	*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.**

As educational leaders we identify, evaluate and promote appropriate technologies to enhance and support instructional strategies leading to higher levels of student achievement through maximizing technology-enriched environments.

Our goal is to provide instruction that is not only relevant and engaging but that also includes the world-class rigor necessary to every child's success as a Global Citizen of the 21st century in a culturally diverse, technologically complex and economically competitive world.

We conducted formal meetings of various groups involved to determine programs and initiatives to identify five year improvement priorities that will bring all students to mastery and close the achievement gap. As a result, each objective addressed will be supported and monitored.

**Core Beliefs**

1. Students will learn and achieve to reach their highest potential.
2. Teachers will demonstrate rigor and relevance by utilizing standards based instruction, incorporating 21st century skills, technology tools and WV CSO's to meet the needs of all students.
3. Parents will be provided with opportunities to become more involved in their child's education.

**Mission Statement**

Our mission is to achieve excellence in education, to encourage lifelong learning and to develop students who will become successful, contributing citizens of the global 21st Century.

## Data Analysis

**Key Outcome Indicators:** After examining our trend information we found that as in the past our SES scores are lower than that of the overall population. As our plan indicates, we will strive to bridge this gap.

**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 numerous cultural events that enhance education, many of which are made available to children during the school day. Education is enhanced through programs sponsored by the PTA, LSIC, Faculty Senate, Benedum Collaborative / West Virginia University, and Partners-In-Education.

**Student Achievement Data:** Examination of the Westest scores for grades 3-5 indicates that the school is doing an effective job of accomplishing the core beliefs of our 5 year strategic plan. These scores provide proof of successful and consistent accomplishment of the school's goals and objectives. Writing assessments in grades 3-5 also indicate successful and consistent accomplishment of goals and objectives. Our low SES subgroup scored 65% proficient in math and 57% in reading. Our low SES subgroup scores may vary from year to year, but are consistently ahead of district and state 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 three suspensions in 2005-06, only three in 2007-08, and four in 2008-09. Our LEP students consistently show growth on the WESTEST in reading and math. Although Johnson is a non-Title I school, teachers, parents, and community are able to provide rich educational experiences, which also help 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. Walk-throughs are conducted throughout the year. All of our teachers are considered highly qualified. Our digital divide indicates that more space is needed 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. According to Westest 2 of Spring 2009, our third graders were 75% proficient in Reading/ Language Arts and 82% proficient in Math. Fourth graders were 84% proficient in Reading/ Language Arts and 80% proficient in Math. Fifth graders were 80% proficient in Reading/ Language Arts and 76% proficient in Math. Our SWD and SES subgroups are showing improvement. Our attendance rate has remained high, averaging 98-99% over the past four years. The average of our third through fifth grade students was 79% proficient in Math and 80% proficient in Reading/ Language Arts. Those scores rank Johnson Elementary first in Math and second in Reading/ Language Arts among elementary schools in Harrison County. We would like to recommend that Johnson Elementary be considered for Exemplary Accreditation status for the 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 21<sup>st</sup> Century Tools to accomplish 21<sup>st</sup> Century Initiatives.**

## **Prioritized Strategic Issues**

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## **Considerations from Frameworks Needs Assessment**

### **Professional Learning Communities**

#### **Technology Data Systems**

- Teacher Computers/Presentation Stations
- Student Computers
- Technical Support/Repair

### **Development of Highly Skilled Teachers**

- Professional Learning Communities Development
- Integration of Technology
- Intervention Programs - Tiers 2 and 3

### **Support for School Improvement**

- Extended Day/Year
- Additional Instructional Staff
- Additional Support Staff for Students

### **Framework for Literacy PreK-12 Core Program (Tier I)**

- Writing strategies explicitly taught in all content areas
- Lexile and Quantile Measures to differentiate instruction
- Language of mathematics to develop and defend mathematical conjectures, arguments, reasoning and proof
- techSteps (K-8)

### **Framework for Literacy PreK-12 Intervention Program (Tier II and Tier III)**

- Tiered instruction framework to support 21st Century CSOs in reading, writing and mathematics
- Increasing levels of support for at-risk students prior to referral to special education
- Direct and explicit intervention strategies, materials and web-based resources
- Continuous assessment (benchmark, progress monitoring and diagnostic) to pinpoint problems, design targeted interventions and measure response to interventions
- Small group instruction delivered beyond the core reading/language arts and mathematics periods
- Specific targeted instruction
- Program-specific assessment or other assessments to pinpoint problems and design targeted interventions
- Continuous assessment
- Flexible grouping as appropriate for targeted instruction

### **Framework for Literacy PreK-12 Independent/Extension Program**

- Parents Lexile Reading Kit at [www.lexile.com](http://www.lexile.com)
- Education component that addresses reading and mathematics literacy

### **Framework for Literacy PreK-12 Infrastructure**

- Reading and math interventionists/coaches
- Technology Integration Specialist
- Technology work stations for all teachers
- Technology Integration Specialist/coaches
- Reading and mathematics interventionists
- Cross-grades collaboration and/or interdisciplinary planning

Continuously increase student achievement in literacy and numeracy.

**To annually increase the number of students scoring at mastery or above in reading/language arts and math.**

<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Mode (Coaching, Learning Community, or Trainer Led)</b>
08-09	Test Disaggregation	Teachers	Trainer Led
08-09 / 06-10	K-3 Reading Model RTI	Teachers	Trainer Led
08-09 / 06-10	4-5 Reading Model AIM	Teachers	Trainer Led
08-09 / 06-10	K-5 Reading Model -RTI/AIM Follow ups	Teachers	Trainer Led
08-09 / 06-10	Benchmarking	Teachers	Coaching
09-09	Literacy and Numeracy: Parent Information Sessions	Parents /Students	Learning Community
09-09 / 06-10	Teacher Book Study	Teachers	Learning Community
10-09	Odyssey Lesson Planning	Teachers	Coaching
10-09	Acuity Benchmarking	Teachers	Coaching
11-09	Writing Roadmap	Teachers	Coaching

**1a. Fund and implement an after school second grade tutorial program for those not achieving benchmarks.**

Core Plan Technology

**1b. Identify students in the low SES and SWD subgroups. Utilize the individual item analysis summary report to reteach areas of deficiencies.**

**1c. Fund and implement an after-school tutorial program for students in grades 3-5 prior to WESTEST administration. These students are identified as having deficiencies in reading and math.**

Core Plan Technology

**1d. Utilize journal writing, writing across the curriculum, school-wide writing prompts, Writing Roadmap, shared writing, interactive writing, modeled writing, Writing Workshop, writing genres, and classroom newsletters to increase literacy.**

Core Plan Technology

- Measure: Westest, Dibels, Acuity, Odyssey, Writing Roadmap, PASI, PSI
- Monitoring: Classroom observation, intervention folders and logs, data from second grade after school tutoring program, data from Westest tutoring, Westest performance, Dibels progress monitoring, Dibels benchmark results, Odyssey / Acuity benchmarks, Writing Roadmap results
- Support: County will provide administrative leadership, financial and supervisory support, assist with data collection and analysis, facilitate staff development pertaining to county / state initiatives, LSIC and PTA help provide funding

Core Plan Technology SBI

Decrease the achievement gap in the SWD and low SES subgroups along with students not making benchmark.

**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-2 through Dibels assessment and mClass math benchmarking that score in the strategic and intensive ranges.**

<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Mode (Coaching, Learning Community, or Trainer Led)</b>
08-09 / 06-10	K-3 Reading Model RTI	Teachers	Trainer Led
08-09 / 06-10	3-5 Reading Model AIM	Teachers	Trainer Led
08-09 / 06-10	K-3 Reading Model RTI Follow Up	Teachers	Coaching
08-09 / 06-10	Acuity / Writing Roadmap Updates	Teachers	Coaching
08-09 / 06-10	3-5 Reading Model RTI/AIM Follow Up	Teachers	Coaching

- 1a. K-3 Reading Model with emphasis on Tier 2 and implementation of math intervention in third grade.**
- b. Reading and Math interventions in fourth and fifth grade**
- c. Acuity benchmarking and progress monitoring**
- d. Differentiated instruction**
- e. Emphasis on weakest CSO's**
- f. Westest tutoring program for students scoring below mastery**
- g. Emphasis on vocabulary through AIM**
- h. Uninterrupted reading time**

Core Plan Technology

- 2a. K-3 Reading Model with emphasis on Tier 2**
- b. K-2 Math Interventions**
- c. Dibels benchmarking and progress monitoring**
- d. Phonemic awareness (K-1)**
- e. Differentiated instruction**
- f. Second grade tutoring in reading and math**

## **g. Uninterrupted reading time**

Core Plan Technology

**Increase utilization of 21st Century Technology Skills through instruction and assessment.**

**1. Students and teachers will have access to equipment that is adequate and up-to-date. This will provide optimum instruction / evaluation in order to collect and analyze data, interpret results, and communicate findings (as measured by the school's test summary reports) to improve instructional practice and student learning.**

**2. Teachers will be prepared to integrate appropriate technology resources into instructional strategies and learning environments. This will maximize learning and teaching seamlessly throughout the curriculum to enhance instructional methods that develop higher-level thinking, decision-making, and problem solving skills.**

**3. Utilize county *Technology Tool Resources* for SBI to meet 21st Century technology goals, meeting the individual and diverse needs of learners.**

**4. Provide and utilize staff learning opportunities through professional development to enhance community and school relations.**

<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Mode (Coaching, Learning Community, or Trainer Led)</b>
09-09 / 03-10	Odyssey Lesson planning	Classroom Teacher	Coaching
09-10	Technology Initiatives	Parents/Students	Learning Community
10-09	Odyssey/Acuity Benchmarks/RTI -reviews	Computer Teacher	Trainer led
10-09	On Line Cyber Safety	Teacher/Community	Trainer led
10-09	Live Grades Online Training Update	Teachers	Trainer led
11-09	Virtual Field Trip Training	Teachers	Trainer led (Distance Learning Lab)
12-09	Online Grades for Parents	Parents	Learning Community
01-10	techSteps training	Teachers	Trainer led
03-10	PC Mobile Lab Training	Teachers	Trainer led
5-10	PDS Students-Action Research	Teachers	Learning Community

**TECH/01:**

**Provide 21<sup>st</sup> century hardware and a state of the art 21<sup>st</sup> 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.**
- **Provide each grade level with a projector station / board and supportive training for online and group teaching.**
- **Provide all classroom teachers with MAC laptops.**
- **Provide access to a thirty station mobile PC wireless lab.**

## **TECH/02:**

**Focus on 21<sup>st</sup> century technology tools and resources that improve achievement of all students, with a special emphasis on SWD and low SES students.**

The use of techSteps will be used to reinforce technology skills needed for achieving curriculum success.

Core Plan Technology

- **Utilize technology resources as 21<sup>st</sup> century tools for decreasing the achievement gap in the SWD and low SES subgroups.**
- **Utilization of school-wide writing prompts, activities, and computer story starters for grades k-5. planned and initiated by the LSIC committee/Technology Coordinator.**
- **Utilize Odyssey and techSteps lessons to remediate / enhance grade level curriculum.**
- **Utilizing classroom and lab computers, students will practice the WV Odyssey Basic Skills and Acuity Benchmarking lessons in preparation of Westtest**

## **TECH/03:**

**Utilization of telecommunications and internal connections in the schools to enhance learning.**

Core Plan Technology

- **Teachers and Administrators will communicate with each other through their state access email accounts for the purpose of sharing information, websites, lessons and ideas to enhance learning.**

## **TECH/04:**

**Provide increased access for students and teachers to 21<sup>st</sup> century tools and resources.**

Core Plan Technology

- **Provide teacher/student access to school/county informational resources through county and Johnson Elementary School homepage.**
- **Utilize online grading program for teachers and parents.**
- **Utilizing classroom computers and computer labs, students will practice the WV Odyssey Basic Skills, Acuity, Writing Roadmap, and TechSteps to prepare for Westtest.**

## **TECH/05:**

**Utilize innovative strategies for providing curricular enrichment that may not be available without the use of 21<sup>st</sup> century tools and resources.**

Core Plan Technology

- **Utilization of the Distance Learning Lab for rigorous classroom instruction including, but not limited to, Virtual Field Trips, Foreign Language Instruction, and Webinars.**
- **Utilization of the Distance Learning Lab for student, parent, and community educational opportunities.**

**TECH/06:**

**Promote parental involvement and improve collaboration with community/home through the use of 21<sup>st</sup> Century Tools and resources.**

Technology

- Utilize LiveGrades, teacher web pages and email to communicate with parents concerning student progress.
- **Provide student/community access to classroom news, school, county information and technology tips through Harcoboe, JES webpages.**
- Collaborate with West Virginia University through blogs, email and other technology tools.

**TECH/07.**

**Provide professional development for training teachers and administrators to improve the integration of 21<sup>st</sup> century tools and resources.**

Technology

**The Technology Integration Specialist, resources through the Benedum Collaborative and county personnel will provide professional development for JES staff through continuing education in the following areas:**

- RTI
- AIM
- Odyssey
- Live Grades
- Virtual field trips
- Acuity
- **Action Research to validate best practices (in collaboration with West Virginia University and our Pre-Service teachers)**
- Mobile Lab
- mClass
- techSteps

**TECH/08:**

**Provide students and teachers with access to equipment that is adequate and up to date for optimum instruction/evaluation.**

Technology

- **These individuals will maintain and repair all 21<sup>st</sup> century technology and internal connections:**

The Technology Integration Specialist will assist with minor computer problems during daily scheduled block of time.

County/ RESA technicians are utilized when needed.

**TECH/09:**

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

Technology

- **Provide informational links to technology through the JES homepage to educate parents**

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) and (Acuity reinforcement) 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 21<sup>st</sup> century 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 35 classrooms which includes 4 modulares outside the main structure. We also house preschool students at Cubby's Day Care Facility. With an enrollment of 649 students with preschool 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 now have security camera in hallways now.**

**Our classroom teachers have recieved Mac Book Pro laptop computers, projectors, and some smart boards along with some Document Viewers to be used for instruction of all learning programs and basic skills lessons at each grade level and TESTING avalibility for classroom teachers. Therefore monies are needed to provide professional development for these hardware and uses in the classrooms.**

**Section 1: Profile Information**

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

Location	Total Number
<b>Classrooms:</b>	<input type="text" value="35"/>
<b>Buildings:</b>	<input type="text" value="7"/>
<b>Administrative Offices:</b>	<input type="text" value="2"/>
<b>Instructional Offices:</b>	<input type="text" value="4"/>
<b>Library Media Center:</b>	<input type="text" value="1"/>
<b>Stationary Computer Lab:</b>	<input type="text" value="2"/>
<b>Mobile Computer Lab:</b>	<input type="text" value="0"/>
<b>Students:</b>	<input type="text" value="659"/>
<b>Grade Configuration:</b>	<input type="text" value="Pre-Kindergarten"/> - <input type="text" value="Grade 05"/>

**School Web Page Address:**

<http://www.harcoboe.com/jes>

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

Number of Classrooms without Internet connectivity

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**Section 3 and 4: Desktop, Notebook and Netbook Computers**

		Windows XP	Windows Vista	Windows 7	Apple OSX	Linux	Totals
<b>Administrative Computers</b>	<b>Desktops</b>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	2
	<b>Notebooks</b>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	2
	<b>Netbooks</b>	<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
<b>Non-Instructional Computers</b>	<b>Desktops</b>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	4
	<b>Notebooks</b>	<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
	<b>Netbooks</b>	<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
<b>Classroom/Student Computers</b>	<b>Desktops</b>	<input type="text" value="101"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	101
	<b>Notebooks</b>	<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
	<b>Netbooks</b>	<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
<b>Classroom/Teacher Computers</b>	<b>Desktops</b>	<input type="text" value="35"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	35
	<b>Notebooks</b>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="28"/>	<input type="text" value="0"/>	31
	<b>Netbooks</b>	<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
<b>Library Media Centers</b>	<b>Desktops</b>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	6

	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Stationary Lab	Desktops	54	0	0	0	0	54
	Notebooks	2	0	0	0	0	2
	Netbooks	0	0	0	0	0	0
Mobile Lab	Desktops	0	0	0	0	0	0
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
<b>Totals</b>		<b>208</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>0</b>	<b>237</b>

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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="5"/>	<input type="text" value="2"/>	<b>7</b>
Electronic White Boards	<input type="text" value="3"/>	<input type="text" value="0"/>	<b>3</b>

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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 senate/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.

7.8 Total number of teachers trained in the school (Should match 7.1). **36**

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 Budget 2009/2010**

**2009-2010 Technology Planning Budget**

Funding Source	Hardware	Software	Infrastructure	Maintenance	Professional Dev.	Salaries
TFS - elementary						
TFS-secondary						
TI						
Local share						
EETT						
County/school	4,000.00	3,000.00	8,000.00	1,300.00	1,700.00	200.00
Grants						
Title I						
SpEd						
<b>TOTALS</b>	<b>4,000.00</b>	<b>3,000.00</b>	<b>8,000.00</b>	<b>1,300.00</b>	<b>1,700.00</b>	<b>200.00</b>

**Technology Budget 2008/2009**

**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											
<b>TOTALS</b>	<b>5,000.00</b>	<b>2,000.00</b>		<b>2,000.00</b>	<b>325.00</b>	<b>2,000.00</b>		<b>3,000.00</b>	<b>1,000.00</b>	<b>2,000.00</b>	<b>17,325.00</b>