

**LINCOLN COUNTY
SCHOOLS**

**043 212 MIDWAY ELEMENTARY
SCHOOL**

**ROUTE 1 BOX 130
ALUM CREEK WV 25003**

AllPlans Plan

Plan submitted: October 12, 2012

Midway Elementary is located in Alum Creek, WV. It is part of the rural, community-based Lincoln County School District. Midway has a total enrollment of 307 students. The student population is mainly white at 97.7%. The percent of low-income students is 60.62. Midway's teaching staff consists of 19 teachers and 1.5 speech pathologists. Approximately 95% of the teaching staff is classified as highly qualified.

Planning Committee

Name	Title	Representation
Amanda Sowards	2nd Grade Teacher	*Teacher
Bruce Tulley	5th Grade Teacher	*Teacher
Connie Briles	Kindergarten	*Teacher
Don Davis	Principal	*Administration
Ellen Sowards	Speech Pathologist	*Special Education
Melissa Adkins	3rd Grade Teacher	*Teacher
Moria Williams	Parent; PTO President	
Patricia Byers		*Teacher
Priscilla Milam	4th Grade Teacher	*Technology *Teacher
Teresa Wade	Sevice Personnel and LSIC member	*Service Personnel
Wanda Wade		*Teacher

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

The leadership team meets weekly throughout the year. Input by the team members concerns school functions of improvement for facilities, parent involvement, student data analysis, scheduling, instructional delivery, and student progress. Some of the members meet during team collaboration meetings, LSIC, and PTO meetings. Other discussions occur in weekly team meetings and during Professional Learning Community meetings. Much discussion was given to the fact that Midway Elementary made AYP from 2004-2010 school years and continued to have success with WESTEST 2. We are very proud of this accomplishment. The members feel that this is due to the dedication of our staff and community to see that the needs of our students are met. The County support and guidance to maintain the focus of instruction, assessment and maintenance is another source of our success.

Midway's low socio-economic status is about 60.62% for students on free and reduced rate for school lunch. However, we are not a Title I school nor do we receive any services or funding through Title I. Everything that is offered to our students is through our staff, parents, Title II, county funding and local business partners. Our attendance rate for last year was 97.7%. We strive to improve the attendance rate by personally greeting our students upon arrival and escorting them out daily. Family calls, home visits, SAT referrals or other necessary services are made when a pattern of the student absences are observed. In addition, we have created a school-wide responsible student program called Mustang for Success that rewards students for coming to school. We continue to strive for excellence with the attendance of our student population.

Core Beliefs

1. All students can and will experience success daily in our school.
2. Through a combined effort of students, parents, teachers, administrators, and support personnel, our students will reach their academic potential.
3. Our staff is committed to using all the tools, skills, and abilities to provide a rich learning environment with a variety of instructional strategies to ensure student success.
4. Students that develop the characteristics of respect, responsibility, honesty, caring, giving, friendship (tolerance and acceptance), kindness, patience and perseverance will effectively develop marketable and productive skills to impact future job performance.
5. Parental involvement is essential for students to be successful.
6. Student achievement can be impacted by using formative classroom assessments and benchmark summative assessment monitoring.

Mission Statement

Midway Elementary School's mission is to educate the whole child to thrive in an ever-changing world.

Data Analysis

KEY OUTCOME INDICATORS:

We examined the WESTEST 2 data to see if there were improvements in our focus from the previous year. We discovered that the low-SES scores for Reading dropped by 6.95%, while the Math scores dropped by 11.32%. During our discovery, we have found that WESTEST scores dropped for two consecutive years in Reading and Math in the low-SES subgroup. Secondly we wanted to see the overall performance of each grade level. The key outcome indicators identify the greatest improvement occurred in third and fourth grade reading for overall. We have determined the greatest need for improvement is the low-SES group of students in grades three through five in reading and grades three and four in math. With this glaring deficit, other data was considered and analyzed to identify more specific weaknesses.

The Confidential Roster Report for Reading and Math revealed a continued deficit for grades three and four in math. Third grade students performed at 60.00% in novice and partial mastery in reading; and performed at 62.86% in novice and partial mastery in mathematics. The fourth grade students performed at 67% in novice and partial mastery in reading, which is an improvement from last year's 84.38%; and performed at 81% in novice and partial mastery in mathematics. The fifth grade students performed at 40% proficient in mathematics.

The scores were compared with the cut scores identifying the size of the gaps in upward performance levels. The analysis continued to identify the low performance on the individual objectives for reading and mathematics. The data was further examined by looking at the performance of each objective per student.

The immediate implication is to focus on the areas that we can improve upon in curriculum and instruction. Indirectly, we discussed some of the barriers to the students' success in each area. Therefore, we examined individual student attendance and grades, Acuity benchmark performance, the use of Acuity lessons, and parental involvement to further understand the action plan that must be developed.

EXTERNAL TREND DATA

As we reviewed the previous years' WESTEST 2 data, we concluded that low-SES sub group and special education students need focused instruction to close achievement gaps. The size of the subgroup is a reflection of the economic status of the community. The changes in employment status and job relocations have impacted student performance in a negative way. Therefore, we are analyzing how we can educate or support parents during this transition. A weekly newsletter is provided to the parents per classroom to inform of upcoming events, current lesson assignments and student recognitions. In the content areas of Mathematics and Reading, a unit newsletter is provided to parents detailing the skills and some activities associated with the unit. A monthly newsletter is also provided giving hints for assisting their children with educational and social issues. The school website provides a communication link between home and school. Parent training and education

sessions are planned in cooperation with the PTO meetings. We continuously strive to encourage parental involvement throughout the academic year.

STUDENT ACHIEVEMENT DATA

Upon a thorough examination of the WESTEST 2 data, the most glaring deficit was in fourth grade mathematics and fifth grade reading. Mathematics was weak in both third and fourth grades. An outstanding success was the fifth grade math scores. The low-SES subgroup proficiency score was the area of greatest concern in mathematics and reading. The low-SES in mathematics was the greatest reason for not gaining AYP status. Another discovery was that the reading and language arts scores for third grade showed an 8% improvement and the fourth grade showed a 17% improvement from the previous years' test data. Below is the breakdown of the individual grade level information.

3rd Grade

Math - The math performance is below the Lincoln County and WV math scores for third grade mathematics: Midway 36; Lincoln County 43; West Virginia 49. The female to male ratio is 20:16 and Low SES to All is 22:36.

Reading/Language Arts - The RLA performance is lower than the county and state scores: Midway 42; Lincoln County 52; West Virginia 49. The female to male ratio is 20:16 and Low SES to All is 22:36.

4th Grade

Math - The math performance is lower than the Lincoln County and WV math scores for fourth grade mathematics: Midway 19; Lincoln County 41; West Virginia 47. The female to male ratio is 14:23 and Low SES to All is 22:37.

Reading/Language Arts - The RLA performance is much lower than the state RLA scores: Midway 33; Lincoln County 35; and West Virginia 44. The female to male ratio is 14:23 and the Low SES to All is 22:37.

5th Grade

Math - The math performance is higher than the Lincoln County math scores for fifth grade mathematics: Midway 40; Lincoln County 38; West Virginia 50. The female to male ratio is 14:16 and Low SES to All is 19:30.

Reading/Language Arts - The RLA performance is much lower than the county and state RLA scores: Midway 27; Lincoln County 39; and West Virginia 51. The female to male ratio is 14:16 and the Low SES to All is 19:30.

Summary - Overall, Midway demonstrated growth in RLA for third and fourth grades. Third grade math for 2010/11 was 41.67% proficient and 2011/12 was 36.00% proficient. Fourth grade math for 2010/11 was 42.31% proficient and 2011/12 was 19.00% proficient. Fifth grade math for 2010/11 was 54.29% proficient and 2011/12 was 40.00% proficient. Third grade RLA for 2010/11 was 33.33% proficient and 2011/12 was 42.00% proficient. Fourth grade RLA for 2010/11 was less than 10% proficient and 2011/12 was 33.00% proficient. Fifth grade RLA for 2010/11 was 45.71% proficient and 2011/12 was 27.00% proficient.

WESTEST 2 Participation Rate

Midway met the required participation rate with regards to WESTEST 2 at 100%.

Attendance Rate

Midway met the attendance rate of 97.7% for the year.

AYP

Midway Elementary School did not meet AYP due to the subgroup of low-SES in RLA. All other areas were met with the confidence interval.

Special Needs

The cell size for the AYP is not of sufficient size to rate.

ANALYSIS OF CULTURE, CONDITIONS AND PRACTICES

The county Curriculum Team walkthroughs showed that we were on target with Learning Focused strategies, small group instruction, student writing displays, student engagement, teacher engagement with students, graphic organizers, technology integration, vocabulary emphasis, think-pair-share strategy usage, and weekly newsletters. From this, we feel that we need to stay on target to enhance student achievement.

All the self-contained classrooms in our school is listed at 70.6% for HQT, although our actual listing should be at 94%. One of the two special education classrooms did not meet the standards for HQT. Due to the shortage of highly qualified special educators in the state, we are uncertain how to resolve this matter.

The data from the Digital Divide Survey revealed the ratio for students to computers was 2:1, the level of teacher technology training was 6-15 hours per educator, and all classrooms are adequately equipped with technological devices. We are in the process of having a computer lab installed, which will allow twenty-four students access at one time. The infrastructure needs to be updated to increase the bandwidth for internet usage. From this, we realize that we have the equipment and the training necessary and that implementation needs to continually increase. Enhancement for instructional implementation could be supported by having a technology instructional support personnel (TIS) in our school.

OEPA Analysis

Prioritized Strategic Issues

School-wide use of data, through PLCs, to inform and guide instruction.

Use of prioritization and curriculum mapping.

Use of standards-based math.

Have high expectations for students and staff.

Use of differentiated instruction, specifically targeting low-SES students in reading and math.

Principal monitoring of people, programs and procedures.

Using the core reading program which is built on the five essential components of reading.

Scaffold instruction for all students.

Integrate technology throughout curriculum.

- 1.1 To ...
- 1.2 To ...
- 1.3 To ...

All Midway Elementary School students will be proficient in Mathematics.

Analyze WESTEST 2, Acuity Benchmarks, SMI, and summative assessments to identify the specific deficiencies per grade and per students.

Core Plan Special Education Technology

Midway Elementary will implement the Standards-Based Mathematics program, the utilization of math manipulatives and small group instruction.

Core Plan Special Education Technology

Monitor the level of proficiency through informal and formal assessments.

Core Plan Special Education Technology

Provide instructional lessons targeting study skills.

Core Plan Special Education Technology Parental Involvement

Provide time in schedule to target small groups in the deficient areas.

Core Plan Special Education Technology Parental Involvement

Support student data analysis with the use of student data notebooks.

Core Plan Technology

All students will reach proficiency in Reading/Language Arts.

- 1. All third, fourth, and fifth grade students will reach proficiency in reading and language arts as measured by WESTEST 2. The percentage of students proficient in reading and language arts will increase by 10% annually.
- 2. All primary students will reach proficiency in reading and language arts as measured by Acuity Benchmark, SRI, and DIBELS.
- 3. Provide sustained researched based professional development offerings for teachers and parents resulting in high quality classroom instruction leading to increased achievement in reading.

Provide time in schedule to target small groups in the deficient areas.

Core Plan Special Education Technology

Analyze WESTEST 2, Benchmark, summative assessments, SRI, and DIBELS to identify the specific deficiencies per grade and per student.

Core Plan Special Education Technology Parental Involvement

Each teacher will develop an instructional plan using research-based intervention materials for the deficient areas.

Core Plan Special Education Technology

Monitor the level of proficiency through informal and formal assessments.

Core Plan Special Education Technology

Support student data analysis with the use of data notebooks.

Core Plan Special Education

Midway Elementary will increase the technology integration for and by the students and staff in preparation for the rigorous demands of the 21st century.

Objective: To ensure that the school has an adequate infrastructure to provide for 21st century instruction and assessment

School Year	Student to computer ratio (Windows XP and above)	State Target
2008-2009		Elementary (K-5) – 3:1 Secondary (6-12) – 2:1 Long term target: 1:1
2009-2010		
2010-2011	3:1	
2011-2012	2:1	
2012-2013	2:1	

As measured by: [2008 Student to Computer Ratio](#) (based on XP and above and 10/08 survey)

Objective: To ensure that all students are technology literate by the end of fifth grade

TechSteps Average Projects per/Student (Target – 6.0 per student)	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	< 1	2	6	6	6
First Grade	< 1	2	6	6	6
Second Grade	< 1	2	6	6	6
Third Grade	< 1	1	6	6	6
Fourth Grade	< 1	1	6	6	6
Fifth Grade	< 1	1	6	6	6

As measured by: TechAttain: School summary reports

Objective: To ensure that all students are technology literate in Midway PK-5 School

School Year	YTD Average	YTD Average	YTD Average	YTD Average	YTD Average	YTD Average

	Projects K	Projects 1st	Projects 2nd	Projects 3rd	Projects 4th	Projects 5th
2010-2011	Actual: 6 Target: 6	Actual: 6 Target: 6	Actual: 6 Target: 6	Actual: 6 Target: 6	Actual: 6 Target: 6	Actual: 6 Target: 6
2011-2012	Actual: 6 Target: 6	Actual: 6 Target: 6	Actual: 6 Target: 6	Actual: 6 Target: 6	Actual: 6 Target: 6	Actual: 6 Target: 6
2012-2013	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6

TECH/01

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

- Purchase technology as money becomes available to support increased integration of 21st-Century skills into the classroom
- Maintain computer labs and mobile labs with current updates
- Furnish classrooms with digital presentation stations: laptop, data projector, document camera, and SMART boards
- Install new server
- TFS - 24-computer lab
- TFS - 16 computers in the classroom
- TFS - 14 mini notebooks
- TFS - 2 data projectors/mounts
- County - Principal's Computer
- County - Principal's Laptop
- County - Conference Room Computer
- Spec. Ed. - 9 iPads

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

- Increase usage of SMARTboards
- Increase usage of Responders
- Increase usage of Document Camers
- Use ETS and/or Acuity website to monitor student achievement
- Schoolwide integration of techSteps (K-8)
- Increase student interaction through the use of applied technology tools
- Increase student engagement through the use of applied technology tools
- Step 7 - 6 CICERO for Social Studies
- TFS - Compass Learning instructional program

TECH/03

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

- Schedule lab time for teachers/students to access the internet for research, use instructional resources, etc.
- Teachers will use the Message Center built into LiveGrades to keep open lines of communication between students and parents.
- The school website will be kept up-to-date with important and relevant information for parents and students.

TECH/04

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

- Incorporate techSteps into curriculum
- All students and staff will receive instruction and sign an acceptable use policy before accessing the internet
- Provide classrooms with X-tenda lab units, with between 3-6 student workstations
- Added schoolwide wireless internet for teacher and administration network connectivity and internet access
- Purchase additional technology as funds become available

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.

- Use WV Writes computer software to increase understanding of writing process
- Incorporate keyboarding program into curriculum

TECH/06:

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

Technology

- Use WV Writes computer software to increase understanding of writing process
- Incorporate keyboarding program into curriculum

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

- Use WV Writes computer software to increase understanding of writing process
- Incorporate keyboarding program into curriculum

TECH/08

Maintain and repair all 21st-Century tools and internal connections.

- County contract with local RESA for computer maintenance
- Use county procedures for upgrade/maintenance for school technology infrastructure
- School will be supported through a Technology System Specialist (TSS)
- Upgrade school bandwidth
- Update/replace server

TECH/09:

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

Technology

- County contract with local RESA for computer maintenance
- Use county procedures for upgrade/maintenance for school technology infrastructure
- School will be supported through a Technology System Specialist (TSS)
- Upgrade school bandwidth
- Update/replace server

Beginning Date	Ending Date	Other Date	Related Goal(s)	Topic	Audience	Mode	Funding Source(s)	Local Use
			Increase student achievement in Reading / Language Arts and Mathematic	TAH Grant	Third grade teachers		RESE	
			Increase student achievement in Mathematics and Reading/Language Arts	National Board Certification Meeting	Third grade teacher		REAS	
			Increase student achievement in Reading/Language Arts and Social Studies	Teaching American History	Third grade teachers		RESA II	
Jun 08, 2011	Jun 08, 2011		Increase student achievement in the areas of Mathematics and Reading/Language Arts	Classroom management/ Web Resources	New teachers		WV CPD	
Jul 17, 2011	Jul 22, 2011		To provide county kindergarten leadership team with an understanding of the new standards in order to provide training for all Lincoln County Kindergarten teachers.	Kindergarten WVDE Leadership Institute	Kindergarten Teachers		WVDE, Title I, and Title II	
Jul 25, 2011	Jul 27, 2011		County students will be proficient in mathematics.	Mathematics Academy	Math and General Education Teachers		Medicaid, Title VI, Title II	
Aug 04, 2011	Aug 04, 2011		Increase student achievement in the areas of Math and Reading	Five Year Strategic Plan and Training/Review of Teacher Standards	Principals and Central Office		Loca;	
Aug 05, 2011	Aug 05, 2011		Increase student achievement in the area of reading and Language arts	RLA Curriculum Map Revision	K-5 teachers		Title I and II	
Aug 08, 2011	Oct 10, 2011		Provide free and appropriate public education for students with exceptionalities and increase their achievement	Wilson Reading and Tiers of Instruction	Special Education teachers		IDEA school age FY 12 and Medicaid	
Aug 11, 2011	Aug 11, 2011		Increase student achievement in the areas of Math and Reading/Language Arts	Next Generation Kindergarten Content Standards and Objectives	Kindergarten teachers		Medicaid	
Aug 11, 2011	Aug 11, 2011		Provide a free and appropriate public education for students with exceptionalities and increase their achievement in Reading and Math	WVEIS Data Entry for Referrals and Initial/Reevaluation	Principals and Central Office		Local	

Aug 11, 2011	Aug 11, 2011		Provide a free and appropriate public education for students with exceptionalities and increase their achievement in Reading and Math.	Special Education Guidance Document for Speech/Language Therapists	Speech Therapists		General revenue
Aug 17, 2011	Aug 17, 2011		Increase student achievement in the areas of Mathematics and Reading Language Arts	Early Learning Standards Training	Pre-school teachers		Title I and Medicaid
Aug 17, 2011	May 18, 2012		Increase student achievement in the areas of Mathematics and Reading/ Language Arts	Technology Trainig	School staff		Local
Sep 02, 2011	Sep 02, 2011		Increase student achievement in the areas of mathematics and Reading/ Language Arts	IPI Training	Teachers and Principals		Local
Sep 15, 2011	Sep 15, 2011		Increase student achievement in the areas of Mathematics and Reading/ Language Arts	Professional Learning Communities	Central Office and Prinicpas		RESA and Local
Sep 20, 2011	Sep 20, 2011		Increase student achievement in the areas of Reading and Language Arts	New Teacher: Lincoln Co. Process Writing Model	New teachers		
Sep 29, 2011	Sep 29, 2011		Increase student achievement in the areas of Mathematics and Reading/Language Arts	Ruby Payne training	New teachers		WV CPD
Oct 03, 2011	Oct 03, 2011		Increase student achievement in the areas of Mathematics and Reading/ Language Arts	Parent Involvement	school staff		Local
Oct 03, 2011	Oct 03, 2011		Increase student achievement in the areas of Mathematics and Reading/Language Arts	First Aide	School staff		Local
Oct 03, 2011	Oct 03, 2011		Increase student achievement in the areas of Mathematics and Reading/Language Arts	Autism Training	Midway staff		Local/ MU Autism
Jun 20, 2012	Jun 21, 2012			Project Tier Math	All Third, Fourth, and Fifth Grade Teachers		Title VI
Jul 25, 2012	Jul 27, 2012		To train first grade teachers and principals on the Next Generation Standards	First Grade Next Generation Standards and Objectives	1st Grade Teachers		Title I, Title II, and Title VI

Jul 29, 2012	Jul 31, 2012		To solidify Lincoln County's direction and focus over the coming five years.	Lincoln County's Administrator's Retreat	Lincoln County Principals and Central Office Administrators	Retreat	Title II and Local	
Jul 30, 2012	Jul 31, 2012		To train Kindergarten teachers on the Next Generation Standards and Objectives	Next Generation Standards and Objectives for Kindergarten	Kindergarten Teachers			
Aug 01, 2012	Aug 03, 2012		To train 4th and 5th grade teachers on the Next Generation content standards and objectives.	4th and 5th grade Next Generation Standards and Objectives	4th and 5th Grade Teachers		Title I, Title II, and Title VI	
Aug 21, 2012	Aug 21, 2012		To train teachers on the online grading program	ENGRADE	All Midway Elementary Teachers			
Aug 22, 2012	Oct 22, 2012		To give teachers training on Support for Personalized Learning	Support for Personalized Learning	All Teachers		Special Education and Title VI	
Oct 13, 2012	Oct 13, 2012		To provide support to teachers of meeting the needs of all students	Sensory Integration Training	All Teachers, support staff, and service personnel		Special Education	
Oct 18, 2012	Oct 18, 2012		To train teachers on the Next Geration Math Standards and Objectives	Next Generation Standards for Math	4th and 5th Grade Math Teachers		Title II	
Oct 30, 2012	Oct 30, 2012		To provide training on different teaching and learning strategies	Worksheets Don't Grow Dendrites - Marcia Tate	All teachers PK-12		Title VI	
Nov 01, 2012	Nov 01, 2012		To provide support and mentoring for new teachers	Beginning Teachers Academy	All Beginning Teachers		Title II	
Nov 10, 2012	Nov 10, 2012		To increase awareness of the new standards	Follow-up Training for 1st Grade Next Generation Standards	1st Grade Teachers		Title II	

As stated in the state plan students and teachers need to acquire 21st century skills therefore they need to have access to the technology tools and resources. As we analyzed the data from the Digital Divide we realized that we are moving forward with the tools and available resources. The student to station ratio is 2:1; while the teacher to station is 1:1. The county has provided a fair distribution of funding for professional development to increase the use of technology in instructional practices and productivity.

The majority of the teachers have participated in fifteen hours of professional training. There appears to be a slight gap in the forward movement of the tools and resources and the use of the standards-based digital resources to enhance student achievement. Therefore an increase emphasis on the support and monitoring of the technology usage will be improved with the TIS staff.

The improvement of the infrastructure is in the process of happening but it is currently caught up in company competition.

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.

Midway Elementary enrollment has increased by about thirty students bringing us to 292 students. The staff includes: one principal, twenty-two professionals, three itinerates, six para-professionals; one secretary, one and a half time custodians. Each professional has access to their own laptop computer as well as the stand-alones in their classroom to use for professional task and management. The ratio of students to computers is 1.51. Most of the older computers have been replaced with a newer version equipment and program. Two new mobil labs have been implemented for use this school year; a couple of new smart projectors and boards were also installed and ready for us. The county technology coordinator is providing a shared TIS position with our school to provide the support and instruction on a weekly basis.

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="23"/>
Buildings:	<input type="text" value="4"/>
Administrative Offices:	<input type="text" value="3"/>
Non-Instructional Offices:	<input type="text" value="1"/>
Library Media Center:	<input type="text" value="0"/>
Stationary Computer Lab:	<input type="text" value="0"/>
Mobile Computer Lab:	<input type="text" value="2"/>
Students:	<input type="text" value="287"/>
Grade Configuration:	<input type="text" value="Pre-Kindergarten"/> - <input type="text" value="Grade 05"/>

School Web Page Address:

<http://http://boe.linc.k12.wv.us/education/school>

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

Section last modified 06/05/2012 11:06 by CKW43212

Classroom Connectivity Information

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="23"/>
Number of Classrooms without Internet connectivity	<input type="text" value="0"/>

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	<input type="text" value="204"/>
Number of drops in the school (drops are defined as wired connections that access the Internet)	<input type="text" value="60"/>

Do you have wireless connectivity in the school?

Yes No

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

204

Section last modified 06/05/2012 12:06 by CKW43212

Section 3 and 4: Desktop, Notebook and Netbook Computers

		Windows			Apple OSX	Linux	Totals
		Windows XP	Vista	Windows 7			
Administrative Computers	Desktops	5	0	0	0	0	5
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Non-Instructional Computers	Desktops	0	0	0	0	0	0
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Classroom/Student Computers	Desktops	103	15	0	0	0	118
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Classroom/Teacher Computers	Desktops	0	0	0	0	0	0
	Notebooks	11	11	0	0	0	22
	Netbooks	0	0	0	0	0	0
Library Media Centers	Desktops	0	0	0	0	0	0
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Stationary Lab	Desktops	0	0	0	0	0	0
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Mobile Lab	Desktops	0	0	0	0	0	0
	Notebooks	0	0	0	0	0	0
	Netbooks	27	32	0	0	0	59
Totals	146	58	0	0	0	204	

Section last modified
06/05/2012
12:06 by
CKW43212

Section iPads: iPads

	iPads
Administrative Computers	<input type="text" value="0"/>
Non-Instructional Computers	<input type="text" value="0"/>
Classroom/Student Computers	<input type="text" value="4"/>
Classroom/Teacher Computers	<input type="text" value="7"/>
Library Media Centers	<input type="text" value="0"/>
Stationary Lab	<input type="text" value="0"/>
Mobile Lab	<input type="text" value="0"/>
Total Number of iPads in School	11

Section last modified
06/05/2012
12:06 by
CKW43212

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?

Section last modified 11/02/2009 20:11 by CKW43212

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
10	12	22
2	18	20

Projection Devices

Electronic White Boards

Section last modified 06/05/2012 12:06 by CKW43212

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.

24

7.2 Number of teachers trained for 0 hours.

0

7.3 Number of teachers trained for 1-5 hours.

1

7.4 Number of teachers trained for 6-15 hours.

3

7.5 Number of teachers trained for 16-25 hours.

17

7.6 Number of teachers trained for 26-50 hours.

3

7.7 Number of teachers trained for more than 50 hours.

0

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

24

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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