

**PUTNAM COUNTY  
SCHOOLS**

**072 240 LAKESIDE  
ELEMENTARY**

**2550 US RT 60**

**HURRICANE WV 25526**

**AllPlans Plan October 19, 2008**

## Planning Committee

Name	Title	Representation
Brandy Haid	Teacher	*Technology *Teacher
Caroline Niebur	Teacher	*Teacher
Carolyn Mullins	Music Teacher	*Teacher
Diana Hensley	Classroom Aide	*Service Personnel
Jeanette Waller	Parent	*Parent
Jenni Alford	Parent	*Parent
Kristy Harless	Teacher	*Technology *Teacher *Parent
Marsha Armstead	Bus Driver	*Service Personnel
Mary Joe Harris	Secretary	*Service Personnel
Melissa Vickers	Parent	*Parent
Patty Jones	Teacher	*Technology *Teacher
Tammy Dill	Principal	*Administration
Uticia Wallace	Title I Teacher	*Title I

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

Committee members were invited by written letter to attend a planning meeting in September 2008. The plan was discussed, data reviewed and plan adjusted accordingly. On September 29th, the administrator and sysop attended the input meeting at the Board of Education office. Committee members will be invited to future meetings and revisions will be discussed and acted upon accordingly.

## **Core Beliefs**

1. Every student can learn and deserves an equitable quality education.
2. Every school must provide a safe, nurturing environment that promotes learning.
3. Our curriculum and instruction must be appropriate and challenging to meet the needs of every student.
4. Our expectations must be high to result in high expectations.
5. Our homes, schools, and community must share responsibility for the education of students.
6. We must provide the appropriate resources and support to prepare students for success in a diverse and changing world.
7. We must provide high quality staff development to create an effective learning community.

**Mission Statement** The MISSION of Lakeside Elementary School is to ensure that every student masters the curriculum and achieves academic success. We will dedicate our time, resources, and practices to closing the achievement gap, bringing every student to mastery and beyond, and preparing every student for success in a diverse and changing world. Working with the home and community, we will build a supportive system characterized by ethical behaviors, mutual respect, professionalism, and collaboration.

## **Data Analysis**

**External Trend Data:** Despite an overall increase in enrollment, we eliminated a half-time Kindergarten position due to a decrease in Kindergarten enrollment. The strategic planning team noted a decrease in the percentage of students surveyed reporting the use of video games containing violence.

**Student Achievement Data:** During data analysis it was noted that a shift occurred. Measurement was no longer a weakness. However, data analysis and probability was noted as a new area of weakness in Math. In language arts, it was noted that writing is weaker than reading.

**Other Student Outcomes:** Lakeside Elementary's attendance remains exemplary and has increased from 97.4 to 97.7%. Character traits continue to be emphasized by all staff members. As noted earlier, a decrease in the percentage of students playing violent video games was evident in the survey. However, Alcohol use was up from 7.1% to 9.5% among students surveyed.

**Analysis of Culture, Conditions and Practices:** 90% of computers are Windows XP machines according to the Digital Divide. There will be an increase in the use of technology for integration across the curriculum to improve student achievement.

**Key Outcome Indicators:** As noted by our data analysis we will continue to work to close the achievement gap. Of particular concern is the gap between all and students with disabilities. We will continue to focus on the use of technology in all areas of the curriculum.

Alcohol use will be addressed by the SAP and activities planned accordingly.

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**

### **Prioritized Strategic Issues**

1. Increase student achievement in scores at all grade levels
2. Continue to decrease the gap between all and SWD
3. Continue to decrease the gap between all and ED
4. Increase the proficiency of students in writing
5. Increase use of technology integration in all content areas
6. Continue to increase attendance rate
7. Address the use of alcohol among 5th grade students

**Achievement- All students will achieve mastery or above in core subjects.**

Increased percentage of students in grade 3 attaining mastery or above by 2 percent per year for the duration of the 5 year plan. Measure WESTEST2 Assessment Base 84.00 Target 93.00 Monitoring teacher lesson plans Support County technology department, school sysop, Technology Team

1. Students in 4th grade will acquire a better understanding of geometric concepts, evidenced by 2 percent increase in WESTEST scores. Measure WESTEST2 Assessment, teacher assessments, 9 weeks grades, chapter tests Base 64.00 Target 73.00 Monitoring Lesson plans, classroom observations by principal, teacher tracking of student progress Support County and School Professional Staff
2. Increased percentage of students in grade 4 attaining mastery or above by 2 percent per year for the duration of the 5 year plan. Measure Measure WESTEST2 Assessment Base 0.75 Target 0.95
3. Increased percentage of students in grade 5 attaining mastery or above by 2 percent per year for the duration of the 5 year plan. Measure Measure WESTEST2 Assessment Base 0.84 Target 0.94
4. Increase percentage of 4th grade students attaining mastery or above by 2 percent per year for the duration of the 5 year plan. Measure Measure WESTEST2 Assessment, formal and informal assessments Base 73.00 Target 100.00 Monitoring Lesson plans, classroom observations by principal, teacher tracking of student progress Support County and School Professional Staff
5. Increase percentage of students in grades k-2 scoring at mastery or beyond on reading assessments Measure Informal teacher assessment, formative assessments, and DIBELS Base 77.00 Target 90.00 Monitoring Lesson plans, classroom observations by principal, teacher tracking of student progress Support School Professional Staff (Title I)

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
Sept. 2008	First in Math	Teachers	Trainer Led/Hands on
Sept. 2008	Reading Street Software	New Teachers	Trainer Led/Hands on
Sept. 2008	DIBELS	K-3 Teachers	Trainer Led/Hands on
Oct. 2008	Acuity	3-5 Teachers	Trainer Led/Hands on
Oct. 2008	Wrtiting in the Reading Block	K-5 Teachers	Trainer Led/Hands on
Dec. 2008	DIBELS	4-5 Teachers	Trainer Led/Hands on
Feb. 2009	Kidspiration/Inspiration	K-5	Trainer Led/Hands on

1 - Implement a tiered model of reading instruction  
Core Plan

- Staff Development: five components of reading instruction; three tier-model of reading instruction; DIBELS assessment and phonics screener
- Master schedule changes: assigned reading and teacher assigned math blocks; each grade level has an assigned thirty minute intervention/enrichment period daily.
- Utilize the Palm hand-held for DIBELS benchmark and progress monitoring for students
- Use data from DIBELS for planning instructional groups and intervention
- Utilize Scott Foresman materials to implement a three tier model of reading instruction
- Basic Skills software will be utilized by students to improve achievement
- Use "Acuity" assessments for grades 3-5
- Implement the 21st century CSO's.

2 - Fully implement standards-based math in grades K-5

Core Plan

- Utilize "Acuity" assessments for grades 3-5
- Utilize "First in Math" technology program
- Staff Development for new teachers delivered by the math curriculum specialist
- All teachers will use the Investigations materials for math instruction with supplemental materials also available for use to address geometry skills
- Basic Skills, Investigations, 1st in Math and other software will be utilized by students to improve achievement
- Formative assessments will be used to monitor student progress
- Implement the 21st century CSO's

**NCLB-No achievement gap will exist.**

1. Decrease the achievement gap between students with disabilities and all third grade students by 5 percent per year (Gap for 05-06 was 16 - 67 was the SWD baseline) Measure WESTEST Assessment Base 0.34 Target 0.00
2. Decrease the achievement gap between students with disabilities and all fourth grade students by 5 percent per year (Baseline SWD for 05-06 was 50 the gap was 24) Measure WESTEST Assessment Base 0.11 Target 0.00
3. Decrease the achievement gap between students with disabilities and all fifth grade students by 5 percent per year (Baseline SWD for 05-06 was 43 and the gap was 30) Measure WESTEST Assessment Base 0.09 Target 0.00
4. All students in grades K-2 will achieve mastery of CSO's Measure informal math assessments Base 0.00 Target 100.00
5. Decrease the achievement gap between students with disabilities and all third grade students by 5 percent per year (Baseline for SWD for 05-06 was 50 and the gap was 33) Measure WESTEST2 Assessment Base 0.68 Target 2.00
6. Decrease the achievement gap between students with disabilities and all fourth grade students by 5 percent per year (Baseline for SWD for 05-06 was 67 and the gap was 18 For 07-08 the gap was surpassed.) Measure WESTEST2 Assessment Base 11 Target 12.00
7. Decrease the achievement gap between students with disabilities and all fifth grade students by 5 percent per year (Baseline for SWD for 05-06 was 43 and the gap was 38. For 06-07 the gap was eliminated.) Measure WESTEST2 Assessment Base 0.29 Target 0.00

<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Mode</b> <i>(Coaching, Learning Community, or Trainer Led)</i>
9/2008	Policy 2525 Universal PreK	PreK Teachers	Trainer Led
9/2008	Parent Involvement & On-Site Monitoring	PreK Teachers & Title 1 Teachers	Trainer Led: Becky Derenge
9/2008	Inquiry Support Training	PreK Teachers	Trainer Led: Monica Dellamae
10/2008	Differentiated Instruction	Title 1 Teachers	Trainer Led
1/2009	Reading	Title 1 Teachers	Trainer Led

Focus on standards based math instruction.

Core Plan

- Utilize data analysis to identify areas of weakness
- Utilize data analysis to inform instruction
- Utilize intervention in math
- Utilize additional resources to supplement core program as necessary

### Focus on tiered instruction in reading

#### Core Plan

- Utilize data analysis to identify areas of weakness
- Utilize data analysis to inform instruction
- Utilize intervention in reading
- Utilize additional resources to supplement core program as necessary

**Technology - Foster an environment rich in technology by providing updated equipment and software, as well as, technology access and intergration to develop students' 21st Century Skills**

1. To decrease the percentage of outdated computer equipment in the school.

Measure Digital Divide Survey. Indicates percentage of computers with Windows XP or higher

Year	Target	Actual
2006	95%	55.4%
2007	95%	77.9%
2008	95%	83.6%
2009	95%	
2010		

2. To increase the percentage of 5th grade students who complete 6 assessed integration projects. Measure 2008 Tech Steps completed.

Year	Target	Actual
2009Baseline	50%	
2010		

Date	Topic	Audience	Mode (Coaching, Learning Community, or Trainer Led)
Aug. 2008	Tech Tools	5th Grade Teachers	Trainer Led/Hands on
Aug. 2008	Thinkfinity	Music Teachers	Trainer Led/Hands on
Dec. 2008	Tech Steps	5 Teachers	Trainer Led/Hands on
June 2009	Tech Steps	4 Teachers	Trainer Led/Hands on

Tech 01 - Provide 21st century hardware and infrastructure to support the effective use of technology for all students  
Technology

- Purchase/replace hardware as needed to support Tech Steps
- Provide matching funds to purchase data projectors
- Provide access to the Novell local area network and Internet to staff and students who sign and follow the county AUP

Tech 02 - Promote and support the integration of technology into all areas of the curriculum for instruction, acceleration, and remediation.  
Technology

- Ensure that all teachers are using the revised CSOs (Policy 2520.14) for technology and learning skills.
- Ensure that all teachers are using Teach21 to access high quality 21<sup>st</sup> Century instructional materials.
- Implement TechSteps in K-8 to ensure students develop 21st Century skills beginning with grades 5-8.
- Continue the implementation of RiverDeep software (Internet based) to support K-8 reading and math.
- Enhance school library media collections online resources to support student research. Support collection conversion to InfoCentre and Destiny to provide increased access to media center materials.
- Promote the use of high-quality instructional Internet resources such as Teach21, textbook resources, ThinkFinity, and SAS.
- Encourage the use of Web 2.0 tools (wikis, blogs, etc.) to facilitate the integration of technology into instruction.
- Purchase updated software Kidspiration 3 and Type to Learn 4

Tech 03 – Utilize communication tools, including Internet, to enhance collaboration and student achievement.  
Technology

- Increase bandwidth to support 21st Century learning via the WAN.
- Ensure that all professional staff utilize access e-mail accounts.
- Provide local/long distance telephone service to all facilities. Provide cellular and paging services to key personnel.
- Utilize GradeQuick Web and Edline to provide more up-to-date and accurate information on student achievement and attendance.
- Provide up-to-date information via county and school websites and web hosting services.
- Ensure that all students and staff receive acceptable use training periodically.

Tech 04 - Provide students and teachers with increased access to 21st century tools and resources.  
Technology

- Provide equipment to enhance 21st Century instruction.

Tech 05 - Utilize distance learning opportunities made possible by increased bandwidth to overcome scheduling problems and provide acceleration and specialized courses.  
Technology

- Support local schools in NASA e-missions, virtual field trips, and other distance learning opportunities.

Tech 06 - Promote parental involvement and improve collaboration with community and home through the use of 21st century tools and resources.  
Technology

- Implement Edline to improve communication with parents and students by providing access to grade reports and teacher's assignments.
- Provide up-to-date information to students, parents, staff and community via county and school websites.
- Implement School Messenger system at all schools to provide rapid notification in emergency situations and daily information such

as attendance and announcements.

Tech 07 - Provide professional development opportunities for staff members to learn to use and integrate 21st century tools and resources.

Technology

- Encourage eligible teachers to apply for state-trained technology integration specialists (EETT, Library, Exceptional Education, and Vocational).
- Provide staff development for teachers in the effective use of 21st Century tools and resources in support of Tools for Schools initiatives.
- Provide staff development for teachers and administrators on effective technology integration tools and techniques.
- Provide staff development for teachers and administrators on utilizing technology for monitoring progress of students in coursework and assessment.

Tech 08 - Install, maintain, support, and repair technology hardware, software, and infrastructure.

Technology

- Submit work orders via IssueTrak
- Encourage teachers to increase understanding of basic technology maintenance

Tech 09 - Collaborate with adult literacy providers and provide access to community groups and adult learners.

Technology

- Provide access to and support for technology to community groups and adult learners when requested.

**Writing - All students will achieve mastery or above in writing.**

1. Increased percentage of students attaining mastery or above by 2 percent per year for the duration of the 5 year plan. Measure WV Writing Assessment Base 79.00 Target 89.00 Monitoring Lesson plans, classroom observations by principal, teacher tracking of student progress Support County and School Professional Staff

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
October 2008	Writing Roadmap 2.0	3-5 Teachers	Trainer Led/Hands on
First Semester 08	Writing Instruction	New Teachers	Coaching

1 - Continue to implement writing daily across the curriculum  
Core Plan Technology

- Kansas Writing Strategy will be used at grades 3-5
- Students will use Microsoft Office and KidsWorks Deluxe for publishing
- Students will continue to use journals for daily writing
- Students will use Writing Roadmap 2.0

## Title I Schoolwide

### 1a. Provide instruction by highly qualified teachers

For all teachers and all instructional paraprofessionals assigned to the school, list the name, job assignment {including grade level and subject(s)}, and certification/qualifications. Indicate the specific subject assignment(s) and the grade level(s) for all Title I funded teachers.

Name of Teacher/Paraprofessional	Assignment	Certification/Qualifications
Mike Dalton	Physical Education	Physical Education K-12, Safety Education K-12
Kristy Harless	Kindergarten	Elem. Ed. K-6, Autism K-Adlt., Multicategorical K-Adlt.
Sue Clark	Kindergarten	Early Childhood N-3
Maria Pearson	Title 1 Preschool	ECE K-4, Early Ed. Pre-K & K
Karen Thomas	Pre-K Special Needs	Early Ed Prek-K, Pre-K Handicapped
Caroline Niebur	Fifth Grade	Elem Ed. K-6, Early Ed. Pre-K & K
Patty Jones	First Grade	Soc. Studies 1-9, Early Ed. N-K, Elem. Ed. 1-8
Doris Searls	Pre-School Aide	State Competency Test
Linda DeLong	Second Grade	Elem. Ed. 1-6
Jane Sentelle	Second Grade	Elem. Ed. 1-8, Early Childhood 1-8
Brandy Haid	Third Grade	Elem Ed K-6, MI/Mild K-ADLT, Spec Lrng Disab K-ADLT
Vasilia Kehayes	Third Grade	Elem Ed K-6, English 5-9
Carolyn Mullins	Music	Music K-12
Dovetta Harless	Fifth Grade	Elem. Ed. 1-6, Lang. Arts 7-9, Health & PE 1-12
Lynette Powell	Fourth Grade	Elem Ed 1-6, Early Ed N-K, Mental Retardation K-12, Spec Lrng. Disab K-12
Darlene Hudnall	Title 1 Reading & Math	Rdg. Specialist K-12, Elem. Ed. 1-8, Early Childhood, Soc. Studies 1-9
Uticia Wallace	Title 1 Reading & Math	Early Childhood N-K, Elem Ed 1-6, Reading Specialist K-12, Soc. Studies 4-8
Lynne Fruth	Resource	MI/Mild K-12, Spec. Learning Disab. K-12, Safety Education 9-12, Physical Education 9-12
Araxie Wisnewski	MMI	Mental Retardation, Physically Handicap K-12, Spec. Learning Disabilities K-12, Soc. Studies 7-12

Connie Cantrell	Counselor	Elem Ed 1-6, Counselor K-12
Diana Hensley	MMI Aide	State Competency Test
Stephanie Blake	First Grade	Multi-Subjects K-8, Spec. Lrng. Disab K-12, MI/Mild K-12
William Godfrey	Kindergarten Aide	State Competency Test
Scott Fizer	Kindergarten Aide	State Competency Test
Susan Brewer	Fourth Grade	MI/Mild K-12, Multi-Subjects K-8
Claudia Fizer	Speech	Spch & Hearing The 1-12, Spec Lrng Dissab K-12, BD Excluding Auti K-12, Mental Retardation K-12, Spec Lrng Disab K-12

**1b. Highly Qualified Teachers: Describe the strategies utilized by the school to attract and retain highly qualified teachers.**

Lakeside Elementary follows Putnam County Schools policies for advertising, hiring and classroom assignments for teachers. In order to retain HQT, Lakeside provides a pleasant, positive workplace environment where the staff takes active roles in shared decision making.

**2. Staff utilization: List the number of Title I funded staff members for each subject area or position. Describe the utilization of each Title I funded staff including the model of delivery for Title I services and grades served (e.g. in-class, pull out, interventionist for Tier 2 or Tier 3 instruction).**

Name of Title I Funded Teacher	Assignment (Reading or Mathematics or Reading/Mathematics)	Description of Title I Staff Member Utilization
Maria Pearson	Pre-School	Teacher for two Self-Contained Pre-K Classes of 10 Students (AM & PM)
Uticia Wallace	Reading/Mathematics	In-class, pull out & interventionist for Tier 2 or 3
Darlene Hudnall	Reading/Mathematics	In-class, pull out & interventionist for Tier 2 or 3

**3. Program Overview: Provide a description of how the school will implement a program that addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards. Include plans for extended time.**

The Lakeside Elementary Title 1 Plan for 2008-2009 will be comprised of both the in-class and pull out models. It will address the needs of all our students using the best teaching practices for individual and group needs as found in our research. In putting together an overview of the plan we have chosen to address each of the goals in the framework individually.

Following a thorough analysis of the individual areas of math on the WESTEST by the SIC the individual weaknesses by grade level came into focus. Due to the flexibility of the Title1 program teachers can go into the classroom and work with the teacher or pull out one student or small groups to work on math skills with which students are having difficulty. Basic math skills will be emphasized during pull out sessions. Emphasis will be given to solving word problems. Geometry and data analysis & probability continue to be areas of weakness as identified by WESTEST data.

In the area of reading comprehension strategies for drawing conclusions, making inferences, and summarizing continue to be areas of concern.

Funding has been allocated through Title 1 for an extended program beginning in April and continuing until time for the WESTEST. Lakeside teacher(s) will implement this program to assist children with the greatest need in understanding areas identified as weaknesses by the WESTEST and DIBELS data.

Title 1 teachers will continue to provide explicit direct instruction in the five essential components of reading. Instruction will be provided in-class and as a pull out intervention for small groups of students. Various phonemic awareness activities will be used with Kindergarten through second grade. Title 1 teachers and the resource room teacher will use materials from Reading Street and My Sidewalks for tiered reading interventions. Supplemental materials will be used as needed. Lakeside Elementary teachers will implement formative assessments and phonics screeners to inform instructional practices.

Workshops will be scheduled throughout the year for parents. Title 1 will sponsor a workshop on March 13, 2009 for students and parents with WV author, Anna Smucker. During Parent-Teacher conferences, Title 1 teachers will be available to discuss use of DIBELS assessment and results with parents. A volunteer luncheon/intelliboard workshop will be held in May. Additionally, a parent resource basket is housed in the school library. A Reading Connections Newsletter is distributed monthly and the DIBELS Parent Connect is issued after each benchmark.

**4. Transition Plan: If applicable based on the school's grade configuration, describe the assistance provided for *preschool children* in the transition from the WV Pre K - System to elementary school programs.**

Title 1 funds provide preschool for twenty students residing in the Lakeside Elementary attendance zone. These students attend school three hours per day during the 2008-2009 school year. Students learn social and basic academic skills. The preschool parents are encouraged to become involved in their child's education by volunteering in the classroom and attending school events. This transition program helps to develop readiness skills for our students. The four day model utilized by Putnam County schools allows for planning time on Fridays during which the teachers can make home visits and schedule parent conferences as well as meet with Kindergarten teachers to ensure successful transitions.

Hurricane area Head Start and several local area preschool classes are invited each spring to Lakeside to visit briefly and have lunch at the school. This helps the students become acquainted with the school layout and with the cafeteria system. Parent involvement is encouraged in the preschool program. Transitioning from the home to the school environment is enhanced through the parental involvement activities.

During open house and PTO meetings, the Title 1 staff will be present to offer suggestions for extended learning time at home to prepare children for school. Age appropriate materials to foster development in preschool and develop readiness for Kindergarten will be provided for students to take home.

**5. Parent Involvement:**

<i>Parent Trainings/Workshops</i>			
Title of Session	Provide a brief description of the session	Presenter	Date

Open House	Title1 Overview Information Delivered	Title 1 Teachers	8/24/08
Gobble into Rdg & Math	K-1 Age Appropriate Workshop/Spec. Luncheon	Title 1 Teachers	11/2008
Santa's Rdg. & Math Workshop	Gr. 2-3 Age Appropriate Workshop/Spec. Luncheon	Title 1 Teachers	12/2008
Reading Challenge	Family & Student Reading Challenge Program	Title 1 Teachers	1/2009
Writing Workshop	Student & Parent Writing Motivation	Anna Smucker WV Author	3/13/09
Spring Make & Take Workshop	Gr. 4-5 Age Appropriate Workshop/Spec. Luncheon	Title 1 Teachers	4/2009
Intelliboard Workshop	Volunteer Luncheon/Intelliboard Demonstration	Title 1 Teachers/Sysop	5/2009

***Other Activities and Correspondence for Parent Involvement***

Activity or Correspondence	Frequency
School Newsletter	Bi-weekly
Lakeside Open House	Annually
Lakeside PTO Meetings	Monthly
Parent-Teacher Conferences	Two Times A Year
Student Progress Reports	Eight Times A Year
Reading Connections	Monthly
DIBELS Parent Connect	Three Times A Year
Student/Teacher/Parent Compact	Annually
Technology News-Newsletter	Two Times A Year
Student Handbook/Folder	Annually
Student Planners/Folders	Daily
Good News Postcards	At Least One per Year

**6a. Parent Involvement Policy:** Enter the school's parent involvement policy that includes the required components from NCLB §1118(b)(1) and §1118(c)(1-5). The WVDE Title I template is initially provided but can be replaced with your parental involvement policy.

## School Parental Involvement Policy - Sample Template

### PART I. GENERAL EXPECTATIONS

The Lakeside Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how funds reserved under this part are spent for parent involvement activities. The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide parental involvement activities under section 1118 of the ESEA in the areas of improving student achievement, child development, child rearing and additional topics parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:  
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - (A) that parents play an integral role in assisting their child's learning;
  - (B) that parents are encouraged to be actively involved in their child's education at school;
  - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

**PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The School Parental Involvement Policy shall include a description of how the school will implement or accomplish each of the following components. *[Section 1118, ESEA.]*

1. The **Lakeside Elementary School** shall take the following actions to involve parents in the joint development and review of

its school parental involvement policy under section 1118 of the ESEA:

Parents will serve on the Strategic Planning Committee, Parent Advisory Council and will help to develop and revise the parent involvement policy.

2. The **Lakeside Elementary School** shall take the following actions to involve parents in the process of planning, joint development of the program, review and improvement of programs under Title I Part A of the ESEA :

Parents will serve on Strategic Planning Committee

Parents will be informed by Title 1 staff or pincipal about school wide program, state assessment scores, adequate yearly progress, school curriculum, parent involvement policy, School-Parent Compact, Parents Right to Know, Rights to Grievance, Outline of Parent Training as provided by Title 1, Opportunities for Different Student Performance Reports and Availability of Parent-Teacher Conferences.

An annual Title 1 Parent Survey is distributed, collected and analyzed.

3. The **Lakeside Elementary School** shall hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will invite all parents of children participating in Title I, Part A programs to this meeting.

Parents will informed of an annual meeting during a regularly scheduled Parent Teacher Organization meeting. These meetings are held on the first Thursday of each month at 6:30 in the evening. Notice shall be provided in the school newsletter, flier sent home and during school announcements. Title 1 staff will provide a presentation about Title 1, a school brochure, the parent involvement policy and school information.

4 The **Lakeside Elementary School** shall provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

Parents will be provided at the annual meeting information about the services available, curriculum, assessments and proficiency levels.

5. The **Lakeside Elementary School** shall, at the request of parents, provide opportunities for regular meetings, held at flexible times, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

The requests will be responded to as soon as possible in an appropriate manner (phone, letter, email, etc.) to schedule times to meet the needs of those requested.

6. The **Lakeside Elementary School** shall provide each parent an individual student report about the performance of their child on

the State assessment in at least math, language arts and reading by:

A copy of each child's test scores will be sent home in a sealed envelope addressed to the parents of the child and marked confidential after release by the WV Department of Education.

7. The **Lakeside Elementary School** shall take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002):  
The school will notify the parents by mailed letter if the situation arises.

8. The **Lakeside Elementary School** shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I Part A,
- how to monitor their child's progress, and
- how to work with educators:

Parents will serve on Strategic Planning Committee

Parents will be informed by Title 1 staff or pincipal about school wide program, state assessment scores, adequate yearly progress, school curriculum, parent involvement policy, School-Parent Compact, Parents Right to Know, Rights to Grievance, Outline of Parent Training as provided by Title 1, Opportunities for Different Student Performance Reports and Availability of Parent-Teacher Conferences in a manner which is easily understood by parents.

9. The **Lakeside Elementary School** shall provide materials and training to help parents work with their children in the areas of improving student achievement, (including literacy training and using technology) child development, child rearing and additional topics parents may request.

Training will be available to parents on access to the school webpage which features sections such as general information, newsletter, menu, email addresses for staff members and links to other educational sites. During parent-teacher conferences explanations will be provided about WESTEST 2, DIBELS, Guided Reading and Investigations Math. Additionally, many parent workshops as listed above are planned to address various topics. Step Up Day is planned in the Spring for 5th graders and transistion plans are in place for Pre-K. A basket of various informational materials is located in the school library for parents to choose items to suit their needs.

10. The **Lakeside Elementary School** shall, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:  
Staff development is conducted on how to have effective parent-teacher conferences, how to effectively write comments on report cards, behavior reports, notes, newsletters, etc.

11. The **Lakeside Elementary School** shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
Sharing additional available services during Preschool and Kindergarten registration and orientation for Preschool and Kindergarten programs. Providing a parent resource basket of materials in the school library. Distributing information at monthly PTO meetings. Sending home monthly reading newsletters. Additionally, parents have a representative on the Exceptional Education Parent Advisory Council, Strategic Planning Team and Parent Advisory Council.

12. The **Lakeside Elementary School** shall take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
Provide the all literature in an alternate format as needed upon request. Notice will be placed in the school newsletter of availability of alternate formats.

### **PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)**

**NOTE:** The School Parental Involvement Policy **may** include additional information and describe other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children’s education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

**PART IV. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_.

This policy was adopted by the **Lakeside Elementary School** on **August 26, 2008** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **August 26, 2008**.

\_\_\_\_\_  
*(Signature of Authorized Official)*

\_\_\_\_\_  
*(Date)*

**6b. School-Parent-Compact: Enter the school's School/Parent Compact that includes the required components from NCLB §1118. The WVDE Title I School-Parent Compact is initially provided but can be replaced with your School-Parent Compact.**

## **School-Parent Compact**

**SAMPLE TEMPLATE\***

**NOTE:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under “Required School-Parent Compact Provisions” below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

\* \* \* \* \*

## **SCHOOL-PARENT COMPACT**

The Lakeside Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2008-09.

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)**

#### **School Responsibilities**

The Lakeside Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

*The school will provide a high-quality curriculum and instruction by following the CSO's adopted by the WV Dept. of Ed and by utilizing county adopted materials and following best teaching practices which are research based. A safe, effective learning environment will be provided by following the policies and procedures adopted by Putnam County Schools.*

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.** Specifically, those conferences will be held:

*Parent-Teacher conferences will be held district wide on October 13, 2008 and February 16, 2009.*

**3. Provide parents with frequent reports on their children’s progress.** Specifically, the school will provide reports as follows:

*The school will provide reports eight times annually. Progress reports will be sent at midterm and term ending dates. DIBELS reports will be sent three times a year. WESTEST results are sent annually. Parent communication will be provided daily via planners and folders.*

**4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

*Staff is available via phone, email, written correspondence and personal conferences. Teachers publicize planning times available for meetings and conversations via classroom newsletters.*

**5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:

*Parents may sign up to volunteer via sign ups through the Parent Teacher Organization. Fliers sent home requesting assistance with various activities during the school year. Notices are placed in school newsletters of events and opportunities to volunteer. Special luncheons and classroom activities are held seasonally.*

### **Parent Responsibilities**

**We, as parents, will support our children’s learning in the following ways:**

***[Describe the ways in which parents will support their children’s learning, such as:***

- Requiring regular school attendance
- Encourage completion of all class work
- Establishing a regular time and place for homework
- Encouraging positive attitudes toward school
- Attending parent-teacher conferences
- Protecting my child's health

### **OPTIONAL ADDITIONAL PROVISIONS**

***Student Responsibilities (revise as appropriate to grade level)***

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we

will:

*Attend school regularly*

*Be prepared for class*

*Be on time for school*

*Respect others and their property*

*Cooperate with parents and teachers*

*Follow school rules*

*Complete assignments*

**Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)**

The Lakeside Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Lakeside Elementary School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

\_\_\_\_\_  
School                                      Parent(s)                                      Student

\_\_\_\_\_  
Date    Date    Date

***(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)***

**\*This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**

**7. Describe how parents are involved in the planning, implementation, and evaluation of the Title I program.**

Parents are members of the following committees strategic planning team, Parent Advisory Council, Exceptional Education Advisory Council and Parent Teacher Organization. Additionally, a Confidential Suggestions Box is located in the main foyer of the school. The title 1 staff annually distributes, collects and analyzed the results of a parent survey. Our data analysis allows us to adjust accordingly.

**8. Describe how the school coordinates and integrates federal, state and local services and programs with the school's Title I program.**

Since Lakeside is a schoolwide site, all students are eligible to receive Title 1 services. Other programs housed at Lakeside include, Resource Room, Mentally Impaired and Special Needs Preschool. The resource room teacher provides intervention services in addition to the Title 1 teachers. Title has purchased materials to support other program housed within the school. Current examples include Mclass Parent Connect Newsletters and Phonics Screeners to be used across all grade levels to inform intervention instruction. Coaches are available from county level and are provided through a combination of funding sources.

**9. Describe the procedures the school utilizes to include teachers in the decisions regarding the use of academic assessments (both summative and formative) to improve the overall instructional program and ensure effective timely assistance to students experiencing academic difficulties.**

Lakeside provides an environment conducive to shared decision making. We have an active faculty senate, curriculum team, grade level teams and other committees to drive decision making. Our grade level teams have common planning times and meet weekly to discuss issues. Additionally, collaborative time is provided with the Title 1 staff. Progress monitoring occurs every two to four weeks and intervention is adjusted accordingly. Grouping for intervention is flexible and intervention blocks are built into the master schedule for all grade levels. Annual staff development is provided on data analysis. Time is allotted on Instructional Support Days for data analysis used to inform instruction. The Strategic Planning Team meets throughout the year to address data and revise as necessary.

**10. Describe how the school annually evaluates the implementation of and the results achieved by the school wide program using the State assessment and other indicators to revise the plan to ensure continuous improvement.**

The strategic team meets throughout the year to desegregate data. Analysis results drive revisions to the strategic plan. Progress monitoring occurs every two to four weeks and grouping is flexible and revisited as necessary. Grade level teams meet weekly to address concerns. Progress reports are generated via Grade Quick and issued eight times a year. Daily progress is communicated via graded assignments and planners.

**11. Professional Development: Describe how the school provides sustained, ongoing professional development for teachers, principals, and other pertinent school staff. (e.g., professional learning communities, collaborative planning, coaching). The description should indicate how often these activities occur and how the outcomes of the activities are monitored and evaluated for effectiveness.**

**Describe how the school trains teachers to work with parents.**

Both service and professional staff complete staff development annually, This is monitored via CyberSchool through the Putnam County Website. Staff members sign up for courses and a record is maintained electronically of courses attended. Additional staff development is available online through this site. Additional opportunities are available at the county and state level. Lakeside is allotted days to be used at the school level annually. These days are by request and a Professional Leave Committee votes on all requests. This allows for attendance at conferences and workshops on special topics of interest. Many times we utilize a train the trainer approach. This extends learning to staff members who may not have attended a particular training. On site professional development is provided as well. This can occur on Instructional Support Days, during common planning times and other prearranged opportune times. The strategic planning team address staff development and adjusts as needed after evaluating effectiveness. Professional learning communities are established and professional materials are available for loan to staff members. New teachers are partnered with veteran teachers at Lakeside who can provide assistance and clarification on procedures and routines in place at Lakeside. Coaching is utilized for teachers who have changed teaching assignments. Coaches are available for Reading/Language Arts and Math. A mentor program is also available for first year teachers.

The staff at Lakeside Elementary School believes that technology will play an increasingly vital role in the improvement of student achievement during the 21st century.

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.

83.6% percent of computers are Windows XP machines according to the October 2007 Digital Divide. We need to continue to update our hardware.



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"/>	<b>0</b>
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"/>	<b>0</b>
Windows 98	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="11"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>14</b>
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"/>	<b>0</b>
Windows XP	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="48"/>	<input type="text" value="17"/>	<input type="text" value="1"/>	<input type="text" value="24"/>	<input type="text" value="0"/>	<b>92</b>
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"/>	<b>0</b>
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"/>	<b>0</b>
<b>Totals</b>	<b>2</b>	<b>2</b>	<b>59</b>	<b>18</b>	<b>1</b>	<b>24</b>	<b>0</b>	<b>106</b>

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"/>	<b>0</b>
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"/>	<b>0</b>
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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
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"/>	<b>0</b>
Windows XP	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<b>4</b>
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"/>	<b>0</b>
Vista	<input type="text" value="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"/>	<b>1</b>
<b>Totals</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>

Section last modified  
09/29/2008  
15:09 by  
MEB72001

#### 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

111

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

124

Do you have wireless connectivity in the school?

Yes  No

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

0

Section last modified by

### Section 6: Equipment Count

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

6

**Count all rooms including administrative and offices.**

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

1

#### 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	5	0	5
Electronic White Boards	4	0	4

Projection Devices

5

0

5

Electronic White Boards

4

0

4

Section last modified 09/29/2008 14:09 by BCF72001

### 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.

21

7.2 Number of teachers trained for 0 hours.

0

7.3 Number of teachers trained for 1-5 hours.

6

7.4 Number of teachers trained for 6-15 hours.

15

7.5 Number of teachers trained for 16-25 hours.

0

7.6 Number of teachers trained for 26-50 hours.

0

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).

21

**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](#)**

Section last modified 09/30/2008 15:09 by TLD72240

### 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

Section last modified 09/29/2008 14:09 by BCF72001