

Northwest High School

Technology Plan



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Northwest High School Technology Plan

Principal/Assistant Principal/Governing Board

Name	Title
Gregory Campbell	Principal
Gina Lagrange	Assistant Principal

Northwest High School Technology Plan

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Northwest High School Technology Plan

INTRODUCTION / OVERVIEW

The technology environment at Northwest High School has evolved so that each classroom and administrative office has at least one computer with internet access. We currently have three computer labs, (two are Carl Perkins labs for use by the Office Technology Department, and one general use computer lab which also houses and serves as a Satellite lab for AP courses using compressed video.) We also have three mobile laptop carts with wireless internet access. Many of our teachers have handheld computers as well. All certified teachers in core areas have interactive Smartboards. A breakdown of equipment is listed below and indicates a 1.6:1 student/computer ratio, (not including handhelds).

Presently, 8 members of our faculty have been INTECH-trained, 4 members of the faculty have attended Palm training, or have extensive technology training and/or daily use (such as Information Technology teachers). Mr. Campbell, our principal, has completed LEADTech training.

Northwest High School's Technology Vision Statement:

The administration, faculty and staff of Northwest High School will prepare our students to meet the challenges of a high-tech, ever-changing, global society by effectively implementing the use of current, as well as emerging technologies, thereby enhancing the learning environment for the educational growth and academic success of our students.

<i>Departments</i>	<i>Computers w/Internet</i>	<i>Printers</i>	<i>Scanners</i>	<i>Computer Projectors</i>	<i>Digital Cameras or Camcorders</i>	<i>Graphing Calculators</i>	<i>Palm Handheld Computers</i>	<i>Interactive Smartboards / Mimeo Pads</i>
<i>English</i>	<i>5</i>	<i>5</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>5</i>	<i>3</i>
<i>Math</i>	<i>5</i>	<i>2</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>90</i>	<i>5</i>	<i>4 (1 Pad)</i>
<i>Science</i>	<i>3</i>	<i>3</i>	<i>0</i>	<i>4</i>	<i>1</i>	<i>5</i>	<i>0</i>	<i>3</i>
<i>Social Studies</i>	<i>6</i>	<i>6</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>0</i>	<i>5</i>	<i>4</i>
<i>Sp. Education</i>	<i>13</i>	<i>13</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>5</i>	
<i>Office</i>	<i>6</i>	<i>6</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>3</i>	
<i>Guidance</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	
<i>Art</i>	<i>4</i>	<i>3</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>0</i>	<i>5</i>	<i>1 (Pad)</i>
<i>Band</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	
<i>Athletics</i>	<i>2</i>	<i>2</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>5</i>	
<i>ROTC</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	
<i>Agriscience</i>	<i>12</i>	<i>6</i>	<i>2</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>10</i>	<i>1</i>
<i>Fam. & Cons Sci.</i>	<i>6</i>	<i>3</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>5</i>	<i>1</i>
<i>Off. Technology</i>	<i>56</i>	<i>6</i>	<i>5</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>
<i>Library</i>	<i>22</i>	<i>4</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>5</i>	<i>2 (Pads)</i>
<i>General Lab</i>	<i>24</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
<i>Laptops</i>	<i>5</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
<i>Mobile Laptops</i>	<i>80</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
<i>Totals</i>	<i>256</i>	<i>72</i>	<i>10</i>	<i>18</i>	<i>8</i>	<i>95</i>	<i>54</i>	<i>21</i>

Action Steps 1: *Strengthen Leadership*

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards- based school improvement efforts.

Current Status:

All administrators currently use, model and encourage the use of technology through integration of instructional materials, support technology training of staff members by funding and providing release time for instructional staff to attend workshops and technology-rich professional development.

Benchmarks, Target year 2014:

- **All administrators will be technology-trained and proficient according to state adopted standards as stated by ISTE's (the International Society for Technology in Education) NETS-A (National Educational Technology Standards for Administrators.)**
- **All current educational administrators will routinely model appropriate use of technology resources to support administrative and instructional functions.**
- **All new administrators will participate in professional development activities to strengthen their use of and understanding of technology integration in the classroom.**
- **All educational administrators will use a variety of emerging technologies (i.e. e-mail, voice technologies, school intranet, Blackboard, OnCourse, and PowerSchool) to communicate with stakeholders.**
- **Administrators will include components of effective technology integration in the development of school improvement plans.**
- **All administrators will facilitate and assess the integration of technology and curriculum in instruction**
- **Administrators will support, evaluate, coordinate, and modify the school technology plan annually.**

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
School Technology Survey	Annual	April
Update School Technology Plan	Annual	December
School Improvement Plans	Annual	May
Professional Development Portfolios	Annual	May
Acceptable Use Policy	Ongoing	August-May

Strategies:

Administrators will participate in technology leadership professional development opportunities (e.g. online course, videoconferencing, Administrative Walk-Through Management).

Administrators will actively disseminate and promote the Louisiana Components of Effective Teaching and the instructional strategies that support those components.

Administrators will participate annually in in-service training in new and emerging technologies.

Administrators will monitor technology professional development of instructional staff by monitoring lesson plans, formal and informal observations, school improvement and technology plans.

Administrators will require all faculty members, staff and students to sign the parish’s AUP. The AUPS will be archived in the school’s library.

Action Step 2: *Improve Teacher Training*

Teachers will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

Current Status:

Presently, 8 members of our faculty have been INTECH-trained, 4 members of the faculty have attended Palm training, or have extensive technology training and daily use (such as Information Technology teachers).

The school's annual technology survey indicates that the members of the instructional staff are becoming more proficient in using technology. All teachers use Groupwise and Blackboard to communicate and collaborate and OnCourse to create lesson plans and post them plans on line. OnCourse teacher webpages are linked to the school website so students and parents can easily keep track of homework, projects and tests dates. Teachers are using Smart Interactive Boards or Mimeo Pads as a method to deliver lessons, give notes, demonstrate strategies, etc. **Teachers will use Powerschool Teacher and PowerGradebook to keep attendance and record/calculate student grades.** Teachers have students to access the course textbooks online for students to work out problems. Approximately $\frac{1}{4}$ of the teaching staff indicate they are proficient in using technology, $\frac{1}{2}$ of the teaching staff indicate they are approaching proficiency in their technological skills; the rest of the staff are still some what uncomfortable about using technology or integrating technology in their daily lessons. Approximately $\frac{1}{4}$ of the teaching staff are using online resources to post lesson assignments and to allow parents to contact them using online technology.

Benchmarks, target year 2014:

- **Technology will be integrated into the teaching and learning environment as defined in the school improvement plan and the school technology plan.**
- **All students will use age appropriate technology to conduct research to solve problems, to analyze data, to publish, collaborate, and to communicate with experts and peers.**
- **Use of current research-based learning strategies through the utilization of technology will increase annually and will be included in annual revisions to the school improvement plan.**

- All teachers will become aware of and use the internet to prepare lessons or to create web-quests in order to enhance standards-based student learning.
- The school website and Blackboard sites will provide valid teacher links to sites to aid teachers in integrating technology in lesson plans.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Teacher Lesson Plans	Weekly	Ongoing
Technology components in the School Improvement Plan	Annually	May
Observed student activities that reflect technology integration	Daily	May
Teacher and student created products	Weekly	May
Student portfolios	Annually	May
Accelerated Reader reports	Monthly	August-May

Strategies:

Provide professional development in the use of technology integrations through departmental study groups demonstrating the use of streaming video, using Louisiana Pass, Making Connections, That Quiz, World Book Online and EBSCO Research Database, E.A.G.L.E., etc.

Provide opportunities for teachers to network and share effective technology projects through activities such as whole-faculty study groups and Blackboard collaborative groups.

Provide sites to assist teachers in using online technology posted to Blackboard and the school’s website.

Provide release time for teachers to attend workshops that would enhance their educational technology knowledge and skills.

Utilize e-mail as the official source of communication.

Require all teachers to integrate technology into the curriculum.

Encourage teachers to participate in professional development that focuses on technology integration in the classroom.

Require technology integration objectives in school technology plan, observation forms, portfolio templates, lesson plan templates, and other forms that are used for planning, or evaluation in the teaching and learning process.

Action Step 3: *Support E-Learning and Virtual Schools*

In the past five years there has been significant growth in organized online instruction (E-learning) and “virtual” schools, making it possible for students at all levels to receive high quality supplemental courses or full courses of instruction personalized to their needs. Traditional schools are turning to these services to expand opportunities and choices for students and professional development for teachers.

Current Status:

Northwest High School offers students the opportunity to participate in courses offered through the Louisiana Virtual School, including Dual Enrollment courses that would allow students to earn college credit for courses taken through the Louisiana Virtual School. We are presently learning about how to incorporate “credit recovery” programs **through EdOptions Online Academy** in our course offerings for students trying to complete more credits toward graduation. ~~Dual enrollment courses in English IV AP and Biology II AP are offered as compressed video satellite courses and are articulated with LSU-Eunice.~~

Benchmarks, Target Year, 2014:

- Northwest High will increase student enrollment in online learning by providing more information on available courses to students and parents.
- Northwest High will encourage students to use online “credit recovery” courses in order to meet graduation requirements.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Enrollment and course offerings in scheduling handbook.	Annual	Spring, Fall & Summer
Carnegie Units awarded for LVC and on line credit recovery courses	Annual	Spring, Fall & Summer

Strategies:

Provide information to teachers, students and parent emphasizing the benefits of e-learning and LVS.

Offer students the opportunity to take e-learning courses during the school year or in summer school sessions.

Encourage low-income students to participate in AP exams through the Advanced Placement Test Fee Reimbursement Program.

Encourage teachers to complete e-learning classes and/or workshops.

Provide all high school students with the opportunity one online learning experience prior to graduation.

Action Step 4: *Encourage Improved Access and Technology Usage*

Most public schools, colleges and universities now have access to high-speed, high-capacity hardware, software, and broadband communications. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching.

Current Status:

All classrooms and administrative offices have at least one computer with internet access, 3 computer labs with internet access, a library with 20 computers with internet access available for student use, and 3 mobile carts

with a total of 80 wireless internet access laptops. All computers on campus have XP operating systems. The library is open before school begins and during lunch time for students to have access to the library computers. The student-to-networked computer ratio is 1.6:1. All classrooms have at least one large screen TV that connects to a computer to display information, and there are 18 computer projectors and interactive boards or mimeo interactive pads in various classrooms.

Teachers are using PowerTeacher and PowerGradebook to record attendance and grades. Parents and students are now able to view attendance and grades daily via the Internet. Parents now can contact teachers using email through the Parent Portal.

Benchmarks, Target Year 2014:

All students, teachers and administrators will have access to computers and appropriate connectivity in educational settings.

All special needs students will have appropriate assistive/adaptive technology to address their needs.

All students will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.

All faculty, staff, and students will receive and read the St. Landry Parish's Acceptable Use Policy and that a signed affidavit is on file for each teacher, staff and student.

Administrators and teaching staff will use data from the Louisiana Department of Education website and the LEAP Web Reporting System, the LEAP Query System, Louisiana Pass, and Making Connections to enable data-driven decision making for the allocation of resources and to improve student achievement.

Administrators will encourage technology integration in lesson plans.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Technology Proficiency Self-Assessment	Annual	Late Spring
School Technology Plan Updates	Annual	Late Fall
Classroom Observations and evaluations by principals	August-May	As Conducted
School Technology Survey Report Data	Annual	Spring

Strategies:

Provide for teachers and students to have access to a variety of electronic resources such as digital and video cameras, scanners, graphing calculators, science probes, and other handhelds.

Identify an individual staff member who will serve as the local technology facilitator and who will act as liaison between the district and the school.

Encourage membership and participation in LACUE and other technology organizations.

Participate in the annual school technology survey developed by SEDL.

Continue to expand computer education for all students.

Use electronic data from the Louisiana Department of Education website, LEAP Web Reporting, LEAP Query System, Louisiana Pass and Making Connections to incorporate data-driven decision making for the purpose of increasing student achievement.

Assure that all teachers, students and staff members receive and read the SLP's Acceptable Use Policy and have a signed affidavit to that effect on file at the school site.

APPENDIX A

Northwest High School

NEEDS ASSESSMENT DATA

Included below are some guidance questions for the school to consider in compiling its needs assessment. The questions are intended as guidance in compiling data and developing the needs assessment. Submission of responses to these questions is not required.

GUIDANCE QUESTIONS FOR THE School NEEDS ASSESSMENT

1. What do school data reveal about the following?
 - Distance learning opportunities for students and teachers
 - Student-to-computer ratio
 - Professional development opportunities in instructional technology
 - Technical support for teachers and schools
 - Number of instructional classrooms with at least one multimedia computer with internet access
 - Online database and other web resources utilized within the classroom
 - Technical skill level of teachers
 - Teacher and principal quality relative to integrating technology into the curriculum
 - Budgetary support of technology in teaching and learning
2. What are the school's strengths and weaknesses as identified by the data?
3. What patterns and trends emerge from the data?
4. What are the areas of weakness that must be affected to help the school accomplish the technology plan goal and objectives?

5. How will the school set priorities to address the needs revealed by the weaknesses?
6. Which of the needs have the greatest potential for influencing student learning?

The Needs Assessment Summary follows. The purpose of the summary page is to provide a “snapshot” of the school’s strengths and weaknesses. Strengths are on the left and weaknesses are on the right of the page. Careful consideration should be given of how the technology plan will address the weaknesses and how it will utilize the strengths to build a stronger foundation for the school.

STEPS FOR COMPLETING NEEDS ASSESSMENT

1. Identify and gather all pertinent sources of data including those indicated above.
2. Conduct systematic analysis of all data.
3. Complete Needs Assessment Summary page.

**Northwest High School
NEEDS ASSESSMENT SUMMARY**

List the School's strengths and weaknesses as identified by data collected.

School's Strengths	School's Weaknesses
<p>1.6:1 student-to-computer with internet access ratio.</p> <p>On-site technology facilitator.</p> <p>Updated school website and Blackboard site.</p> <p>Majority of faculty and administration feels comfortable using technology and integrating technology in daily lessons.</p> <p>Students have access to internet access computers in classrooms, labs and library.</p> <p>Teachers are encouraged to participate in technology professional development.</p> <p>On site technology professional development is available in departmental study groups.</p> <p>Administrators support faculty's technology professional development whenever possible.</p>	<p>¼ of staff has difficulty using technology or in integrating technology into lesson plans.</p> <p>Teachers have printers but do not have funds to buy ink cartridges for printers and may need to require a technology fee from students.</p> <p>A few teachers have handhelds, however many do not integrate the use of handhelds in their lesson plans.</p> <p>Many teachers and students are unaware of learning opportunities through the Louisiana Virtual School and "credit recovery".</p> <p>Many teachers are unaware of the current graduation requirements.</p>

APPENDIX B

Northwest High School

PTO/PTA Board Review Assurance

By signing this form, you confirm that you were issued a copy of the school technology plan.

WE HEREBY ACKNOWLEDGE THIS _____ DAY OF NOVEMBER, 2011, THAT WE HAVE REVIEWED AND ARE FAMILIAR WITH THE SCHOOL TECHNOLOGY PLAN FOR NORTHWEST HIGH SCHOOL. WE UNDERSTAND THAT OUR SCHOOL TECHNOLOGY PLAN SHOULD MIRROR THE STATE'S PLAN.

BOARD PRESIDENT

Name	Signature	Title

PRINCIPAL

APPENDIX C

School Name

Principal Review Assurance

By signing this form, you confirm that you have reviewed and approved the school technology plan. This signed form is to be included with the school technology plan at the time of its submission to your District Technology Coordinator.

I HEREBY ACKNOWLEDGE THIS _____ DAY OF NOVEMBER, 2011, THAT I HAVE REVIEWED AND APPROVED THE SCHOOL TECHNOLOGY PLAN FOR NORTHWEST HIGH SCHOOL.

PRINCIPAL

PTO/PTA PRESIDENT OR ASSISTANT PRINCIPAL

APPENDIX E
Northwest High School

Teachers and Staff Assurance Page

My signature attests that I have been given a copy of my school's technology plan and agree with its goals and purposes.

(This page may be duplicated as needed.)

Name	Signature	Title/Grade
GREGORY CAMPBELL		PRINCIPAL
GINA LAGRANGE		ASSISTANT PRINCIPAL
ALISHA REED		GUIDANCE COUNSELOR
CODY MANUAL		AGRISCIENCE INSTRUCTOR
MARCUS SAM		AGRISCIENCE INSTRUCTOR
SHELLY SAVOY		ART INSTRUCTOR
DAVID REED		OFFICE TECH. INSTRUCTOR
COURTNEY MILLER		OFFICE TECH. INSTRUCTOR
PRISCILLA HUNT-ROBERT		ELA INSTRUCTOR
GLADYS MELANCON		ELA INSTRUCTOR
WAYNE JORDAN		ELA INSTRUCTOR
STEPHANIE OVILLE		ELA INSTRUCTOR
JEANETTE FONTENOT		FAM. CON. SCIENCE INSTRUCTOR
DEBBIE LAVERGNE		LIBRARIAN
NICHOLAS DECOULETTE		MATH INSTRUCTOR
RUTH WALLS		MATH INSTRUCTOR
JEFF MILLER		MATH INSTRUCTOR
ELIZABETH CHANG-YEN		MATH INSTRUCTOR
DARNELL LEE		ATHLETIC DIRECTOR
CLARISSA JOHNSON		P. E. INSTRUCTOR
DWAYNE THIBODEAUX		P. E. INSTRUCTOR

Name	Signature	Title/Grade
LATOSHA MALONE		SP. ED. INSTRUCTOR
MARK CASSIMERE		SP. ED. INSTRUCTOR
NATHANIEL PERRY		RESOURCE INSTRUCTOR
TOMMY FONTENOT		RESOURCE INSTRUCTOR
BRANDI REED		SCIENCE INSTRUCTOR
JANET HENRY		SCIENCE INSTRUCTOR
AMBER WILLIAMS		SCIENCE INSTRUCTOR
ANN HARRIS		FOREIGN LANGUAGE INSTRUCTOR
JOHN BABINEAUX		SOCIAL STUDIES INSTRUCTOR
COREY MALBRUE		SOCIAL STUDIES INSTRUCTOR
DWIGHT COLLINS		SOCIAL STUDIES INSTRUCTOR
PERCY WILLIAMS		BAND INSTRUCTOR
MASTER SGT. JOSEPH THOMAS		ROTC INSTRUCTOR
STAFF SGT. VERNELL SMITH		ROTC INSTRUCTOR
SUPPORT STAFF NAME	SIGNATURE	TITLE/GRADE
WENDY HARGRODER		SP. ED. PARAPROFESSIONAL
DIANE STELLY		SP. ED. PARAPROFESSIONAL
MELISSA GORDON		SCHOOL NURSE