**SWOT Analysis**
Clarkdale Elementary School
by: Jennifer Byrd and Rhonda Gamblin Miller

## ESSENTIAL CONDITION ONE: EFFECTIVE INSTRUCTIONAL USES OF TECHNOLOGY EMBEDDED IN STANDARDS-BASED, STUDENT-CENTERED LEARNING

*ISTE Definition:* Use of information and communication technology (ICT) to facilitate engaging approaches to learning.

### Guiding Questions:
- How is technology being used in our school? How frequently is it being used? By whom? For what purposes?
- To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, QCCs)?
- To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices? (See Creighton Chapters 5, 7)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Each classroom is equipped with SmartBoards, LCD projectors, 4 desktop computers, document cameras, printers that are used throughout the day by students and teachers.</td>
<td>● Only 58% of teachers surveyed report that technology is used to show evidence of learning more than 1 time a week with 16% reporting that technology is used to show evidence of learning less than twice a month.</td>
<td>● New iPads purchased with Title 1 money, 2 teachers and the media specialist have been trained for classroom use</td>
<td>● Teachers already feel overwhelmed without the stress of learning new technology.</td>
</tr>
<tr>
<td>● WIN TV</td>
<td>● 58% reported use of</td>
<td>● We are a brand new school with many modern tools available. There are many opportunities for teacher training.</td>
<td>● Teachers do not feel equipped to adequately integrate technology according to the teacher survey.</td>
</tr>
<tr>
<td>● Teacher Laptops that are</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Used throughout the day.</th>
<th>Technology for models and simulation less than twice a month.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 2 classrooms with 1:1 ipads. One classroom teacher uses her set daily.</td>
<td>● Students do not have access to school directories when at home.</td>
</tr>
<tr>
<td>● iPad classroom set</td>
<td>● The schoolwide iPad set is not setup for student use.</td>
</tr>
<tr>
<td>● iRespond system</td>
<td>● Clarkdale ES does not have a technology coach.</td>
</tr>
<tr>
<td>● Wireless internet that is accessible schoolwide to students and teacher.</td>
<td>● Although technology being use is student-centered, it falls on the low categories of Bloom’s Taxonomy and Quadrant A of <a href="#">Rigor and Relevance</a>.</td>
</tr>
<tr>
<td>● 2 wireless laptop carts. The carts are shared by K-1 and 2nd-5th grades. Teachers sign-up to use the carts. The 2nd-5th grade cart is in continual use.</td>
<td>● CES has no technology committee.</td>
</tr>
<tr>
<td>● 2 computer labs</td>
<td>● Teachers use blogs to communicate with parents</td>
</tr>
<tr>
<td>● The Media Center is equipped with desktop computers and 2 SmartBoards.</td>
<td>● CES has a <a href="#">school website</a>.</td>
</tr>
<tr>
<td>● Teachers use blogs to communicate with parents</td>
<td>● School marquee is electronic.</td>
</tr>
<tr>
<td>● CES has a school website.</td>
<td>● TV located in lobby that shows presentations, announcements, and various information for parents and students.</td>
</tr>
<tr>
<td>● School marquee is electronic.</td>
<td>● Students and teachers have access to a plethora of software via the internet for</td>
</tr>
<tr>
<td>● TV located in lobby that shows presentations, announcements, and various information for parents and students.</td>
<td></td>
</tr>
</tbody>
</table>
engaged learning.
- Students have their own directories to save from any location.
- Upper grade level students produce and Star in CNN - Clarkdale News Network (a live production of the morning news via closed circuit).
- Student achievement of Common Core Standards

<table>
<thead>
<tr>
<th>Summary/Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year is the first year at the new Clarkdale Elementary School after losing everything in a flood 3 years ago. Unfortunately, technology has not been a high priority while we were displaced and at 2 different locations. Now that we are in our brand new, high-tech location, there are many opportunities for growth. Many teachers are not comfortable integrating technology in the classroom due to their lack of technology usage.</td>
</tr>
</tbody>
</table>

**ESSENTIAL CONDITION TWO: Shared Vision**

**ISTE Definition:** Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.

**Guiding Questions:**
- Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?
To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they believe about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?

To what extent do educators see technology as critical for improving student achievement of the GPS/QCCs? To preparing tomorrow’s workforce? For motivating digital-age learners?

What strategies have been deployed to date to create a research-based shared vision?

What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cobb County School district has a three year technology plan that covers the district. Although there is not a current technology plan aligned with the county or state visions, the administration desires such a plan.</td>
<td>Clarkdale does not have a technology plan. CES does not have a technology plan nor is technology included in the SIP. Most teachers are unaware of a county technology plan. Most teachers are unaware of ISTE standards.</td>
<td>With a renewed spirit of cooperation because of the new school, there is great potential for increased technology integration between school, home, and community. The administration at CES desires a technology plan. Technology is integrated into the CCS. When forming a technology committee, include educators, community leaders, and parents. Seek funding for technology training from Partners in Ed.</td>
<td>Because of the income base of the students and their families, not all students have access to the internet at home. Only 65% of respondents to the survey indicated that they felt technology plays a vital role in enhancing student learning. Decreased presence of businesses in the Clarkdale area due to the economy</td>
</tr>
</tbody>
</table>
Summary/Gap Analysis:
While our school does not currently have a technology plan and the teachers are under informed of technology standards, our administration seeks growth in this area. A great percentage of our staff is open to more technology integration. CES relies heavily on the county for training and funding; assistance from Partners in Education would be beneficial.

**ESSENTIAL CONDITION THREE: Planning for Technology**

**ISTE Definition:** A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.

**Guiding Questions:**
- Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)
- What should be done to strengthen planning?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cobb County has a district wide technology plan.</td>
<td>There is no school-wide technology plan at CES.</td>
<td>Current administration and some teachers are open to the use of technology integrated learning.</td>
<td>Teachers are unaware of technology standards.</td>
</tr>
<tr>
<td>Technology use is encouraged through the support of monthly staff meetings.</td>
<td>There is no technology teacher on campus.</td>
<td>Quarterly team planning days could be devoted to technology training.</td>
<td>Time and Support - even though one staff meeting each month is devoted to technology exploration, there are no requirements to ensure classroom integration.</td>
</tr>
<tr>
<td>There are schedules for student use of technology labs and carts.</td>
<td>There is no technology coach on staff.</td>
<td>Have teacher mentors that are comfortable with technology integration in their own classrooms support staff members who</td>
<td>Teachers are overwhelmed with the integration of Common Core Standards</td>
</tr>
<tr>
<td>The Media Specialist is available for co-planning/teaching in</td>
<td>There is not a technology committee.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
lessons involving technology. are less comfortable. and overcrowded classrooms.

Summary/Gap Analysis:
Our school is not currently meeting our students’ technology needs. However, our leadership is aware of this and is actively working to bring us into 21st Century learning. The school would greatly benefit from a technology coach, teacher and committee.

ESSENTIAL CONDITION FOUR: Equitable Access

ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources

Guiding Questions:
- To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?
- To what extent is technology arrange/distributed to maximize access for engaging, standards-based, student-centered learning?
- What tools are needed and why?
- Do students/parents/community need/have beyond school access to support the vision for learning?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarkdale Elementary School has 2 wireless carts</td>
<td>● There is no printer access from the iPads or laptop</td>
<td>● School administration and teachers should allow</td>
<td>● Necessary funds to maintain and improve the</td>
</tr>
</tbody>
</table>
- The school has 1 set of 30 iPad for teacher checkout.
- Two classrooms have 1:1 iPad access.
- Fifth grade has a class set of 24 Kindles.
- The school has 2 labs with computers, SmartBoard, an LCD projector, and a printer.
- The media center has 32 computers.
- All PK-5 classrooms have 4 new computers.
- All classrooms have a printer.
- The school has LCD projectors and assistive/adaptive devices for projection purposes.
- The school is networked and has Internet connectivity; 100% of our school has wireless connectivity.
- Students can save work to personal directories at school.
- Students have online access to Cobb County Online Resources from the Cobb County website at home and school.

<table>
<thead>
<tr>
<th>carts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindles are not being used because password cannot be located.</td>
</tr>
<tr>
<td>Computer labs are not currently staffed before or after school.</td>
</tr>
<tr>
<td>Not all students have adequate technology access at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>students to BYOD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosting a Parent Academy Workshop highlighting the importance and usage of technology in education.</td>
</tr>
<tr>
<td>Staffing a computer lab before and after school for student and parent access.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>current level of technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent’s lack of support for technology use at home (not putting a priority on funding home internet access).</td>
</tr>
<tr>
<td>Teachers not using the technology that is available.</td>
</tr>
</tbody>
</table>
**Summary/Gap Analysis:**
Clarkdale Elementary School qualifies as a Title I school and receives additional funding from this program. This funding has been used to purchase a great deal of new technology. However, because of the lack of training and low teacher comfort level, it is not being used to the fullest potential. Additionally, with our demographics, home access to technology is low. Extended technology lab hours would greatly benefit students.

---

**ESSENTIAL CONDITION FIVE: Skilled Personnel**

*ISTE Definition:* Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.

**Guiding Questions:**

- To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?
- What do they currently know and are able to do?
- What are knowledge and skills do they need to acquire?

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
</table>
| ● All teachers have completed SmartBoard training.  
● Our media specialist stays abreast of current technology and is willing and able to assist classrooms teachers in this area. | ● Teachers have not had adequate training on using technology to promote higher order thinking and higher Rigor and Relevance.  
● Technology use is mostly limited to administrative uses, data collection, and | ● Cobb county offers on-line technology trainings through Blackboard and Atomic Learning. | ● Teachers do not grasp the importance of technology training to improve student engaged learning. |
drill and practice.
● Locations and times for additional training is not always convenient.

**Summary/Gap Analysis:**
Clarkdale Elementary School teachers use technology in a variety of ways every day. The data collected in the technology usage survey indicates that the teachers have great skill at using technology as a tool. Teachers use technology to take attendance, look up CCS and GPS, plan lessons through OnCourse and integrate Smart Board usage throughout the day. Teachers have the skill base needed to use technology, but lack the skills and training in technology integration in higher order level learning and engaged learning. Incentives could be given to those who pursue additional training in this critical area.

**ESSENTIAL CONDITION SIX: Ongoing Professional Learning**

**ISTE Definition:** Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.

**Guiding Questions:**
- What professional learning opportunities are available to educators? Are they well-attended? Why or why not?
- Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)
- Do professional learning opportunities reflect the national standards for professional learning (NSDC)?
- Do educators have both formal and informal opportunities to learn?
- Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?
- How must professional learning improve/change in order to achieve the shared vision?

| Strengths | Weaknesses | Opportunities | Threats |
- Cobb County offers technology training through professional development for PLU credits
- One staff meeting per month is devoted to technology training and exploration
- Our county offers online access to PD360 and Atomic Learning training videos
- Technology tip offered in weekly staff newsletter
- Very few staff members take advantage of these professional development opportunities
- Trained teachers could host a bi-weekly session highlighting a PD360 or Atomic Learning video to help staff members become more familiar with these resources
- Teachers should be offered time and incentives to attend technology integration training and conferences.
- Quarterly curriculum writing days, that are already built into our budget, could be devoted to technology training and exploration.
- Time constraints - teachers feel torn between planning/teaching and their own continued education

**Summary/Gap Analysis:**
While we have many opportunities for ongoing professional development few teachers are taking advantage of them. The primary reason is time constraints.

**ESSENTIAL CONDITION SEVEN: Technical Support**

**ISTE Definition:** Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.

**Guiding Questions:**
- To what extent is available equipment operable and reliable for instruction?
- Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current “down time” averages acceptable?
- Is tech support knowledgeable? What training might they need?
- In addition to break/fix issues, are support staff available to help with instructional issues when teachers try to use technology in the classroom?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
</table>
| - All equipment at CES is new and modern.  
- Technology assistance is available through CCSD.  
- Technology savvy teachers on staff provide support to those who might need assistance.  
- Several teachers are currently integrating technology throughout the day and training others to do so as well. | - A representative from the county might not be available when needed.  
- A work order must be placed in order to receive assistance which could significantly delay student learning. | - Train teachers to become tech savvy. This can be done through peer mentoring.  
- A full-time technology coach/teacher could assist with some of the issues before a county representative is contacted. | - Some teachers may not be willing to ask for help.  
- The school heavily relies on the county for technology support. |

**Summary/Gap Analysis:**
All of the equipment in the building is new so the threat of unreliable equipment is not a large issue at this time. Although there is not a technologist currently on staff, there are several teachers and the media specialist that are willing to offer assistance when needed. However, these savvy teachers and the media specialist already have a full load with their various responsibilities. Hiring a technology coach and/or teacher could help fill this need. Cobb County tech support is reliable, but they also serve many schools around the county.

**ESSENTIAL CONDITION EIGHT: Curriculum Framework**
**Guiding Questions:**

- To what extent are educators, students, and parents aware of student technology standards? (QCCs/NET-S)
- Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?
- To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/QCCs as appropriate?
- How is student technology literacy assessed?

**Strengths**
- Technology standards are integrated into the CCS.
- CES students receive a performance indicator each quarter in technology on the Cobb County School District Report Card.

**Weaknesses**
- Educators are not aware of ISTE standards.
- Parents are not aware of ISTE standards.
- Students are not aware of ISTE standards.
- At this time, there are no digital curriculum resources available to teachers.
- Technology standards nor digital curriculum resources are addressed in the SIP.
- Our lesson plan software, OnCourse, has technology standards listed but we are not currently required to connect them to our plans.
- There has been no emphasis placed on teaching with technology vs. teaching technology

**Opportunities**
- Training teachers during PD opportunities in how to include ISTE 1NET-S.

**Threats**
- Adding an ISTE-S technology standard to a lesson is an added step and may not be considered necessary by the teachers.
Summary/Gap Analysis:
There is a lack of awareness of technology standards in our school. This needs to be addressed through staff development and could be more easily addressed if we had a technology coach or teacher devoted to this task.