
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Educational Technology Report **Monday, August 25, 2008**

Entity: Marion Center Area SD
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Core Purpose

Mission

The mission of the Marion Center Area School District is to serve the community by challenging and educating all students to be responsible and productive citizens of a global society.

Vision

Our district will be recognized as an innovative learning community where students will be educated as leaders in the areas of academics, arts, athletics, character, citizenship, and vocational skills.

To accomplish this vision our district will:

1. Articulate clear curriculum and academic goals for all students.
2. Provide teachers and students with the best resources and tools.
3. Ensure all children are included and can learn through recognition, intervention and adjustment.

The use of proactive professional training, use of assessment data, and a continuous improvement approach to education are our district's keys to success. Focusing on each student will allow us to manage our overall success as a district. Incorporating strategies such as flexible grouping, cross-grade placements, traditional learning, alternative learning, distance learning, differentiated instruction, and advanced technology (i.e. classrooms for the future grant), along with other innovative strategies to meet the educational requirements of our students will allow our district to maintain a flexible, adaptive learning organization focused on the future.

Shared Values

The following shared values will continue to strengthen and focus the Marion Center Area School District to providing outstanding opportunities for our students.

We at Marion Center believe:

1. Students will be educated in an atmosphere of mutual respect.
2. Educational opportunities include academic subjects, arts, athletics, character, citizenship, technology and vocational skills.
3. Lifelong learning is imperative for one to succeed in the global economy.
4. A challenging curriculum, effective instruction and rigorous academic standards are essential to preparing students for the future.
5. Open lines of communication between the staff, student, home and community are necessary.
6. We recognize the importance of multi-cultural awareness and tolerance are critical to maintaining a respectful and safe learning environment.
7. Technology must be incorporated into the PreK-12 educational experience.
8. The school district is an integral part of the community.

9. Parents are partners in their child's education.
10. All relationships should foster good character and citizenship.

Needs Assessment

What developments in technology have emerged that you can take advantage of to improve education for your school or community?

Wireless Laptop Computer Labs

School Messenger Auto Call System

Interactive Whiteboards

PODcasting and VODcasting

Blogging

Student Response Systems

Classrooms for the Future Grant Equipment (Laptop Computers, Interactive Whiteboards, Projectors, Printers, Scanners, and Webcams).

Distance Learning/Hybrid Content Classes

Wikis

Web based student information systems accessed online by parents and students

How do you identify potentially useful new technologies (e.g., attending conferences, reading publications, and networking with peers)?

Conferences

Training

Peers and colleagues

Research

Testing and experimentation

What strengths and weaknesses, related to technology, have been identified by staff, students or parents? (Utilize district and community wide staff, student and parent/community member surveys.)

In the 2007-2008 school year our high school received a grant, Classrooms for the Future at the high school. We equipped 7 classrooms with student lap tops, white board, and a teacher computer and received professional development for each teacher to use the technology to directly impact student learning.

Strength: 12 years of continuous technology usage by staff and students

Strength: District wide technology standards

Strength: Experienced and competent technology staff

Strength: Strong network infrastructure including campus wide wireless

Strength: Supportive School Board appropriately budgeting to maintain a quality technology program

Weakness: Insufficient number of technology department personnel to handle needs

Weakness: Need for enhanced training and professional development

Weakness: Inequity of technology access for students outside the school

Weakness: Varying and inconsistent methods of communicating with stakeholders

Information to compile this needs assessment have been obtained from the following sources.

Surveys to the staff, students, and community

Research of current trends and practices

Ideas shared by students, staff, peers, colleagues

Vision of the technology department and district administration

PSSA scores and local assessments

Goals and Strategies

Goal: IMPROVE STUDENT ACHIEVEMENT

Description: Our district will use data and research to improve student achievement by actively focusing on every area of our district's curriculum and continuously improving our methods of teaching based on meeting all students' needs.

Strategy: Science

Description: Improve the materials and technology available to enhance science curriculum and student learning.

Activities:

Activity	Description
Science Technology Integration	Train teachers in research-based practices that support the integration of technology in science.

Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:8/22/2008 Finish: 11/5/2014	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marion Center Area School District	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Provides teachers with the skills to think and plan strategically, ensuring that assessments, curriculum, instruction, and teaching materials for struggling students are aligned to standards set forth by the state.</p>	<p>Best practices as noted in the "National Educational Technology Standards for Students"</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are

		<p>aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 		<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio

Goal: MATHEMATICS

Description: To increase the school percentage of students performing at proficient or higher in mathematics, with a minimum proficiency target in compliance with Pennsylvania's AYP goals during the duration of this strategic plan, as follows : 56% proficiency from 2008-2010, 67%

proficiency in 2011, 78% proficiency in 2012, 89% in 2013, and 100% proficiency in 2014, as evidenced by the PSSA.

Strategy: Technology

Description: Identify and employ technology in the mathematics classrooms.

Activities:

Activity	Description	
Calculator and Computer Technology.	Acquire technology in the form of materials, equipment, hardware, and software which provides both teachers and students with the tools needed to access a high quality mathematics program.	
Person Responsible	Timeline for Implementation	Resources
Thomas Trunzo	Start: 8/22/2008 Finish: 9/3/2014	\$90,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Marion Center School District	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Operational skill will be fostered and participants will examine successful implementation models which support the use of identified technology in ways that promote student success. Teachers will use technology effectively to make instructional decisions and offer opportunities for students to reinforce, maintain and enrich concepts, skills and processes being taught within the classroom. Teachers will respond more effectively to diverse abilities and subgroups of our student population. Teachers will be able to deliver high quality instruction which supports success for all students.</p>	<p>Based on current state initiatives, such as, Classrooms for The Future and the National Standards in Technology. The integration of technology into education, curriculum, and to enhance lessons is part of the strategic plan for both the state and the federal government.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to

		<p>work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, 	

<p>outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<p>instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio
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Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Increase Levels of Communication

Description: Through the use of technology provide effective means of communication to all stakeholders to improve student engagement in state assessments.

Activities:

Activity	Description	
Maintain up-to-date hardware and software	Set up a product life-cycle schedule to keep new and existing software up to date.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:9/4/2008 Finish: 9/3/2014	\$300,000.00

Activity	Description	
Promotion of available services	Research and implement new and existing ways of communication to keep stakeholders informed.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	
Student email accounts	Provide students with a safe, filtered form of communication convenient to teachers and students.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	
Continue to develop WAN/LAN	Advance progress with technology infrastructure network to increase productivity and access for business efficiency and learning access.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	
Video Conferencing	Establish additional capabilities for video conferencing (ARIN).	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$5,000.00

Activity	Description	
Update District Website	Make district website more interactive and user friendly.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$5,000.00

Activity	Description	
Use of online and open source resources	Incorporate quality online and open source content as it becomes available.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$10,000.00

Staff Development

- **Who will be in charge of facilitating the professional development activities?**
 - o There will be a combination of district administration and technology department staff
- **Are there in-service slots set aside for technology-related professional development?**
 - o There are currently three in-service days on the school calendar. Contingent upon approval of the grant at the high school level there will need to be four one-half days scheduled for Classrooms for the Future training
- **Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers to pick up these new skills?**
 - o All will be required to attend formal professional development sessions

- **What models of professional development would work in your organization to train your staff?**
 - o One-on-one training, classroom training, webinars, and on-line tutorials and screencasts
- **Do you have the resources in house to train these staff members or do they need to go to outside providers, or a combination of the two?**
 - o We do have internal staff and will use approved outside providers as needed.
- **What financial and time resources exist to keep the staff up to date in learning about new technologies?**
 - o Budget is given each year for continuing education and training
- **What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet; courses sponsored by your state education or library agency)?**
 - o Indiana IU 28
 - o Conferences (PETE & C, etc.)
 - o Courses, (Indiana University, and other distance/on-line courses)
- **What professional development opportunities and resources exist for your professional staff (i.e., teachers or librarians) to ensure that they can not only use the new technologies, but to use them to deliver improved teaching and learning or improved library services?**
 - o Indiana IU 28, conferences, local and on-line universities
- **What classes or seminars are available to your staff on an ongoing basis within your organization?**
 - o In our school we offer the following training, new teacher (networking orientation, email, etc.), Compass Learning, and Smart Board training, and we offer additional training as necessary.
- **Can your staff meet with others who are already further along in implementing technology in another school or library?**
 - o There are opportunities through peer-to-peer contact.
- **What professional development opportunities are available from out sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet; courses sponsored by your state education or library agency)?**
 - o Indiana IU 28, conferences, local and on-line universities.

Budget

Summary: Potential Funding Distribution

Funding Source	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total
010 - ADMINISTRATIVE BUDGET	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000	\$16,000	\$48,000.00
TOTAL	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000	\$16,000	\$48,000.00

Goal: IMPROVE STUDENT ACHIEVEMENT

Our district will use data and research to improve student achievement by actively focusing on every area of our district's curriculum and continuously improving our methods of teaching based on meeting all students' needs.

Science	2009-2010	2010-2011	2011-2012	Total	Funding Source
Science Technology Integration	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00	

Goal: MATHEMATICS

To increase the school percentage of students performing at proficient or higher in mathematics, with a minimum proficiency target in compliance with Pennsylvania's AYP goals during the duration of this strategic plan, as follows : 56% proficiency from 2008-2010, 67% proficiency in 2011, 78% proficiency in 2012, 89% in 2013, and 100% proficiency in 2014, as evidenced by the PSSA.

Technology	2009-2010	2010-2011	2011-2012	Total	Funding Source
Calculator and Computer Technology.	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00	010 - ADMINISTRATIVE BUDGET (Secondary)
TOTAL	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00	

GRAND TOTAL	\$16,000.00	\$16,000.00	\$16,000.00	\$48,000.00	
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Monitoring

Who will be responsible for monitoring activities? (e.g. Technology Coordinator, Professional Development Coordinator, etc)

o Supervisor of Technology, Instructional Technologist, Building level administration.

How will activities be monitored?

- o Through classroom survey, evaluations, feedback.

How will you determine technology integration is occurring appropriately? (e.g. is technology used regularly to enrich curriculum?, is the technology used right for the task?)

- o Through the professional evaluation process.

How will you determine technology implementation is appropriate for your identified needs?

- o Through data-driven research and best practices.

Evaluation

How will you determine if the report was successful in meeting the goals (e.g., interview/survey staff, patrons, other stakeholders; measuring progress made towards the benchmarks you set out in your goals; observations)?

- o Ongoing evaluation through staff, student, and parent surveys. Observations by the technology staff and building administrators regarding usage and integration.

What goals and strategies of the report were you able to meet? To what extent?

- o Remain focused on supporting the activities and strategies to reach the goal

What goals and strategies of the technology report did you not meet? Why? Are there ways to overcome these barriers?

- o Through experiences and current trends

What is the plan for meeting unmet goals and strategies?

- o Evaluation of the goal and determining if a need still exists

Are there other needs that have emerged since you last wrote/revised your report? If so, what are they?

- o Technology is continually and rapidly changing. Determining needs will be an on-going evaluation process.

Are there any goals and strategies that are no longer relevant to your situation and should be deleted from the report?

- o Technology is continually and rapidly changing. Determining relevance will be an on-going evaluation process.