
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Educational Technology Report **Friday, January 29, 2010** **(Last Approved: Tuesday, June 30, 2009)**

Entity: Greencastle-Antrim SD
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Mission

To create and provide opportunities for students to become lifelong learners and productive citizens.

Vision

Children First

Shared Values

Commitment

An intrinsic personal and corporate persistence, devotion and investment in the pursuit of an objective to an end

Respect

An honest, unconditional honoring of each person, regardless of the situation or personal differences

Integrity

The adoption of an unwavering personal and corporate path based upon the tenets of thinking and doing the right thing at all times regardless of the cost or circumstances

Standards

The establishing of challenging yet attainable goals, that demand quality, raises expectations and provides opportunity for everyone's personal achievement

Needs Assessment

Reflections

- **Legacy Dataview 1965**

Concern Last Modified:

The 2007 PSSA results placed the Middle School on warning due to the special education subgroup not making adequate progress. It is noted that sixth and seventh grade continued to show growth from 2004-2005 to 2006-2007. However while eighth grade made significant progress in the % of advanced and proficient students a decline was noted in 2006-2007. A factor that must be considered in this history is staffing changes. Due to the subgroup not making AYP the special education teachers along with the regular teachers are focusing their instruction on state standards. Additional professional development will be needed with the special education teachers to address areas of weakness.

Strength Last Modified:

The 2008 PSSA results indicated that the Middle School made AYP. The special education subgroup moved from 27.1% proficient to 33.3% in math. In reading the special education subgroup moved from 22.4% proficient to 26.4%. Since they were unable to achieve the 56% in math and 63% performance in reading they were able to meet AYP by reducing its percentage of students who performed below proficient in the previous year by at least 10%. In Math they need to reduce the % below proficient by 7.6. Their actual reduction was 9.8. In reading they needed to reduce the percent by 7.7 but were only able to reduce it by 4.0. However, they did fall within a confidence interval to meet safe harbor

Concern Last Modified:

The 2008 PSSA results placed the elementary school on Making Progress in School Improvement I. This was met by including exited IEP students to calculated results to meet Safe Harbor requirements. Upon review of the students included, they were all speech/language students.

- **Legacy Dataview 2095**

Concern Last Modified:

The Greencastle-Antrim School District must meet the challenge of addressing the IEP and Economically Disadvantaged subgroups to meet AYP.

Engage our students through effectual technologies to improve student academic achievement. This will be accomplished through the use of interactive programs dedicated to student achievement goals based upon the individual PSSA scores, Measures of Academic Progress (MAP) assessment data, Terra Nova, DRA, and additional competence testing. Identify and Educate. Once student data has been analyzed, an action plan will be developed utilizing appealing, age appropriate technologies that are designed to stimulate the learning environment. Resources to accomplish the specifics of the training plan include Odyssey (Compass Learning) and MAP (working in tandem), Study Island, DRA, AR, Blackboard, and a multitude of technological materials to educate our students. We believe that the success of the incorporation of technology not only depends on the content of the training, but also the delivery methods (equipment) used to deliver the materials. Through the use of interactive 'smart' boards, student laptops, iPods, data projectors, and numerous other media devices, we plan to tailor a learning profile that will kindle educational growth. We believe identical tools (hardware) are vital to our teaching staff in facilitating the educational process.

To improve education for our students and community we plan to increase access to smart board technologies and wireless connectivity throughout our campus. Our technology department plans to begin moving from client sever applications toward more web based applications of already existing educational programs. The goal of moving to web based application will allow our faculty and students anytime anywhere access. This will help to remove barriers due to operating system incapacibilities and bridge the gap between older equipment and newer technologies.

Our district identifies potentially useful new technologies through Instructional Technology Services (ITS) meetings with our local Intermediate Unit #12. Collaboration with other technology directors from surrounding districts provides valuable input regarding technologies that we would like to assess. We would like to begin participating with state and national technology organizations that showcase the very latest educational technology innovations.

*** Strengths**

Number of computers 1800 computers 2 students to each computer (district wide)
All buildings have wireless connectivity
every teacher has a computer, login email, printer
every student has access via a login - many programs available from home via web
dedicated budget including monies for new technology

*** Weaknesses**

limited staff within tech department
undertrained faculty overall regarding computer usage - creates an inequality of computer instruction for students
band width is often an issue as we increase technologies within the district
inequities among distribution of equipment throughout the district
Quickly outdated methods, equipment, and software

*** Needs**

GASD must diversify our classroom technology use, and expand upon the foundation of equipment and software currently in place that is used to educate our students. We must look beyond the repetitive routine use of our technology, and develop attention to new methods to deliver content to our students. While the 'norm' used to be PowerPoint and Word, we have been thrust into the age of U-Tube, Facebook, wikis, and blogs. Why not txt an assignment to a student? Why not Podcast an instructional session? These new tools empower teachers to use vision and sound to stimulate, reinforce, and embellish the learning environment. The use of new technologies is second nature to our students — this can develop into collaboration between students/teachers to deepen the knowledge and use of classroom technologies for both the educator and the student. We must overcome

nearsighted uses of technology, and enlarge our perspective. Even a game of tic-tac-toe played on a smart board, or using a 'high-tech' digital egg timer breaks the monotony of the daily routine, and can build interest into a lesson plan.

A need has been identified in the area of special education. Our subgroup IEP scores have been lower than expected. One possible remedy would be to increase technological support in our special education classrooms. Our teachers need anytime access to technology in order to collaboratively plan in the LFS model and to interact with other teachers in their grade level or department.

Goals and Strategies

Goal: Increase Technology

Description: The GASD will increase the amount of technology equipment available for students over the course of the strategic plan.

Strategy: Development of long range plan for technology implementation

Description: Budget allocation for district technology will increase by 3% -5% each year during the course of the strategic plan.

Budgeted money will be used to increase the amount of technology in each building.

Activity: Technology Meetings

Description: Monthly meetings to take place with building level leadership and technology department. Funding allocations will be made at these meetings for technology equipment to be purchased for each building.

Person Responsible Timeline for Implementation Resources

Bob Crider	Start: 1/1/2009	\$6,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Professional Development - Technology

Description: Current, best practice, professional development will be provided to teachers to ensure the best use of technology connected to curriculum.

Strategy: PD Days

Description: The teaching staff will be offered opportunities to grow in the knowledge and use of technology in their classrooms. Instruction will be provided by our technology department in both the basic programs used in the district as well as up and coming practices in technology.

Activity: BlackBoard Training

Description: Teachers will be offered Professional Development in the use of blackboard

Person Responsible

Bob Crider

Timeline for Implementation

Start: 9/1/2008
Finish: 12/31/9999

Resources

\$3,000.00

Professional Development Activity Information

Number of Hours Per Session

1.00

Total Number of Sessions Per School Year

10

Estimated Number of Participants Per Year

50

Organization or Institution Name

GASD

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Teachers will be able to use blackboard platform to enhance their instruction

Research and Best Practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Subject Area

- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- World Languages
- Mathematics
- History

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: Not Started — Overdue

Activity: Classrooms For the Future

Description: GASD has received approximately \$195,000 in state funds for 2008-2009 school year. These monies will be used as stipulated by PDE to create Smart Classrooms in the High School and offer professional development for those teachers.

Person Responsible

Bob Crider

Timeline for Implementation

Start: 8/31/2008
Finish: 12/31/9999

Resources

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Professional Development Activity Information

Number of Hours Per Session

2.00

Total Number of Sessions Per School Year

20

Estimated Number of Participants Per Year

8

Organization or Institution Name

Type of Provider

- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Learn how to integrate technology into the classroom

Research and Best Practices

Program and training based on research from PDE to design 21st century classrooms

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, 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 access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics

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 • Lesson modeling with mentoring 	

Status: Not Started — Overdue

Activity: Measures of Academic Progress Training

Description: Teaching faculty will be trained in the use of the Measures of Academic Progress (MAP) assesment.

Person Responsible	Timeline for Implementation	Resources
Mary Frey	Start: 8/28/2008 Finish: 10/30/2009	\$20,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval

Northwestern ...
Knowledge and Skills

Teachers will be able to give a computerized benchmark assessment and then be able to use that current student data to inform their instruction

• Company
Research and Best Practices

Status
Approved
Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, 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 access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals	<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">• Reading, Writing, Speaking & Listening• Mathematics

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

- 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
- Classroom student assessment data

Status: Not Started — Overdue

Goal: Special Education Technology

Description: Due to poor PSSA performance by District IEP subgroups, we plan to increase technology in the Special Education department within the District

Strategy: Special Education Tecnology

Description: Due to poor PSSA performance by District IEP subgroups, we plan to increase technology in the Special Education department within the District

Activity: Special Education Technology

Description: Due to poor PSSA performance by District IEP subgroups, we plan to increase technology in the Special Education department within the District

Person Responsible Timeline for Implementation Resources

Bob Crider	Start: 6/1/2009	\$175,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Teacher Technology

Description: To increase anytime anywhere use of technology

Strategy: Teacher Technology

Description: Purchasing laptops for teacher use to access technology anytime anywhere

Activity: Teacher Technology

Description: Addition of teacher laptops to allow for anytime anywhere technology access

Person Responsible Timeline for Implementation Resources

Bob Crider	Start: 7/31/2009	\$28,800.00
	Finish: 7/31/2009	

Status: Not Started — Overdue

Budget

Potential Budget for an AMENDMENT to the currently approved plan report that spans 7/1/2009 to 6/30/2012.

Funding Source	2009-2010	2010-2011	2011-2012	Total
010 - ADMINISTRATIVE BUDGET	\$106,300.00	\$52,500.00	\$2,000.00	\$160,800.00
Grand Total	\$106,300.00	\$52,500.00	\$2,000.00	\$160,800.00

Goal: Increase Technology

The GASD will increase the amount of technology equipment available for students over the course of the strategic plan.

Development of long range plan for technology implementation	2009-2010	2010-2011	2011-2012	Total	Funding Source
Technology Meetings	\$750.00	\$750.00	\$1,000.00	\$2,500.00	010 - ADMINISTRATIVE BUDGET (Secondary)
Technology Meetings	\$750.00	\$750.00	\$1,000.00	\$2,500.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$1,500.00	\$1,500.00	\$2,000.00	\$5,000.00	

Goal: Professional Development - Technology

Current, best practice, professional development will be provided to teachers to ensure the best use of technology connected to curriculum

PD Days	2009-2010	2010-2011	2011-2012	Total	Funding Source
BlackBoard Training	\$500.00	\$500.00	\$0.00	\$1,000.00	010 - ADMINISTRATIVE BUDGET
BlackBoard Training	\$500.00	\$500.00	\$0.00	\$1,000.00	010 - ADMINISTRATIVE BUDGET (Secondary)
Subtotal	\$1,000.00	\$1,000.00	\$0.00	\$2,000.00	

Goal: Special Education Technology

Due to poor PSSA performance by District IEP subgroups, we plan to increase technology in the Special Education department within the District

Special Education Tecnology	2009-2010	2010-2011	2011-2012	Total	Funding Source
Special Education Technology	\$75,000.00	\$50,000.00	\$0.00	\$125,000.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$75,000.00	\$50,000.00	\$0.00	\$125,000.00	

Goal: Teacher Technology

To increase anytime anywhere use of technology

Teacher Technology	2009-2010	2010-2011	2011-2012	Total	Funding Source
Teacher Technology	\$28,800.00	\$0.00	\$0.00	\$28,800.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$28,800.00	\$0.00	\$0.00	\$28,800.00	

Grand Total	\$106,300.00	\$52,500.00	\$2,000.00	\$160,800.00	
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Staff Development

The Greencastle-Antrim School District operates with an Approved Act 178 plan. This effort is driven by the technology committee. Each year the team develops professional development activities specific to current needs. Over the past several years the teacher training program has addressed information access and hardware use. While it was our goal to develop an electronic portfolio for each student, this has not been accomplished. Now more than ever this has become a priority with our emphasis on teachers using state and local assessments to lead their instruction.

Ongoing professional development will be provided by internal staff as well as vendors of new and current

software programs. Each district building has resources among their professional staff to train others in the use of available technological tools for teacher and student use. The district technology department provides training on the use of present student management systems. The director of data management and accountability provides updated training for data warehouse programs within the district.

The director of technology and director of curriculum and instruction are tasked with ensuring the facilitation of the professional development activities.

Every professional development day in the district typically has some time allotted to increasing technological skills of the professional teaching staff. Training occurs on a regular basis for both equipment and software use. Training is also offered to district support staff. Summer time professional development activities have been created and are available for district faculties and staff.

Technological professional development is a requirement of our professional assessment plan in the form of a data/reflection project to be completed by teachers every third year. The district strives to create internal incentives for teachers to "want" new skills in the area of technology. Many curricular programs such as Odyssey and Study Island are technology driven, for teachers and their students to reap the benefits of these programs the faculties need to be able to operate them at a high level of integrity. These, and many other programs, are part of our district curriculum and are expected to be used.

Professional development is offered to district staff through varied means depending on the topic, district need, time, and appropriateness of delivery model. Typically training occurs within one of our district computer labs, and consists of direct instruction either by district staff and/or outside vendors. Several help documents and "how to" video clips have been developed for typical day to day technology applications (email, gradequick ...) and are available to staff on our district server for them to view or review at any time.

Our district utilizes six professional development days throughout the course of the school year. Additional trainings are offered as part of occasional faculty meetings at the end of the teacher day. Summer workshops are offered. The district has also provided substitute coverage for classroom teachers so that training can take place at various times throughout the school year. Fiscally, monies are budgeted in curricular areas for PD as well as through the technology department budget. In many cases professional development has been tied directly to the cost of programmatic implementation and vendor training is included in the overall cost.

Our district pays for professional staff outside course work up to a masters certificate and then additional course work, one college course every other year. We are heavily invested in blended schools, our own cyber charter program, which runs on a blackboard platform. Many professional development opportunities are afforded to our teaching staff through this program and its' district dedicated coordinator.

Professional development activities are designed to both instruct on current use of technology, but how to tie those technological tools with current best practices in teaching. Our districts shift to the Learning Focused Schools model, and our recent award of the Classrooms For the Future grant will be a large part of how we ensure teachers are integrating technology into their instruction.

Collaboration and reflection are important aspects of professional development. Teachers have opportunity and are expected to be involved in both of these professional development activities. Several members of our faculty have become technologically "savvy" and are always open to working with other faculty members. Our technology department attempts to stay up to date with current hardware and software, they provide instruction for teachers when needed.

Monitoring

The district director of technology is responsible for the overall running of the technology department. The director of curriculum and instruction as well as the director of data management and accountability work in concert with the director of technology to ensure that the technology department is operating efficiently. The district business manager also provides oversight of the budget for the technology department.

Weekly meetings are held with the director of technology and the director of curriculum and instruction to monitor progress of current technology programs as well as continually planning for future development.

Building principals and other members of the administrative team are expected to monitor technology integration within their perspective buildings and/or departments. Regular reports of technology usage can be collected to determine the use of many current curricular programs. Teaching faculties are part of ongoing training and development in the various technological tools and programs throughout the district.

Faculties have been surveyed regarding technological strengths and weaknesses as users of technology. Forums are provided for them to share specific needs they have in terms of technology needs for either hardware or programs for their specific grade levels or departments.

Evaluation

Our district plans to re-visit our strategic plan on a yearly basis in order to assess our movement toward goals throughout the plan. We will complete student, parent, and faculty surveys each year which should provide us with data to use as a benchmark assessment toward our goals. District administration will continually reflect upon our goals to ensure that we are heading toward successful completion.

The following questions remain in this report to help guide our yearly reflection of the educational technology report.

- What goals and strategies of the report were you able to meet? To what extent?
- Were there any unexpected outcomes or benefits to having the technology in place?
- What goals and strategies of the technology report did you not meet? Why? Are there ways to overcome these barriers?
- What is the plan for meeting unmet goals and strategies?
- Are there other needs that have emerged since you last wrote/revised your report? If so, what are they?
- Are there any goals and strategies that are no longer relevant to your situation and should be deleted from the report?