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# Pennsylvania Department of Education

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

**Educational Technology Report**  
**Monday, December 21, 2009**  
**(Last Approved: Thursday, June 28, 2007)**

**Entity:** Bermudian Springs SD  
**Address:** 7335 Carlisle Pike  
York Springs, PA 17372

## **Mission**

The mission of the Bermudian Springs School District, in partnership with all parents, the community, and the Commonwealth of Pennsylvania, is to ensure that each student seeks academic excellence as a self-directed, lifelong learner and personal excellence as a productive, responsible, respectful citizen who is able to contribute successfully in a global society.

## **Vision**

We see a school district where:

- All parents, community members, and school staff form a partnership to provide a comprehensive and challenging educational environment for all students;
- All diverse learning needs are recognized and addressed in a caring, sensitive, and creative student-centered learning environment;
- All students effectively communicate, problem solve, and demonstrate higher-order thinking skills;
- All students develop intellectually, morally, socially, and physically;
- All students succeed in a changing, technological world;
- All students learn to cooperate in a diverse and multi-cultural world;
- All parents, community members, and school personnel model the learning processes and behaviors expected of students;

All staff is committed to and involved in personal and professional growth.

## **Shared Values**

We believe that:

- Research-based programs should be used whenever possible.
- Decisions should be based upon data obtained from student responses and assessments.
- Staff should make every effort to meet student needs.
- Technology should be incorporated into daily instruction and used by staff and students to accomplish school-wide and individual student academic goals.
- Learning should be supported by school personnel and parents to achieve to the best of their ability.
- Efforts should be made to help all students feel safe, secure and comfortable in the school community.
- Student effort should be encouraged and promoted.

## **Needs Assessment**

## **Reflections**

There are currently no reflections selected for this section.

Some new developments in technology that have emerged will have a significant impact on our District in the years to come. Through our local Intermediate Unit (Lincoln IU) our district is participating in Act 183 E-Fund grant which will provide increased telecommunications services/connectivity to the Internet, other districts and the LIU. This is an all fiber network with 10MB of layer 2 Ethernet connectivity to each district hub site from the LIU aggregations points and guaranteed 10MB to the Internet. The advantages of this increased broadband will allow us to explore the following uses which were not available in the past:

**Blog & Wiki Server** - blogs allow individuals to post journals on the web that can be viewed by others thus generating discussions. Wikis allow multiple authors to post, edit, and delete information freely on the web. They are terrific ways for students and teachers to collaboratively create content.

**Blackboard** - is an online content management system, essentially courseware delivered over the web. Most universities use blackboard and it is also a great way to reach students who, for one reason or another, cannot participate in traditional education. Blackboard use is a great way to blend traditional teaching with virtual learning.

**Synchronous Distance Learning Tools** - often called webinars, are online programs that are used to enable virtual meetings. Webinars are a way for students to meet and interact with other students around the network. They allow for collaboration and sharing of information across the Internet. Teachers can pose questions to poll student understanding and create breakout sessions where students work in smaller groups and then join the main group.

**Storage and Streaming Servers** - Storage servers house the electronic information which is backed up at regular intervals. Streaming servers are used to deliver streamed data that comes across the computer in a continuous feed of information. This application is mainly used by teachers for instructional videos where they can be viewed in part or whole.

**Video Conferencing** - is a virtual conference that takes place electronically over a network, where each participant has a camera, microphone and speakers. Individuals can interact with others both audibly and visually. This technology is used effectively in delivering distance education to students who cannot physically be in the same location as the instructor. Video conferencing can also be used to allow professional development for staff.

**Internet2** - is a consortium of universities and some corporations whose purpose is to focus on research and education. The materials are delivered through new technologies over a high speed network. This connection would allow students in our classrooms to be connected to resources that otherwise are not available and would allow immediate access to experts. Class to class collaboration around the country and world are also readily accessible.

**Portal Development** - is a service that would be available which provides multiple services from one spot. The portal can be thought of as a "one stop shop" where students and teachers would log in through the portal site and then have access to all the services and applications without having to log in again. The portal provides students and teachers with ease of service and it saves time but eliminating multiple log-ins.

**Digital Tools & Software** - through the increased broadband, we can expose our students to a wide variety of tools and softwares such as; digital still cameras, microphones, Phot Shop, video software, and Adobe Illustrator.

#### **District Impact:**

**During the 06-07 school year, we have implemented the use of 4 Sight benchmark testing in all schools. Through the use of two pieces of software - Success for All and Performance Tracker, we have trained all teachers on how to extract student data, analyze**

**student data, and use student data to drive instruction. This data is extremely important in helping to improve the teaching and learning process for all students.**

**The data also allows us to differentiate instruction for students. With our increased bandwidth we are now taking advantage of two very useful teacher tools that provide lesson plans, instructional activities, discussion boards, etc. Both NetTrekker and United Streaming offers teachers and students a wealth of possibilities in enriching lessons on a daily basis.**

**Students are also receiving extended learning opportunities and remediation sessions through software such as Success Maker, Plato, and Compass Learning. We regularly utilized these programs to help students master skills and concepts.**

**The District has also submitted a Classrooms for the Future grant, and if approved, we allow us to expand our technology offerings in the high school in 27 classrooms in the areas of English, Math, Science, and Social Studies. Each student in the class will have a laptop and the classroom will include a teacher station equipped with a laptop, interactive whiteboard, projection system and wireless connections. This technology will open up many possibilities for our students and our teachers will receive thorough training on how to utilize the technology in their classrooms.**

**During the 07-08 school year, the District is also exploring some software packages that will allow for online grading and reporting. This software will allow our parents to view grades and progress on a regular basis, to track assignments, to look at due dates for assignments, and to communicate with the teachers.**

**Our new video-conferencing equipment purchased during the 06-07 school year allows for connectivity to the world in real time and opens up endless possibilities.**

Identified Strengths and Weaknesses:

Strengths:

- the District continues to be committed to investigate and secure technology to streamline operations as well as to improve instruction for all students
- the District employs two full time technology individuals to maintain our present system while also looking for ways to enhance it
- the staff has embraced technology and continue to utilize on both a professional and personal basis
- the District offers ongoing trainings for all staff members
- the District has an active Technology Committee which several times throughout the school year and recently they identified the following goals:
  - \* develop internet course offerings for students
  - \* develop distance learning capabilities
  - \* improve access to the Internet by students in regular classrooms through wireless systems
  - \* provide high level training for teachers, administrators, and staff members in technological applications
  - \* develop a more streamlined administrative process for the development of budgets and purchase order system
  - \* expand the district's internet capabilities
  - \* expand the district's telecommunications
  - \* secure software which will allow administrators to access the district's software from remote sites
- the District will continue to explore funding sources to acquire technology such as Efund

## Grants, Classrooms of the Future

### Weaknesses:

- need to continue to expand the number of computers for student use across the District
- need to acquire additional teacher technology tools such as whiteboards, LCD projectors, handhelds
- purchase necessary equipment to provide distance learning
- purchase wireless systems for each of the three district buildings

## Goals and Strategies

### **Goal: TECHNOLOGY**

**Description:** Utilize technology to improve our curriculum offerings, instruction, and to streamline our organizational processes.

#### **Strategy: Infuse Technology Into the Curriculum**

**Description:** The District will engage in ongoing staff development in order to equip teachers with the tools necessary to infuse technology into the curriculum.

Use of Internet, Distance Learning, Smartboards, Hand-helds, Plato software, Compass Learning software, Blended Schools, Performance Tracker, 4Sight assessments, PVAAS, Emetric, Health E-tools, Promethian Boards, Airliners, are just a few examples of the tools that will be utilized throughout the period of this plan.

#### **Activity: Multiple Uses of Technology for Instruction**

**Description:** The District will encourage multiple uses of technology for instruction. Strategies will include but not be limited to: Blended Schools, 4 Sight On-Line Benchmark Assessments, Performance Tracker, Plato software, Compass Learning software, Internet2, Smartboards, Video Streaming, Hand-helds, and Classrooms of the Future.

Professional development opportunities will continue to be offered for staff in a variety of areas related to technology.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Paul Healey	Start: 8/25/2007 Finish: 8/25/2012	\$25,000.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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BSSD	<ul style="list-style-type: none"> <li>School Entity</li> <li>Company</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff members will gain knowledge regarding the use of a variety of curriculum software programs.

It is vital that we continually look at resources that will enable us to meet the needs of all students.

*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 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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Arts &amp; Humanities</li> <li>Civics and Government</li> <li>Environment and Ecology</li> </ul>

specialists

(grades 9-12)

- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

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**Follow-up Activities**

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**Evaluation Methods**

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| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li></ul> |
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**Status:** In Progress — Upcoming

## **Goal: UTILIZE DATA TO DRIVE INSTRUCTION**

**Description:** The District will utilize benchmark testing, PSSA results, and other locally administered assessments in order to make informed decisions about instruction. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction for all students.

**Strategy: A. Investigate and acquire a student data warehouse system**

**Description:** The District will research and purchase a student data software program that will meet its needs. All local and state data will be programmed into the system and then extracted for teacher use.

**Activity: A. Warehouse Program Selection**

**Description:** The District will investigate and acquire a student data warehousing program. At this point in time, we are anticipating to purchase Performance Tracker which will allow us to store all local and state assessment data. **Update: Performance Tracker was purchased in 2007 and has been fully implemented throughout the district.**

**Person Responsible Timeline for Implementation Resources**

Paul Healey	Start: 6/21/2006 Finish: 9/29/2006	\$25,000.00
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**Status:** Complete

**Activity: B. Staff training on data warehousing**

**Description:** The District will provide ongoing training for administrators and staff on the use of the newly acquired student data warehousing program.

Person Responsible	Timeline for Implementation	Resources
Paul Healey	Start: 8/25/2006 Finish: 8/25/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BSSD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff members will gain an understanding of how to use Performance Tracker, the information and reports it can generate, and how to review specific data.	Utilization of data to make decisions has been identified as a best practice.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's</li> </ul>

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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

**Follow-up Activities****Evaluation Methods**

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul> |
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**Status:** Complete

**Strategy: B. Implement benchmark testing in the areas of reading and math for grades 3-11**

**Description:** The district will secure online benchmark testing in the areas for reading and math for grades 3- 11. After staff development, testing will be implemented for the 06-07 school year and continue for the length of the strategic plan.

**Activity: Purchase 4 Sight online testing**

**Description:** secure funding to purchase online testing for all three buildings

**Person Responsible Timeline for Implementation Resources**

Paul Healey	Start: 7/12/2006 Finish: 12/31/9999	\$3,500.00
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**Status:** Complete

**Activity: Train principals, teachers and students**

**Description:** The district will develop a plan to train the three stakeholder groups for the implementation of the benchmark assessments starting with the 06-07 school year and continuing throughout the duration of the Strategic Plan.

**Person Responsible Timeline for Implementation Resources**

Paul Healey	Start: 8/25/2006	\$12,000.00
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Finish: 8/25/2012

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	150
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BSSD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

**Knowledge and Skills**

BSSD staff members will gain an understanding of how to administer the benchmark assessments, the information they can provide, as well as what to do with the information gained.

**Research and Best Practices**

Utilization of benchmark assessments has been identified as a best practice.

**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.
- Empowers leaders to create a culture of teaching and

learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Superintendent / asst. superintendents</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Environment and Ecology</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li><li>• Career Education and Work</li><li>• Economics</li><li>• Family and Consumer Sciences</li><li>• Geography</li></ul>

**Follow-up Activities**

**Evaluation Methods**

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| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li></ul> |
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**Status:** Complete

**Activity: Utilize data for instruction**

**Description:** Teachers will utilize the benchmark assessments in reading and math to make instructional decisions for students. Our goal is assess each student in grades 3-11 in the areas of reading and math at least three times per year.

Train teachers on how to use this data to drive instruction.

Person Responsible	Timeline for Implementation	Resources
Paul Healey	Start: 8/25/2006 Finish: 8/25/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BSSD	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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BSSD staff members will gain an understanding of how the benchmark assessments were developed and how they should be administered. In addition, staff members will gain an understanding of the information

*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.

*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.
- 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"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Mathematics</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

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| <ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>Student PSSA data</li> </ul> |
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**Status:** In Progress — Upcoming

**Strategy: Continue to utilize curriculum-based assessments in grades 1-12**

**Description:** Assessments are presently administered in grades 1-12 in non PSSA assessed areas and we plan to continue to administer and utilize the results throughout the plan.

**Activity: Enter student data into Performance Tracker**

**Description:** The district will enter all CBA data into performance tracker starting in the 06-07 school year.

**Person Responsible Timeline for Implementation Resources**

Ed Tech Plan Admin	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** Complete

**Budget**

**Potential Budget for an AMENDMENT to the currently approved plan report that spans 7/1/2007 to 6/30/2010.**

<b>Funding Source</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Total</b>
050 - CONTINUING PROFESSIONAL EDUCATION SERVICES	\$4,000.00	\$4,000.00	\$0.00	\$8,000.00
212 - PA Accountability Grants	\$0.00	\$25,000.00	\$0.00	\$25,000.00
<b>Grand Total</b>	<b>\$4,000.00</b>	<b>\$29,000.00</b>	<b>\$0.00</b>	<b>\$33,000.00</b>

**Goal: TECHNOLOGY**

Utilize technology to improve our curriculum offerings, instruction, and to streamline our organizational processes.

<b>Infuse Technology Into the Curriculum</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Total</b>	<b>Funding Source</b>
Multiple Uses of Technology for Instruction	\$0.00	\$25,000.00	\$0.00	\$25,000.00	212 - PA Accountability Grants
<b>Subtotal</b>	<b>\$0.00</b>	<b>\$25,000.00</b>	<b>\$0.00</b>	<b>\$25,000.00</b>	

**Goal: UTILIZE DATA TO DRIVE INSTRUCTION**

The District will utilize benchmark testing, PSSA results, and other locally administered assessments in order to make informed decisions about instruction. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction for all students.

<b>B. Implement benchmark testing in the areas of reading and math for grades 3-11</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Total</b>	<b>Funding Source</b>
Train principals, teachers and students	\$4,000.00	\$4,000.00	\$0.00	\$8,000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
<b>Subtotal</b>	<b>\$4,000.00</b>	<b>\$4,000.00</b>	<b>\$0.00</b>	<b>\$8,000.00</b>	
<b>Grand Total</b>	<b>\$4,000.00</b>	<b>\$29,000.00</b>	<b>\$0.00</b>	<b>\$33,000.00</b>	

**Staff Development**

Staff development in the Bermudian Springs School District is an on-going process. Each summer workshops are offered to enhance the technology understanding and usage of the staff. Also, several in-service days are dedicated to improving the skills of professional staff in the area of technology. Future plans include:

1. Using handhelds in the classroom
2. Utilizing Blended Schools
3. Becoming a Blended Schools teacher
4. Excel
5. Smart Boards in the classroom

**Monitoring**

The District Technology Committee has been in effect for twelve years. It is comprised of board members, administrators, teachers, and community members. The Technology Committee meets at least three times per year,

The technology committee has focused its efforts on developing ways to increase the use of technology in the classroom. The committee has seen the district create an infrastructure to allow all classroom teachers direct access to the Internet. They have seen the purchase of a wireless lab in the middle school. They have also worked to help the middle school and high school to move to electronic sending of grades to the office through the use of a grading program compatible with the MMS program used as a data base at each school.

This committee will continue to monitor and enhance our technology offerings and infrastructure and make recommendations to the administration and school board. Presently, some new initiatives include Internet2, the purchase and training on a student warehousing program called Performance Tracker, the implementation of online benchmark testing in grades 3 -11 known as 4Sight, and updates to our infrastructure.

In addition, the committee also assesses the professional needs of our staff in the areas of technology and makes recommendations to the professional education committee on course offerings which includes summer workshops and special sessions occurring during the school year.

While the committee serves one function of monitoring, our building administrators are also charged with this function as well. Once the district has established and articulated technology goals each year, we continue to monitor implementation via informal walks throughs at the building levels and through formal classroom observations. Since we will be implementing online benchmark testing in most grades, we will also be receiving input from the teachers on the ease of use of the system, and the pros and cons of our implementation efforts.

As technology changes so rapidly from even one month to the next, the District will maintain its efforts on studying best practices and looking ways to deliver services in the most economical and educationally sound manner.

## **Evaluation**

The District will continue to evaluate its efforts in the areas of technology. The Technology Committee will explore of number of actions throughout the life of the plan to gauge effectiveness and future needs. These actions may include but not be limited to; staff surveys, students surveys, public surveys, needs assessments, attainment of goals, etc.

Since the technology plan is now part of the Strategic Plan, annual evaluations are built into the process. In addition, each administrator is required to write goals that include mahor areas of concern based upon their previous year's evaluation and upon the strategic plan. The superintendent will identify the performance measures for each of the administrators' goals. The district uses a form that includes a rating system. This rating system will be used with the technology goals selected by the administrator.

At the end of each school year, the administrators will collect data to identify where their building staff is in completing the objectives. The information will be forwarded to the superintendent and be used as part of the administrator's evaluation.

The thrid part of the evaluation system is for the superintendent to discuss with the school board his finding as to our progress with the technology plan.