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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** **(Last Approved: Friday, June 29, 2012)**

**Entity:** Midd-West SD  
**Address:** 568 E Main St  
Middleburg, PA 17842-1295

## **Mission**

We facilitate the intellectual, social, emotional, and physical development of all of our students so they competently contribute to society, achieve their highest potential, and engage in continuous learning...  
A QUALITY EDUCATION FOR ALL, FOR LIFE.

## **Vision**

The vision of the Mid-West School District can be summarized as "a thorough education, done properly with a purpose."

Our vision includes...

- a vertically and horizontally aligned curriculum that is appropriate, rigorous and relevant for each student.
- use of teaching strategies based on "what works"/ research.
- a seamless system of assessment used by teachers to design instruction.
- highly qualified teachers who focus on personal professional development to increase student achievement.
- highly qualified leaders who are future focused, proactive and consistent.
- a high level of stakeholder involvement and support.
- safe, modern and well maintained facilities with appropriate resources for students to grow academically and socially in relation to the global community.
- cutting-edge technology used to advance educational goals.

## **Shared Values**

Our school community must nurture the intellectual, social, emotional, and physical well-being of students.

Because all students have the capacity to learn, we must encourage their best efforts and present them with opportunities and challenges to reach their potential and experience success.

All learners have an important contribution to make; therefore, we will provide education that is flexible to accommodate, respect, and value the unique needs of each learner.

Our schools' effective learning environments require safety, discipline, respect, organization and high expectations for all.

We make resources available to provide all students with the opportunity to achieve their educational and career goals.

We are accountable to the students, families and the communities we serve.

Our greatest educational achievement is rooted in the combined commitment of students, parents, educators and the community.

## **Needs Assessment**

## **Reflections**

There are currently no reflections selected for this section.

The specifics of our technology configuration including hardware and software uses is broken down by level below:

### **HIGH SCHOOL**

At the high school level we have a wide-range of hardware and software available for teachers and students. With our designation as a "Classrooms for the Future" school in 2006, our renovation project in 2009 and 2010, the amount of available technology in our high school has increased. Every classroom has an electronic whiteboard, projector, and teacher laptop. There are 673 total computers across all content area teachers and/or computer labs for 53 teachers and 658 students. Our software at the high school level includes a range of programs that support all content area teachers' instructional needs.

Technical support at the high school is strong. We increased our technology staff in 2009 to include the addition of a full-time technician. This person spends the majority of his time supporting needs at the high school. In addition, for the past several years, through CFF and the support of the district, the high school was afforded the luxury of an instructional technology specialist. Until the 2010/2011 school year this person spent 100% of her time at the high school. Due to recent budget cuts, the position was cut to a half-time support position, now referred to as the technical specialist, that is a half-time position and divided across all schools throughout the district.

### **MIDDLE SCHOOL**

Our district includes two middle schools, West Snyder Middle School and Middleburg Middle School. The available technology in these buildings is far fewer than that of the high school. There are three electronic whiteboards at each building with a limited number of shared projectors at each school. These projectors are signed out and shared between most of the classroom teachers. West Snyder Middle School has two stationary labs open for lab and/or class use. Middleburg Middle School has two mobile labs and one stationary lab open for class use.

Both middle schools have one Network Administrator stationed in each building as a primary office. The Network Administrators work district wide but spend the majority of their time in their respective buildings in which they can assist with technical problems.

### **ELEMENTARY SCHOOL**

Our elementary school configuration includes four separate buildings: Middleburg Elementary, Perry-West Perry Elementary, West Beaver Elementary, and West Snyder Middle School. West Snyder Middle School, technology available as mentioned above, currently houses grades four and five, which the district still considers elementary grades.

Our elementary schools have a small number of electronic whiteboards available. At Perry-West Perry there are four whiteboards installed in kindergarten, second, third, and fourth grade classes. Other classes are permitted to share classrooms in order to have access to this technology when necessary. At West Beaver Elementary School there are five whiteboards installed in kindergarten, first, second and third grade classes. Other classes are permitted to share classrooms in order to have access to this technology when necessary. At Middleburg Elementary there are currently seven whiteboards available across all K - 5 classrooms. This school is also currently undergoing a major renovation project which includes the addition of one electronic whiteboard and projector per classroom.

All elementary schools have additional projectors per building available for teachers to share. Each school includes one stationary computer lab and wireless capability. Wireless access is not at 100%, but available at strategic location to accommodate teachers as much as possible. Each teacher has his/her own laptop for academic administrative work.

Software at our elementary schools includes the Accelerated Reader program and numerous online programs to support reading and mathematics. Microsoft applications are available for student and teacher use. Programs to support data teaming are available. Through interviews with teachers, it was learned that the desires of the teachers are much different from classroom to classroom. Currently each classroom computer uses Star and Early Star which are reading assessment tools. Accelerated Reader, a reading management tool, is also used heavily at the elementary level. In addition to these software titles, the Internet is used heavily for PSSA prep and other instruction. The continued desire for games as "resource centers" has been satisfied by teacher created PowerPoints and Internet use. As a district, we still do not have a strong understanding of how often student computers are used at the elementary level and specifically the nature of their use. Specific answers to these questions would help yield better use of our resources.

### **ADMINISTRATIVE**

Many software programs are in place to keep the Midd-West School District running effectively. The district's administrative software meets the needs of the district on both a financial side as well as the child accounting side and has kept up with the increasing demands of the state. A web-based teacher grade book and attendance program allows for parent access, which has increased communication greatly. Our district web page has also allowed for communication between employees, students, parents, and community members. District e-mail, which employees have become very dependent upon, has also helped in improving communication. Downtime of the network is minimal, which is essential for the day to day business of the district.

## **Goals and Strategies**

### ***Goal:* TECHNOLOGY**

**Description:** The goal of our plan is to provide staff and students with the equipment, training, and access needed to meet the global learning demand. The district will maintain a high level of technology for academic, administrative and support services necessary for meeting the needs of all community members.

#### ***Strategy:* Community/Parent Technology Strategies**

**Description:** Use technology to increase communication with parents and the community.

#### ***Activity:* Community Education**

**Description:** Implement a community education program that is designed to educate members of the community who desire to learn more about technology uses.

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne            Start: 3/1/2012            -  
   Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Continue to keep website content up-to-date, relevant, and supportive of student learning**

**Description:** Require content posted in the district's website and individual teacher web pages be kept up-to-date and relevant to student learning.

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne            Start: 7/1/2012            \$22,500.00  
   Finish: Ongoing

**Status:** In Progress — Upcoming

**Strategy: Employee Technology Strategies**

**Description:** Use technology to allow the most effective use of teacher and staff resources and time. District teacher standards will also be established to ensure teachers are prepared to implement and teach student standards.

**Activity: Increase use of Data Warehouses for Data Driven Instruction**

**Description:** Teachers will expand instruction based on data obtained from the district's data warehouses. Professional development in the functions of data warehouse software will occur.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Snook, Daphne	Start: 9/1/2011 Finish: 8/17/2017	\$25,500.00

**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	2	180
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Mid-West School District Central Susquehanna Intermediate Unit PAttan	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved

**Knowledge and Skills**

1. Knowledge of district software for data analysis.
2. Collaboration with data teams to design differentiated instruction.

**Research and Best Practices**

Teachers who engage in professional development, particularly in the use of technology, are more able to integrate technology into effective classroom teaching practices. Also, research indicates that students achieve at higher levels when teachers use data to inform their instruction.

**Designed to Accomplish**

*For classroom teachers, school counselors and education specialists:*

- 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.

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

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

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

**Follow-up Activities**

- Creating lessons to meet varied student learning

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

styles

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

**Status:** In Progress — Upcoming

**Date**      **Comment**

9/14/2011 We currently utilize Performance tracker on a regular basis for PSSAs, 4Sights, DIBELS, writing, and other primary assessment information.

### **Activity: Keep technology policies current**

**Description:** Revise when necessary the district's Acceptable Use Policy and Web Posting Policies.

#### **Person Responsible Timeline for Implementation Resources**

Snook, Daphne      Start: 7/1/2011      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Activity: Train staff to embrace a vision of education that incorporates 21st century skills**

**Description:** Use ISTE's NETS Standards to develop a benchmark of technology use for faculty.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Snook, Daphne	Start: 7/1/2012 Finish: 6/30/2015	\$6,000.00

#### **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>
5.00	3	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Mid-West School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Educators will acquire knowledge in what students	This activity is supported by the research base regarding the	<i>For classroom teachers, school counselors and</i>

and teachers should know and be able to do in regards to technology. This knowledge can be incorporated into the curriculum and instruction of every student.

effective utilization of technology as an instructional resource. Teachers who have the knowledge and skills in technology are more effective at effectively integrating it into the curriculum and instruction

*education specialists:*

- 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:*

- 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
- Other educational specialists

**Grade Level**

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

**Subject Area**

- Science and Technology

**Follow-up Activities**

- Creating lessons to meet varied student learning styles

**Evaluation Methods**

- Participant survey

**Status:** In Progress — Upcoming

**Strategy: Equipment & Access**

**Description:** The Mid-West School District will move towards a student to computer ratio that meets the needs of a global learning demand and supports equitable distribution of resources for all students. The district commits to ensuring the availability of technological correspondence between staff, students, and the community. The district maintains the artful use of infrastructure, continuous learning ethic, quality leadership, and quality teaching.



**Activity: Commit to keeping the right technology readily available and easily accessible to ensure effective educational use by teachers and students**

**Description:** Evaluate the need for hardware and software based on curriculum

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	\$540,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Maintenance and support for telecommunications services for local, long distance, and cellular phone services**

**Description:** Provide cost effective telecommunications service and support using the eRate filing process

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Maintenance and upgrade of internal wiring as necessary**

**Description:** Maintain cost effective fiber connectivity to provide connection to district network resources and the Internet

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	\$45,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Maintenance of fiber support and services for network connectivity and Internet**

**Description:** Maintain cost effective fiber connectivity to provide connection to district network resources and the Internet

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	\$180,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Maintenance of Internet service & support**

**Description:** Provide usable and cost effective Internet service and support support

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	\$180,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Student Technology Strategies**

**Description:** Use technology to enhance student learning. These learning experiences may include technology or technology used to deliver instruction.

**Activity: Expand the technology curriculum**

**Description:** Continuous evaluation and revision of technology curriculum to include new classes when appropriate to further develop student experiences with technology and 21st century skills.

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	\$15,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Implement ISTE's NETS\*S Standards District Wide**

**Description:** Evaluate what NETS Student standards are currently being taught in core curriculum

classes. Establish a plan for teaching all NETS standards not taught in the core curriculum such as implementation of a required Computer Applications course at the high school.

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Increase use of technology to generate student writing**

**Description:** Increase use of technology as an efficient means of generating student writing, and as an effective way of meeting common core curricular standards.

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 1/1/2012	\$15,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Model and educate students on legal, ethical and safe technology usage**

**Description:** Communicate ethical and safe usage of technology in accordance with the district's Internet Safety Policy, as well as the district's Acceptable Use Policy.

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Provide optional distance learning opportunities**

**Description:** Provide distance learning opportunities for student's who may consider alternative schooling. This may be encouraged through the district's guidance counselors.

**Person Responsible Timeline for Implementation Resources**

Snook, Daphne	Start: 7/1/2012	\$6,000.00
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Finish: Ongoing

Status: In Progress — Upcoming

## Budget

### Potential Budget for an AMENDMENT to the currently approved plan report that spans 7/1/2012 to 6/30/2015.

Funding Source	2012-2013	2013-2014	2014-2015	Total
010 - ADMINISTRATIVE BUDGET	\$288,000.00	\$288,000.00	\$288,000.00	\$864,000.00
201 - Basic Education	\$8,500.00	\$8,500.00	\$8,500.00	\$25,500.00
eRATE	\$48,500.00	\$48,500.00	\$48,500.00	\$145,500.00
<b>Grand Total</b>	<b>\$345,000.00</b>	<b>\$345,000.00</b>	<b>\$345,000.00</b>	<b>\$1,035,000.00</b>

#### Goal: TECHNOLOGY

The goal of our plan is to provide staff and students with the equipment, training, and access needed to meet the global learning demand. The district will maintain a high level of technology for academic, administrative and support services necessary for meeting the needs of all community members.

Community/Parent Technology Strategies	2012-2013	2013-2014	2014-2015	Total	Funding Source
Continue to keep website content up-to-date, relevant, and supportive of student learning	\$4,000.00	\$4,000.00	\$4,000.00	\$12,000.00	010 - ADMINISTRATIVE BUDGET
Continue to keep website content up-to-date, relevant, and supportive of student learning	\$3,500.00	\$3,500.00	\$3,500.00	\$10,500.00	eRATE

Employee Technology Strategies	2012-2013	2013-2014	2014-2015	Total	Funding Source
Increase use of Data Warehouses for Data Driven Instruction	\$8,500.00	\$8,500.00	\$8,500.00	\$25,500.00	201 - Basic Education
Train staff to embrace a vision of education that incorporates 21st century skills	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00	010 - ADMINISTRATIVE BUDGET

Equipment & Access	2012-2013	2013-2014	2014-2015	Total	Funding Source
Commit to keeping the right technology readily available and easily accessible to	\$180,000.00	\$180,000.00	\$180,000.00	\$540,000.00	010 - ADMINISTRATIVE BUDGET

ensure effective educational use by teachers and students

Maintenance and upgrade of internal wiring as necessary	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	eRATE
Maintenance and upgrade of internal wiring as necessary	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	010 - ADMINISTRATIVE BUDGET
Maintenance of fiber support and services for network connectivity and Internet	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00	eRATE
Maintenance of fiber support and services for network connectivity and Internet	\$40,000.00	\$40,000.00	\$40,000.00	\$120,000.00	010 - ADMINISTRATIVE BUDGET
Maintenance of Internet service & support	\$40,000.00	\$40,000.00	\$40,000.00	\$120,000.00	010 - ADMINISTRATIVE BUDGET
Maintenance of Internet service & support	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00	eRATE
<b>Student Technology Strategies</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Total</b>	<b>Funding Source</b>
Expand the technology curriculum	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET
Increase use of technology to generate student writing	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET
Provide optional distance learning opportunities	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00	010 - ADMINISTRATIVE BUDGET
<b>Subtotal</b>	<b>\$345,000.00</b>	<b>\$345,000.00</b>	<b>\$345,000.00</b>	<b>\$1,035,000.00</b>	
<b>Grand Total</b>	<b>\$345,000.00</b>	<b>\$345,000.00</b>	<b>\$345,000.00</b>	<b>\$1,035,000.00</b>	

## Staff Development

### Professional Development

We recognize the need to prepare students to be thinkers, innovators, communicators and hard workers. For this reason, we believe all teachers, administrators and support staff in the Mid-West School District need opportunities to practice and enhance their knowledge, use and effectiveness in using technology so that we can help students be successful. Our desire for professional development is to prepare our staff to achieve proficiency in using current

technologies to bring about student success, as well as fostering the student and teacher competencies to be developed. Achieving proficiency may be accomplished using the following methods:

1. **Summer Institute** — Optional trainings are provided for all staff members during summer break days. These trainings are provided by current staff members. Attendees will receive Act 48 hours for their participation in each training.
2. **In-Service Days** — Act 80 days may be used to provide technology trainings by in-house staff and/or outside providers such as the Intermediate Unit or Specialized Trainers and/or speakers.
3. **Quarterly Trainings** — All staff has the option to attend a training session held in each school building one hour before or after school. These sessions are provided by the ITS and cover the specifics for how to operate software and/or hardware.
4. **Conferences and/or Workshop** — Staff will have the opportunity to attend conferences and workshops relating to technologies that will make them more effective in their current position. This method of professional development would include attendance to PETE&C, One-to-One Computing Conference, Vendor trainings, etc. This option for professional development will be limited for each event.
5. **One-to-One Mentoring** — Teachers will have individual access to the ITS, Technology Coach, and/or “Power” teacher as needed for the purpose of planning and implementing lessons that use new technologies in order to advance student learning with higher levels of thinking and 21<sup>st</sup> Century skills. Staff and administration will have access to the ITS for assistance in using current and new technologies necessary for their position.
6. **Online Course Work** — Staff will have the opportunity to take free online courses relating to effective technology uses for their current position. Courses will be sponsored by PDE; staff will receive Act 48 hours or continuing credits for their work.
7. **Small Learning Communities** — Opportunities will be provided for staff in similar positions across the district to meet and share the ways they are using the technology to accomplish their tasks in the most efficient manner. This option for professional development will be accomplished through peers teaching peers, using a release time model, and/or meeting times before and after school.
8. **Professional Resource Repository** — Teachers will be encouraged to continue posting lesson ideas and resources in a shared location so that teachers may increase their collaboration and ideas with other teachers. We will try to enhance our current procedures through the development of a more centralized database. This station will be managed by the ITS, Technology Coach and/or “Power” teacher to ensure that high quality lessons are posted as examples and ideas.

## Monitoring

The director of curriculum, instruction and technology and building principals will be responsible for monitoring activities related to the implementation of the technology plan. Technology committee leaders will also work to monitor activities in order to provide feedback about current progress and needs.

The director of curriculum, instruction and technology will be responsible for evaluating the impact of technology goals, strategies, and activities. Reports will be distributed to administrators and the core technology planning committee. In addition, yearly progress reports and presentations will be presented to the school board during public board meetings so that the status of the plan is effectivity communicated to all parties.

School-level professional development topics will be decided by a professional development committee that first survey the faculty requesting topics of high interest based on teacher and student needs. The director of curriculum, instruction and technology, along with the technology

team and multiple teachers, will plan and implement technology training sessions during district-planned professional development days, as well as both before and after school.

Administrators and supervisors will carry out classroom observations to monitor classroom progress and technology integration. Walk-throughs will also be conducted regularly.

## **Evaluation**

The director of curriculum, instruction and technology, the superintendent, and the building level administrators, the network administrators, and the technology support personnel will be responsible for evaluating the impact of the technology goals, strategies, and activities. Yearly evaluations will be conducted to determine needs based on curriculum and instruction. Reports will be distributed to faculty, administrators, and the technology committee. Board presentations will be presented to further communicate the plan's progress to the public.

Data will be gathered by continuing to perform yearly surveys about student, teacher, and administrator technology knowledge. Teacher and administrator technology skill levels will be used as a means of continuing professional development opportunities. For students, teachers will assess technology skills within the classroom during regular skills assessments.

Assessment data will be gathered by the district through standardized testing procedures. Informed decisions about remediation strategies will be made according to the percentages of students who are in need of additional technology support to help them achieve proficiency within their subject matter. Data will be managed through a system which will allow educators to make informed and individualized decisions about student learning. The building principals, director of curriculum, instruction and technology and the superintendent will analyze the data.