
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Educational Technology Plan **2006-2009**

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Core Purpose

Mission

The mission of the Redbank Valley School District community is to instill the knowledge, attitudes, and skills needed for each student to become a productive member of society and achieve at his or her highest potential while providing a safe, disciplined, and inviting environment.

Vision

All students will be productive citizens in a technologically advanced global society.

Shared Values

The Redbank Valley School District community believes that people of character consistently demonstrate and act on the following values:

- *Trustworthiness* – They keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.
- *Loyalty* – They support friends and their profession in good times and bad times on the basis of positive values.
- *Respect* – They treat other people fairly, with tolerance, acceptance, and equity.
- *Compassion* – They show compassion for the well being of others and their environment through acts of caring, generosity, kindness, and service.
- *Citizenship* – They contribute to the well being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways.
- *Work Ethic* – They strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they've learned to new endeavors.
- *Integrity* – They understand, consider, and accept the impact and consequences of personal actions and decisions.

(A modification of the "Universal Values" first identified by the University of Michigan School of Law)

EDUCATIONAL BELIEFS

About Students and Learning, we believe that:

- All students have the ability to learn.
- All students learn at different rates.
- All students have the ability to become life-long learners.

About Educators and Teaching, we believe that:

- Teachers are life-long learners, able to adapt to an ever-changing world.
- Clear communication, support, and enthusiasm amongst all stakeholders (teachers, parents, students and community members) should accommodate the success of education.
- Teachers are willing to model high expectations they have of their students.

About Learning Communities, we believe that:

- Communication is important among all stakeholders (teachers, parents, students and community members)
- Parental support is basic to student achievement.
- Everyone (teachers, parents, students and community members) needs to value and reinforce learning.

TECHNOLOGY BELIEFS

About Technology and Student Learning, we believe that:

- All students can achieve success when provided with appropriate technology equipment and instruction.
- Technology can enhance student learning and achievement.
- Technology will help to motivate and encourage student learning.

About Technology and Teaching, we believe that:

- The integration of technology into our current curriculum will engage our students in the learning process and provide them with the skills necessary to transition into an ever evolving technological society.
- Teachers will embrace technological advances and incorporate them into their teaching strategies.
- The district will provide continued support and professional development for those technological advances.
- With accessible and reliable technology, teachers will be able to use it as a viable teaching resource to enhance our students' learning.

About Technology Communities, we believe that:

- Technology will improve student learning and enhance students' ability to become contributing member of society.
- Skills acquired through technology will continue to be applied in local and global societies.

Needs Assessment

The needs assessment was distributed to parents, teachers and students, and collected in March 2006. Results have been compiled and are summarized below. The team used the results to direct them in creating the action plan.

The majority of parents who completed the survey indicated that they were satisfied with the school's use of technology. The results show that 96% of Mahoning Elementary School parents, 92% of New Bethlehem Elementary School parents, 85% of Hawthorn Elementary parents, and 86% of Junior-Senior High School parents are satisfied. Only 1% of Mahoning Elementary School parents, 1% of New Bethlehem Elementary School parents, 5% of Hawthorn Elementary parents, and 2% of Junior-Senior High School parents are not satisfied with the school's use of technology. Finally, 3% of Mahoning Elementary School parents, 7% of New Bethlehem Elementary School parents, 10% of Hawthorn Elementary parents, and 12% of Junior-Senior High School parents are sometimes satisfied with the school's use of technology.

Satisfaction of the school's use of technology was also rated by the teaching staff. All teaching staff were required to complete the survey. The majority of teachers indicated that they were not satisfied or sometimes satisfied with the school's use of technology. The results show that 46% of Mahoning Elementary School teachers, 30% of New Bethlehem Elementary School teachers, 19% of Hawthorn Elementary teachers, and 49% of Junior-Senior High School teachers are satisfied. 8% of Mahoning Elementary School, 25% of New Bethlehem Elementary School, 24% of Hawthorn Elementary, and 12% of Junior-Senior High School teachers are not satisfied with the school's use of technology, and 46% of Mahoning Elementary School, 45% of New Bethlehem Elementary School, 57% of Hawthorn Elementary, and 39% of Junior-Senior High School are sometimes satisfied with the school's use of technology.

Finally, the satisfaction level of students was surveyed. Several students in the district (grades 4-12) were required to complete the survey. Most students were either satisfied or sometimes satisfied with the availability of technology at their school. The results show that 59% of elementary students and 39% of secondary students are satisfied, 25% of secondary students and 14% of elementary students are not satisfied with the school's use of technology, and 36% of secondary students and 27% of elementary students are sometimes satisfied with the school's use of technology.

Other survey items completed by staff focused on various technology applications. The use of the Intranet (in-house site) was rated and teachers in all buildings indicated that they would like to see the Intranet used as a more interactive, ongoing communication tool (Yes: Secondary 68%, New Bethlehem 79%, Hawthorn 76%, Mahoning 50%).

When surveyed as to whether or not teachers would like to allow parents to have online access to the gradebook, the majority of teachers indicated they were not interested (No: Secondary 68%, New Bethlehem 68%, Hawthorn 55%, Mahoning 86%).

Regarding allowing parents to have online access to activities and assignments, the majority of teachers indicated that they were possibly interested and/or not interested (Possibly: Secondary 68%, New Bethlehem 79%, Hawthorn 76%, Mahoning 50%; No: Secondary 68%, New Bethlehem 79%, Hawthorn 76%, Mahoning 50%).

When secondary students were surveyed, they indicated that they had a lot of experience with computers in general, Internet software, search engines, integrated learning systems, and e-mail. They had some experience with word processing, PowerPoint, and multimedia. They had little experience with spreadsheets, databases, graphical applications, desktop publishing, and simulation programs. The majority had no experience in drill/practice programs/tutorials.

Elementary students indicated that they had a lot of experience with computers in general, Internet software, search engines, integrated learning systems, and drill/practice programs/tutorials. They had some experience with word processing and PowerPoint (presentation software). They had little experience with simulation programs. The majority had no experience in spreadsheets, databases, graphical applications, desktop publishing, multimedia and e-mail/tutorials.

The team assessed the strengths and weaknesses of the district and put a plan of action into place to improve technology proficiency for students and teachers. Components that were addressed were curriculum management software, Internet 2, business management system, frequent email checks, library management system, maintenance and repair, student data management system (MMS, gradebook), Intranet task force, online books, post classroom activities, and standards achievement software.

Staff Development

Staff development will occur over the next three years while the plan is in action. Areas identified in which professional development is required include: training for curriculum management software, student performance tracking, business management system, library management system, student data management and gradebook software, Internet 2 applications, updating skills on software and use of acquired software and equipment. Technology will be used to conduct student data meetings, including PVAAS, 4Sight, and DIBELS. Teachers will be trained on how to access and utilize these and other systems for data analysis.

Trainings will be coordinated on a timely basis by the Director of Education in consultation with the Professional Development Committee.

Monitoring

Progress related to the plan will be monitored and adjusted by the district Technology Committee on an annual basis; a process led by the Director of Education. Classroom technology integration will be monitored and promoted by the technology integrators at the school level. Student achievement results will be analyzed to determine if technology is being used effectively to meet the goals.

Evaluation

To determine if the district was successful in meeting the goals, we will analyze the results of staff development evaluation forms and surveys that are administered to staff. The team will meet three times per year to evaluate progress, update and make suggestions.