
Pennsylvania Department of Education



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

Educational Technology Report **Tuesday, March 15, 2011** **(Last Approved: Monday, March 14, 2011)**

Entity: Westmont Hilltop SD
Address: 827 Diamond Blvd
Johnstown, PA 15905-2348
Phone: (814) 255-6751
Contact Name: Susan Anderson

Mission

The mission of the WHSD, in partnership with our community, is to prepare each student to be an informed, ethical, responsible adult in a changing and competitive global society through high expectations and a challenging educational program offering knowledge and skills within a safe, nurturing environment.

Vision

The vision of the Westmont Hilltop School District is that graduates will be prepared for productive and fulfilling citizenship in a global society through acquisition of the knowledge, skills, and attributes that ultimately enhance interpersonal functioning.

Collectively, we envision a district . . .

- where all students learn in a healthy, safe, and nurturing environment and where students are equipped with the knowledge that healthy lifestyle choices are essential in reaching their optimal learning potential.
- where educators deliver the highest standards of teaching to maximize opportunities for student success.
- where all stakeholders become increasingly aware of educational processes as well as both the protective factors and the risk factors inherent in the home, neighborhood, and school environments.
- where students receive a well-rounded experience through involvement in the academics, the arts, and extracurricular experiences.
- where students learn evaluative skills and develop increasing capacity to draw their own conclusions through effective application of higher order thinking and the development of problem-solving skills.
- where all students assume a responsibility to learn, each having unique strengths and weaknesses, differing learning styles, and differing rates of retention.
- where all teachers have a responsibility to differentiate instruction based on the varying needs of their students.
- where a culture of continuous learning and improvement is fostered through quality leadership.
- that values and models all aspects of lifelong learning, professional growth, continual improvement, and a

commitment to researching and implementing best practice in our schools.

- that encourages and rewards community service by providing a wide range of opportunities and recognizes students for their efforts in pro-social involvement and community service.
- that provides mentoring and shadowing experiences via community partnerships that will enhance career exploration and through which students become aware of the high value that employers place on a strong work ethic, accountability, and ownership in the organization as a whole.
- that prepares all students for successful integration into the global society through acquisition of technological competencies and facility in languages other than English.
- that continues to strive to upgrade its facilities, equipment, and personnel competence in order to provide a premier program where curriculum is rigorous and relevant with quality and effectiveness as high priorities.
- that maximizes utilization of human and fiscal resources through artful use of infrastructure.

Shared Values

Westmont Hilltop parents, community, and educators recognize that the learning experiences provided to children bear a direct relationship to the acquisition of knowledge, skills, and attributes that ultimately affect adult functioning. To prepare our youth for adulthood, we embrace the following core set of values, each integral and equally important, as our guide.

- Students learn best in a safe environment where healthy living is encouraged and citizenship and strong work ethic are rewarded.
- Healthy lifestyle choices are prerequisite to achieving optimal learning potential in the academic realm as well as in extracurricular activities and the arts.
- A premier school district provides equitable opportunities for learning within academic, athletic, and artistic endeavors.
- We value a school community that encourages and rewards community service by providing a wide range of opportunities within a system that recognizes students for their efforts in prosocial involvement.

- All district stakeholders share a responsibility to model all aspects of lifelong learning, professional growth, continual improvement, and a commitment to implementing best practice in our schools.

- All district stakeholders are increasingly involved in the educational process and are apprised of the risk and protective factors inherent in the home, neighborhood, and school environments.

- All students learn best in an inclusive environment, each having unique strengths and weaknesses, differing learning styles, and differing rates of retention of learning.

- All teachers have a responsibility to develop lessons and instruction based on the needs of individual students and to actively engage in the professional development necessary to acquire effective skills for differentiating instruction.

- Trust, civility, consideration of others, valuing of individual differences, and acceptance of mutual responsibility, are essential characteristics of caring and nurturing relationships.

- The community and the school district share responsibility in promoting values manifested in higher academic achievement as well as the development of a social conscience.

- Partnerships with community organizations will enhance career exploration for students, while providing meaningful examples of the high value that employers place on a strong work ethic, accountability, and contribution.

- A global society demands increased emphasis on ethical judgments, continual self-improvement, interpersonal and problem-solving skills, and both an understanding and valuing of human differences.

- Effective technology education encompasses acquisition and retrieval of information, the application and continual enhancement of practical problem-solving skills, and the capacity to evaluate the validity of information.

- Effective staff development is a collaborative process which must encourage the competencies needed to effectively analyze student achievement, to apply new technologies, and to ensure effective pedagogy through research-based best practices.

- Flexibility and adaptation are essential ingredients in the teaching and learning of global skills such as distance learning applications and/or competency in languages other than English.

Needs Assessment

Reflections

- **AYP Data Table**

Strength Last Modified: 4/6/2010

The district met all target goals for AYP in all target goal areas.

- **Mathematics by Grade Level Racial/Ethnic**

Strength Last Modified: 4/6/2010

There are no remarkable differences in racial/ethnic subgroup data.

- **Mathematics Genders**

Strength Last Modified: 4/6/2010

There is no remarkable discrepancy between the genders in mathematics performance.

- **Reading By Grade Level All Students**

Strength Last Modified: 4/6/2010

The data reflects general growth and improvement in Reading performance.

- **Writing by Grade Level Genders**

Strength Last Modified: 4/6/2010

Writing performance is generally positive.

- **Writing by Grade Level Subgroups**

Strength Last Modified: 4/6/2010

High school writing performance is a strength.

- **Writing Racial Ethnic**

Strength Last Modified: 4/6/2010

Writing is a strength for most students in our district. Relative to this particular data view, the district lacks diversity in this respect.

- **Student Services**

Strength Last Modified: 4/6/2010

Student services are adequate for meeting needs and constitute a strength for our district.

Students

Students in the WHSD have access to technology resources at home and at school. A survey conducted within the context of the current Strategic Plan revealed that 96% of our students had online access from home. Beginning in the eighth grade, students receive e-mail accounts, the use of which is governed by an Acceptable Use Policy.

Whereas there was dissatisfaction with the online resources at the initiation of our plan for renewal, students and parents are very satisfied with the level of access we have attained through the computer replacement cycle, Classrooms for the Future (CFF) acquisitions, and networking infrastructure that were installed during our renewal phase. Elementary, middle, and high school students demonstrate basic mastery in computer operations, word processing, Internet skills (including e-mail and research), as indicated by the fact that with each passing year, a reassessment of curriculum is needed, since students are arriving each year with higher skills than the previous year. Therefore, the challenge is for the curriculum to keep pace with the advancing capacities and skills of our student population.

We are pleased with our progress in the development of technological competency in our staff, particularly as a result of the CFF initiative through which we were able to provide a technology coach for the high school and middle school. The emphasis is on integration of technology skills in all areas of curriculum with opportunity for the demonstration and application of skills through projects and research assignments.

Staff Members

Most staff members have state-of-the-art access to computers at school. The majority of our teachers also have their own personal access at home, although the level of access varies. All staff members have access to the Internet from their work areas at school and online access to their e-mail is provided for any teacher with computer access from home or a public library.

A differentiated supervision process in the district has created opportunities for faculty members and staff to self-select according to their needs. Offerings within the past two years have included instruction in presentation software such as PowerGrade, the student data management system, PowerPoint presentation software, all components of Microsoft Office, online Internet research strategies, extended opportunities for application of technology to support differentiated instruction, the Follett Library Research package, Web Quest, Mail Merge, White Board, Classroom Responders, and health services support. In addition, mutual consultative and information exchange forums have been established, whereby teachers spend time in other classrooms for the purpose of observation of a variety of technological applications. Staff support and access to these various offerings has been overwhelming, including their access to summer workshops on their own time.

All staff demonstrate basic mastery in the following areas: computer operations, word processing, Internet skills (e.g. email and research), and the grade management program (which was mandatory training). Some staff members have selected higher level workshops such as web page design, Web Quest (in which teachers design research projects for use in their classrooms and return to share them in consultative settings) and advanced Microsoft Office applications.

In cases of significant variations in the technology skill levels of staff from school to school, department to department, and/or from grade to grade, the discrepancies are due to outstanding skill development on the part of some faculty members and departments. We are satisfied that significant discrepancies are rare in basic computer literacy skills among our staff members. Whereas all staff would prefer that the district provide laptop computers for home use, funding and budgetary constraints simply do not allow the district to provide this advantage. All classroom teachers use the student database effectively, providing online access for parents and students.

All staff have access and support at school for e-mail, research, preparing instructional materials, and presenting content information. Not all staff members have pages devoted to their own courses and assignments, although a

significant number of faculty members in the middle school and high school have designed and maintained pages to support their students in this way.

An essential motivating factor in encouraging voluntary staff participation is the creation of an organizational culture in which technological literacy is the expectation and the norm, and in which principles of adult learning are operative. We have deliberately created a staff development process through which teachers learn through consultation and conversation, and in situations in which they have the opportunity to apply new learning in meaningful classroom interactions with students. The fact that self-selection according to needs has become part of the process of staff development through the Differentiated Supervision process has been the main springboard to willing participation.

The following is a comparison of responses of staff members from the Educational Technology Plan written in 2006 to the present. This analysis has informed us of our progress to date and provided guidance for the professional development component of our current plan.

Strategies for effectively integrating technology into the classroom

Not Knowledgeable, 5% (2006)--1% (2010)

Somewhat Knowledgeable, 68% (2006)--68% (2010)

Very Knowledgeable, 26% (2006)--32% (2010)

Not Interested, 11% (2006)--4% (2010)

Somewhat Interested, 32% (2006)--27% (2010)

Very Interested, 52% (2006)--65% (2010)

*Interest has increased while the percentage of staff who deem themselves to be "not knowledgeable" has decreased.

Using the Internet in your classroom

Not Knowledgeable, 4% (2006)--4% (2010)

Somewhat Knowledgeable, 59% (2006)--47% (2010)

Very Knowledgeable, 35% (2006)--50% (2010)

Not Interested, 16% (2006)--12% (2010)

Somewhat Interested, 30% (2006)--16% (2010)

Very Interested, 50% (2006)--67% (2010)

*Interest has increased while the percentage of staff who deem themselves to be "not knowledgeable" has decreased. The percentage of staff who believe that they are "very knowledgeable" has increased from 35% to 50%.

Use of Internet 2 (New Category for 2010)

Not Knowledgeable, 57% (2010)

Somewhat Knowledgeable, 32% (2010)

Very Knowledgeable, 11% (2010)

Not Interested, 11% (2010)

Somewhat Interested, 38% (2010)

Very Interested, 46% (2010)

Using handheld computers in your classroom

Not Knowledgeable, 74% (2006)--50% (2010)

Somewhat Knowledgeable, 20% (2006)--42% (2010)

Very Knowledgeable, 3% (2006)--9% (2010)

Not Interested, 34% (2006)--13% (2010)

Somewhat Interested, 40% (2006)--24% (2010)

Very Interested, 22% (2006)--58% (2010)

*Interest has increased while the percentage of staff who deem themselves to be "not knowledgeable" has decreased.

Word Processing

Not Knowledgeable, 0% (2006)--1% (2010)

Somewhat Knowledgeable, 38% (2006)--30% (2010)

Very Knowledgeable, 59% (2006)--70% (2010)

Not Interested, 27% (2006)--26% (2010)

Somewhat Interested, 33% (2006)--26% (2010)
 Very Interested, 35% (2006)--43% (2010)

Creating and using Spreadsheets

Not Knowledgeable, 12% (2006)--21% (2010)
 Somewhat Knowledgeable, 58% (2006)--63% (2010)
 Very Knowledgeable, 28% (2006)--16% (2010)
 Not Interested, 27% (2006)--23% (2010)
 Somewhat Interested, 40% (2006)--38% (2010)
 Very Interested, 28% (2006)--34% (2010)

*This survey indicates both interest and need for for renewal training in creating and using spreadsheets.

Creating and using Databases

Not Knowledgeable, 28% (2006)--21% (2010)
 Somewhat Knowledgeable, 57% (2006)--63% (2010)
 Very Knowledgeable, 12% (2006)--16% (2010)
 Not Interested, 24% (2006)--23% (2010)
 Somewhat Interested, 44% (2006)--38% (2010)
 Very Interested, 27% (2006)--34% (2010)

*This survey indicates a minimal increase in interest and little change in perception of knowledge.

Using Digital Cameras

Not Knowledgeable, 30% (2006)--9% (2010)
 Somewhat Knowledgeable, 49% (2006)--50% (2010)
 Very Knowledgeable, 18% (2006)--41% (2010)
 Not Interested, 25% (2006)--18% (2010)
 Somewhat Interested, 36% (2006)--36% (2010)
 Very Interested, 35% (2006)--40% (2010)

*Interest has increased while the percentage of staff who deem themselves to be "not knowledgeable" has decreased.

Creating and using PowerPoint

Not Knowledgeable, 18% (2006)--9% (2010)
 Somewhat Knowledgeable, 48% (2006)--44% (2010)
 Very Knowledgeable, 32% (2006)--49% (2010)
 Not Interested, 23% (2006)--16% (2010)
 Somewhat Interested, 34% (2006)--30% (2010)
 Very Interested, 40% (2006)--49% (2010)

*Interest has increased while the percentage of staff who deem themselves to be "not knowledgeable" has decreased.

Using Scanners

Not Knowledgeable, 33% (2006)--15% (2010)
 Somewhat Knowledgeable, 53% (2006)--56% (2010)
 Very Knowledgeable, 12% (2006)--29% (2010)
 Not Interested, 20% (2006)--22% (2010)
 Somewhat Interested, 38% (2006)--38% (2010)
 Very Interested, 36% (2006)--35% (2010)

*Interest has remained static whereas the percentage of staff who deem themselves to be very knowledgeable has increased considerably, indicating the success of the former staff development goals.

Incorporating Multimedia Technology into the Classroom

Not Knowledgeable, 20% (2006)--17% (2010)
 Somewhat Knowledgeable, 63% (2006)--64% (2010)
 Very Knowledgeable, 14% (2006)--20% (2010)
 Not Interested, 15% (2006)--7% (2010)
 Somewhat Interested, 41% (2006)--36% (2010)
 Very Interested, 40% (2006)--51% (2010)

*This survey indicates an interest in further training in this area according to staff selection.

Use of PDE Online Resources and Tools (PDE Website, ePDE Portal, Learning Nexus, e-Metric, eSP Site, PVAAS Site, etc.)

Not Knowledgeable, 14% (2010)

Somewhat Knowledgeable, 75% (2010)

Very Knowledgeable, 11% (2010)

Not Interested, 13% (2010)

Somewhat Interested, 43% (2010)

Very Interested, 38% (2010)

*This survey indicates that few teachers feel confident in their knowledge in this area whereas 81% indicate some level of interest. Therefore, this is an area of focus for the new professional development component of the Educational Technology Plan.

- The differentiated supervision process supports and enhances the knowledge base of staff and students.
- The knowledge base of the staff and students is extensive.
- All 80 classrooms are connected to the internet.
- Nine computer labs are distributed in three buildings.
- All three libraries are equipped with computers.
- The district has 3 Mobile Labs
- The district's Wide Area Network is fiber-based Gigabit.
- The district is a member of the I.U.08, 09, and 10 Consortia Project WAN, which provides connectivity to other I.U.s as well as Internet 2 capabilities.
- Our community is over 90% connected, and it is rare that a family has difficulty accessing internet-based information.
- IP Telephony is in use throughout the district.
- A Global Connect telephone system provides emergency contact information.
- There are two full-time staff members in the technology department.
- The district is continually undergoing curriculum updates which support the integration of technology in the classroom.
- Our student information system is 100% web based, allowing for home-school communication and parent/student involvement.
- Parents access the student information system on a regular basis so that parents are always informed regarding student progress.
- We have adopted a five-year maximum renewal window to prevent obsolescence.
- We are exploring "GREEN TECHNOLOGIES," e.g., server and workstation virtualization.

Goals and Strategies

Goal: VIII. EDUCATIONAL TECHNOLOGY

Description: The integration of technology across the curriculum will support student achievement within a safe, nurturing environment.

Strategy: A. Provide and maintain a safe online learning environment for students.

Description: Students, parents, and teachers will acquire educational technology skills applicable to a global society within a safe, nurturing environment. The district will provide support and training for parents, students, and teachers to maximize safety.

Activity: ET-A1 Maintain a CIPA-Compliant Smart Filter, and update policies and procedures to govern online safety.

Description: The district will maintain industry-standard initiatives to maximize student safety. These include the maintenance of a CIPA-Compliant Filter and the annual publication of an Acceptable Use Policy, which will be distributed to all parents and students. Published policies supporting online safety will be linked to the district's website and distributed to all parents at least annually.

Person Responsible Timeline for Implementation Resources

Molnar, Mr. Joseph	Start: 10/4/2010 Finish: Ongoing	\$9,000.00
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Status: In Progress — Upcoming

Date Comment

7/15/2009	WebWasher has been implemented. Internet/network policies have been updated and posted to the district web site.
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Activity: ET-A2 Assess the status of online safety within the district at regular intervals.

Description: The District's Wellness Council meets semi-annually and includes educators, school nurses, parents, nutritionists, and representatives of the Office of Community Health. This council will assess the status of online safety on an annual basis through the action plans that have been developed to maximize internet safety for all students.

Person Responsible Timeline for Implementation Resources

McGee, Mr. Steven	Start: 10/4/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

7/15/2009	The District's Wellness Council continually assesses online safety programs and findings to ensure that district students are protected from online predators and are educated regarding appropriate internet practices.
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Activity: ET-A3 Provide online safety resources for educators, students, and parents.

Description: Expand the Safety Component of our Online Activities as per NETS (National Educational Technology Standards for Teachers #4. Through collaboration with the district attorney's office and the local law enforcement officers specializing in online safety activities, provide resources for the educational community in the form of assemblies, written communications, and referrals in the event of potential safety breaches.

Person Responsible Timeline for Implementation Resources

Molnar, Mr. Joseph	Start: 10/4/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/15/2009	The program was completed on schedule for grade level K-8 as planned.
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Activity: ET-A4 Coordinate opportunities for parent participation in helping to ensure online safety.

Description: The district will publish information on the district website and in building-level newsletters and coordinate opportunities for parents to learn strategies to maximize online safety.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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McGee, Mr. Steven	Start: 10/4/2010 Finish: Ongoing	\$600.00
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Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/15/2009	Offered safety program and consortium scheduled services to all parents.
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Strategy: B. Articulate a scope and sequence within the K-12 Technology curriculum.

Description: The district will develop a scope and sequence through which students will achieve technology competencies as specified in the National Educational Technology Standards (NETS). Instructional emphasis will be placed on the following NETS standards: basic operations and concepts; social, ethical, and human issues; technology productivity tools; technology communication resources; technology research tools; technology problem-solving skills, and decision-making strategies. Effective technology education will increase students' capacity to evaluate the validity of information sources.

Activity: ET-B1 Align the technology curriculum for students with the National Educational Technology Standards (NETS).

Description: Map planned courses to the National Educational Technology Standards specify guidelines for technology literacy at all grade levels. The district will develop a scope and sequence of skills with performance indicators specific to grade levels. The Leadership Team will ensure that grade-by-grade curriculum planning is done in conjunction with the performance indicators as defined in NETS. The team will also explore the potential for online course alternatives, possibly as a graduation requirement (with Tapestry as a potential vehicle for this option).

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Mitchell, Mr. Thomas	Start: 10/4/2010 Finish: Ongoing	\$6,000.00
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Status: In Progress — Upcoming

Activity: ET-B2 Participate in Evaluation of K-12 Curriculum through Vertical Teaming and Student Evaluations

Description: 1) Following alignment of curriculum with NETS, teachers will have the opportunity and time to collaboratively review, assess, and update the Planned Courses and K-12 curriculum. 2) Survey graduates to determine the effectiveness of technology education from their vantage points. 3) Survey teachers through the PATI Survey, through which groups of teachers provide feedback to PDE and the District regarding the status of technology in the district. 4) Use sign-in sheets for computer labs and other shared technology products to provide feedback on utilization.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
McGee, Mr. Steven	Start: 1/4/2011 Finish: 1/1/2014	\$6,000.00

Status: In Progress — Upcoming

Activity: ET-B3 Consult with local businesses as resources and to determine effectiveness of programming.

Description: Consult with local businesses to determine their perceptions of our graduates' degree of preparedness, and to determine what technology applications will be needed by graduates in the future. Consider cooperative arrangements among students and local businesses whereby these skills can be acquired.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
McGee, Mr. Steven	Start: 10/8/2010 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: C. Design professional development to support teachers in integrating technology.

Description: Through participation in ongoing collaborative assessment of student needs coupled with professional development, teachers will develop skills in integrating technology within and across the curriculum. Teachers will receive support in integrating technology through K-12 curriculum mapping, vertical teaming, technology competency training, and through training in the use of district-approved application software as outlined in the goals of the Professional Development Plan.

Activity: ET-C1 Create optimal learning conditions for teachers as adult learners based on adult learning theory.

Description: Professional Development will reflect the district's commitment to optimizing adult learning conditions, providing opportunities for conversation, consultation, self-selection, and application in classroom

settings. Teachers will be provided with opportunities for collaboration, professional exchange, coaching, and peer mentoring.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan Start: 10/11/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/15/2009 Complete and expanding through Differentiated Supervision and Classrooms for the Future

Activity: ET-C2 Base professional development related to technology skills on an annual assessment of needs.

Description: The district will base professional development planning related to technology on an annual assessment of needs based on the National Educational Technology Standards (NETS) for teachers. The Professional Development Plan will reflect technology offerings according to those specified by teachers and administrators in the Staff Development Needs Assessment. The following priority traings have been identified through a professional development survey conducted in 2010, and will be delivered through a workshop format during in-service presentations: 1) applications of Internet and Internet 2 in the classroom; 2) creating and using spreadsheets; 3) creating and using databases; 4) applications of digital cameras; 5) creation of effective PowerPoint presentations; 6) use of scanners; 7) incorporation of multimedia technology into classrooms; 8) effective use of Study Island; 9) development of online courses though Tapestry; 10) use of PDE online resources and tools, including SAS, the e-PDE Portal, Learning Nexus, e-Metric, eSP, PVAAS, and others as they are developed.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 10/18/2010 Finish: 8/1/2022	\$94,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	4	118

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> ● School Entity ● College ● Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
In workshop format, teachers will address the knowledge and skills that were identified in the survey and listed in the description of this activity.	The content is based on an analysis of 21st Century Technology Integration processes as defined through the district’s CFF (Classrooms for the Future Initiative) and an annual survey of needs provided by teachers.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> ● Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.

- Increases the educator’s 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 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"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • 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

- 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
- Workshops

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
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
7/15/2009	Assessment of needs is an ongoing routine approach to professional development.
11/5/2009	My Comments
11/5/2009	Matt's comment.

Activity: ET-C3 Schedule opportunities for teachers in K-12 forums to collaborate regarding student needs.

Description: Teachers will engage in K-12 Vertical Teaming within departments and across the curriculum to identify opportunities for technology integration.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 3/7/2011 Finish: 3/1/2023	\$21,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will engage in best practice for adult learners, i.e., collaborative, consultative, job-	Content is based on adult learning theory as well as organizational learning	<i>For classroom teachers, school counselors and education specialists:</i>

embedded learning.

theory.

- 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.
- 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"> ● Classroom teachers ● Principals / asst. principals ● Superintendent / asst. superintendents ● School counselors ● Other educational specialists 	<ul style="list-style-type: none"> ● Early childhood (preK-grade 3) ● Middle (grades 6-8) ● Elementary (grades 2-5) ● High school (grades 9-12) 	<ul style="list-style-type: none"> ● 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

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> ● Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. ● Student PSSA data |
|---|---|

- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Classroom student assessment data
- Participant survey

Status: In Progress — Upcoming

Date	Comment
7/15/2009	This is an ongoing technology integration initiative in all three buildings. In-service programming is often geared toward teacher understanding of technology tools, data-driven differentiation and longitudinal measurement. Vertical team meetings, along with common planning time, allow teacher discussion on these topics.

Activity: ET-C4 Provide in-service opportunities with district-approved software applications.

Description: Teachers will participate in training on district-approved technology software applications. These include, but are not limited to, Tapestry, United Streaming, Promethian Active Studio, Turning Point, Internet Safety Tools, Microsoft Office Applications, I-Cal (Calcium Calendar Program), E-Metric and other data analysis tools, Accelerated Reader, Study Island, PowerGrade and PowerSchool.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 10/1/2010 Finish: 9/2/2013	\$45,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	45
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status

Westmont Hilltop School District

- School Entity
- Intermediate Unit

Approved

Knowledge and Skills

Educators will gain the following: ability to align the goals of the adult learning community with the goals of the school; analysis of multiple sources of information to guide improvement and demonstrate its impact; peer learning opportunities with consultation; application of group processes and

Research and Best Practices

The Professional Development component of the Educational Technology Plan has been developed in conjunction with the National Staff Development Council’s Standards for

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Provides educators with a

achieving goals as members of teams; application of technology to encourage and strengthen teaching and leadership practices; synthesis of research findings, strategies for teaching, and student progress assessment strategies; and strategies for constructive involvement of families and other stakeholders.

Professional Development. Staff development for teachers will be guided by the National Educational Technology Standards for Teachers.

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:

- 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
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)
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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
7/15/2009	In-service opportunities have been provided on an as needed basis covering various applications.

Activity: ET-C5 Provide in-service opportunities for teachers to learn online safety practices.

Description: Professional development will be based on the (National Educational Technology Standards) NETS safety awareness sessions for faculty members.

Person Responsible	Timeline for Implementation	Resources
Anderson, Dr. Susan	Start: 10/4/2010 Finish: 6/1/2013	\$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District and the University of Pittsburgh at Johnstown	<ul style="list-style-type: none"> School Entity College 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire the following: strategies to involve families and other stakeholders appropriately, strategies for maintenance of a safe and supportive learning environment, application of technology to encourage and strengthen teaching and leadership practices, and peer learning opportunities with consultation.	The activity is one of a series of offerings that help to organize educators into a learning community with goals aligned with those of the district as recommended by the National Staff Development Council. The content is based on NETS (National Educational Technology Standards for teachers).	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

- School counselors
- Other educational specialists
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions

Evaluation Methods

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

Status: In Progress — Upcoming

Date	Comment
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7/15/2009	Faculty members have been in-serviced in internet safety awareness and in the district's Acceptable Use Policy. District technology staff provides regular updates regarding safety protocols.
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Activity: ET-C6 Monitor and commend excellence in the use of technology in classrooms.

Description: Administrators will monitor technology applications in classrooms through formal and informal observations as well as through differentiated supervisory projects to commend effective use of technology, identify teacher teams to model effective classroom applications, and to plan opportunities to support teachers in the use of technology and to encourage peer-to-peer collaboration. Classroom observations by supervisors will provide feedback on effective integration of technology and a reference to student response to the use of technology.

Person Responsible	Timeline for Implementation	Resources
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Anderson, Dr. Susan	Start: 10/4/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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7/15/2009	Faculty is routinely monitored, recognized and rewarded for their efforts in enhancing the education process.
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Activity: ET-C7 Include I.U. 8 content offerings in professional development.

Description: I.U. 8 content and staff development offerings will be infused into professional development offerings and curriculum and will be reflected in Professional Development planning.

Person Responsible	Timeline for Implementation	Resources
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Anderson, Dr. Susan	Start: 11/8/2010 Finish: 11/1/2013	\$4,500.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire knowledge related to the following: alignment of the goals of the adult learning community with the goals of the school; use of resources to support adult learning and collaboration; application of research to decision making processes; development of pedagogical skills with feedback on performance; peer learning opportunities with consultation; application of group processes and means to achieving goals as members of teams.	The National Staff Development Council's recommended Standards for Professional Development serve as the research foundation for the Professional Development component of the Educational Technology Plan.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

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

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date Comment

7/15/2009 Protocols have been established to distribute IU08 staff development opportunities to staff.

Activity: ET-C8 Ensure integration of technology by all teachers.

Description: Ensure proper and effective technology use in classrooms by targeting the instructional and communication components of our process. Ensure consistency among teachers in the use of technology to communicate with parents (posting of assignments online, homework calendars, the use of websites, etc.)

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan Start: 10/25/2010 -
 Finish: Ongoing

Status: In Progress — Upcoming

Strategy: D. Maintain industry standard equipment and current technology infrastructure.

Description: Through participation in the consortium of school involved in the Intermediate Unit 8 Project WAN (Wide Area Network), and by implementing a schedule for regular upgrading and cyclic replacement, the district will maintain industry standard equipment and an updated infrastructure.

Activity: ET-D1 Continually upgrade and maintain current equipment and infrastructure.

Description: The Technology Core Team will maintain a fiscal commitment to ensuring tht the district has scalable and proactive systems in an IT environment that is proactive, adaptive, and scalable. The Core Team will: 1) design, communicate to the Leadership Team and school board, and implement a schedule for cyclical replacement to prevent obsolescence. All desktop hardware will be replaced in classrooms, libraries, and computer labs in all three buildings based on a three to five-year cycle; 2) assess infrastructure in such a way as to enable long-term vision and storage capacity; 3) secure IP based cameras and servers with adequate storage to enable digital video systems, simulcasting, and podcasting; 4) design a scalable platform for lesson delivery; and 5)

pursue grants to procure continuation of state-of-the-art status.

Person Responsible Timeline for Implementation Resources

Molnar, Mr. Joseph	Start: 10/25/2010 Finish: Ongoing	\$600,000.00
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Status: In Progress — Upcoming

Date Comment

7/15/2009	Cyclical plan/policy is in place and ongoing. Main hardware is replaced at 5 year increments with total phaseout in at or before 7 years.
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Activity: ET-D2 Participate in the Intermediate Unit 8 Project WAN.

Description: The District will participate in the Intermediate Unit 8 Project WAN, a wide area network that will provide the funding and networking advantages of a consortium of schools. The core infrastructure will facilitate connectivity with Project WAN. The district is in the our second year of participation in the IU08 Project WAN , which allows for the sharing of research-based online resources among member districts of IUs 8, 9, and 10.

Person Responsible Timeline for Implementation Resources

Molnar, Mr. Joseph	Start: 10/12/2010 Finish: Ongoing	\$10,500.00
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Status: In Progress — Upcoming

Date Comment

7/15/2009	We are fully established as a member of WAN.
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Activity: ET-D3 Renew Participation in CFF Via Grant or District Funding

Description: Employ a teacher or provide release time for a teacher who will coach colleagues and share new technologies with peers. During the CFF process, the TPR (Teacher Performance Record) provides a template for observation looking specifically at 21st Century Teaching Skills. Continue non-evaluative peer-to-peer collaboration and extend offerings to off-school time.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan	Start: 10/1/2010 Finish: Ongoing	\$90,000.00
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Status: In Progress — Upcoming

Activity: ET-D4 Maintain and Extend Current Strengths in Technology Integration

Description: The website is a strength, as well as teacher pages. The district offers Study Island from home, content-related curriculum offerings such as assignments and spelling lists which are accessible from home. We use PowerSchool as a student management system and provide online parent portals. We will actively support private industry input into the technology plan. We will continue to incorporate 21st Century Technologies and identify potentially new technologies through networkign, IU-8, Internet webinars, conferences, and direct marketing.

Person Responsible Timeline for Implementation Resources

Molnar, Mr. Joseph	Start: 10/4/2010 Finish: Ongoing	\$21,000.00
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Status: In Progress — Upcoming

Goal: VIII.1 PROFESSIONAL DEVELOPMENT

Description: Teachers will be provided with the differentiated professional development options and requirements that will result in excellence in the delivery of curriculum, instruction, and assessment to ultimately enhance student achievement. Professional Development programming will support a culture of adult learning and leadership through the application of research-based practices, time and emphasis on reflective practice, and encouragement of teacher leadership. All educators share a responsibility to model all aspects of lifelong learning, professional growth, continual improvement, and a commitment to implementing research-based practices in our schools.

Strategy: G. Support teachers in the acquisition of skills in integrating technology with a particular emphasis on cyber safety. (See Educational Technology Plan Strategy C).

Description: Carry out the professional development offerings articulated in the technology plan (see Educational Technonology Plan Strategy C) by offering training in the National Educational Technology Standards for teachers. The technology strand of professional development will incorporate the trainings as outlined in the Technology Plan.

Activity: PD-G: Implement the professional development offerings embedded in the Educational Technology Plan.

Description: Training will be based on the National Education Technology Standards for Teachers and will be carried out daily in the classrooms of grade level and department teams with the assistance of a Classrooms for the Future Coach.

Person Responsible	Timeline for Implementation	Resources
Molnar, Mr. Joseph	Start: 9/30/2010 Finish: 5/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00 Organization or Institution Name	90 Type of Provider	100 Provider's Department of Education Approval Status
Westmont Hilltop School District Knowledge and Skills	<ul style="list-style-type: none"> School Entity Research and Best Practices	Approved Designed to Accomplish
Derived from the National Educational Technology Standards, knowledge and skills will include United Streaming Applications, Internet Safety Tools, PowerPoint Applications, I-Cal, E-Metric data analysis tools, Study Island, E-College, PowerGrade and PowerSchool. (Note: Funding is already established within the Technology Plan.)	Content is based on the PDE initiative entitled "Classrooms for the Future" and the district has extended the process from K-12.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards 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

- 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

Evaluation Methods

- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Budget

Potential Budget for an AMENDMENT to the currently approved plan report that spans 7/1/2011 to 6/30/2014.

Funding Source	2011-2012	2012-2013	2013-2014	Total
010 - ADMINISTRATIVE BUDGET	\$215,700.00	\$215,700.00	\$215,500.00	\$646,900.00
020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$22,000.00	\$22,000.00	\$22,000.00	\$66,000.00
050 - CONTINUING PROFESSIONAL EDUCATION SERVICES	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
341 - Classrooms of the Future	\$60,000.00	\$60,000.00	\$60,000.00	\$180,000.00
Grand Total	\$307,700.00	\$307,700.00	\$307,500.00	\$922,900.00

Goal: VIII. EDUCATIONAL TECHNOLOGY

The integration of technology across the curriculum will support student achievement within a safe, nurturing environment.

A. Provide and maintain a safe online learning environment for students.	2011-2012	2012-2013	2013-2014	Total	Funding Source

ET-A1 Maintain a CIPA-Compliant Smart Filter, and update policies and procedures to govern online safety.	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00	010 - ADMINISTRATIVE BUDGET
ET-A4 Coordinate opportunities for parent participation in helping to ensure online safety.	\$200.00	\$200.00	\$0.00	\$400.00	010 - ADMINISTRATIVE BUDGET
B. Articulate a scope and sequence within the K-12 Technology curriculum.	2011-2012	2012-2013	2013-2014	Total	Funding Source
ET-B1 Align the technology curriculum for students with the National Educational Technology Standards (NETS).	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
ET-B2 Participate in Evaluation of K-12 Curriculum through Vertical Teaming and Student Evaluations	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00	010 - ADMINISTRATIVE BUDGET
C. Design professional development to support teachers in integrating technology.	2011-2012	2012-2013	2013-2014	Total	Funding Source
ET-C2 Base professional development related to technology skills on an annual assessment of needs.	\$1,500.00	\$1,500.00	\$1,500.00	\$4,500.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
ET-C2 Base professional development related to technology skills on an annual assessment of needs.	\$30,000.00	\$30,000.00	\$30,000.00	\$90,000.00	341 - Classrooms of the Future
ET-C3 Schedule opportunities for teachers in K-12 forums to collaborate regarding student needs.	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
ET-C3 Schedule opportunities for teachers in K-12 forums to collaborate regarding student needs.	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
ET-C4 Provide in-service opportunities with district-approved software applications.	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
ET-C5 Provide in-service opportunities for teachers to learn online safety practices.	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
ET-C7 Include I.U. 8 content offerings in professional development.	\$1,500.00	\$1,500.00	\$1,500.00	\$4,500.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
D. Maintain industry	2011-2012	2012-2013	2013-2014	Total	Funding Source

standard equipment and current technology infrastructure.

ET-D1 Continually upgrade and maintain current equipment and infrastructure.	\$200,000.00	\$200,000.00	\$200,000.00	\$600,000.00	010 - ADMINISTRATIVE BUDGET
ET-D2 Participate in the Intermediate Unit 8 Project WAN.	\$3,500.00	\$3,500.00	\$3,500.00	\$10,500.00	010 - ADMINISTRATIVE BUDGET
ET-D3 Renew Participation in CFF Via Grant or District Funding	\$30,000.00	\$30,000.00	\$30,000.00	\$90,000.00	341 - Classrooms of the Future
ET-D4 Maintain and Extend Current Strengths in Technology Integration	\$7,000.00	\$7,000.00	\$7,000.00	\$21,000.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$307,700.00	\$307,700.00	\$307,500.00	\$922,900.00	
Grand Total	\$307,700.00	\$307,700.00	\$307,500.00	\$922,900.00	

Staff Development

Responsibility and Coordination of Services

The Westmont Hilltop School District has cross-referenced the Professional Development Plan and the Educational Technology Plan to create a seamless technology-based delivery system through which all student-centered initiatives are addressed with corresponding professional development training.

The Superintendent, the Professional Development Chairperson, the Technology Director, and the Director of Education will be jointly responsible for facilitating professional development activities and for ensuring that all staff members are ready to employ technology in their classrooms. Most importantly, professional staff members will be provided with an adult learning community and an organizational culture that values life-long learning and continual improvement.

Areas of Focus

The focus of Professional Development, as indicated in the vision and goals of Strategic Planning, is to ensure that staff members are prepared to use technology to improve the educational process for students. Our plan, as it relates to students, involves safety, standards, and student achievement as our priorities. The accomplishment of these priorities will be achieved through the development of the National Educational Technology Standards, the provision of a state of the art infrastructure, and a variety of software applications. Staff Development initiatives will ensure that teachers are prepared to deliver the requirements of the Technology Plan for students. The Education Technology Plan is designed to ensure that, through the application of the principles of adult learning, staff will receive adequate training on how to use technology and how to integrate technology tools into the learning environment. Another district goal is the alignment of curriculum, instruction, and assessment to Pennsylvania State Standards and the development and refining of processes through which the needs of individual students will be met through differentiated instructional practices.

Staff Development Format and Types of Opportunities

In-service and Act 80 days, as well as occasional extended time beyond the school day, will be dedicated to workshops to assist in the development of technology skills through self-selection and appropriate pacing with adherence to the principles required to establish successful adult learning environments. Therefore, both required and optional opportunities will be provided, with compensation as contractually stipulated for the optional strand of offerings. A portion of the Staff Development Budget will be set aside for this purpose.

In addition, the district will continue to support and fund offerings from outside sources, such as service providers, institutions of higher education, conferences, and courses available online as sponsored through the Pennsylvania Department of Education.

As outlined in the Professional Development Plan and in the goals for the Educational Technology Plan as they relate to educators, teachers will have time for conversation and consultation. For example, the employment of "The Teacher Next Door Knows A LOT!" workshop is a valuable experience through which teachers, across grade levels and departments, share examples of successful deployment of technology in their classrooms through which student achievement has been enhanced.

Monitoring and Differentiating

The district employs an extensively researched and previously piloted differentiated supervisory model for the enhancement of staff development. The model is grounded in the research and principles of adult learning. Our plan for the development of technology skills will be consistent with the application of the differentiated supervisory model.

As outlined in the Professional Development Plan, a monitoring process will ensure that all staff members are provided with appropriately differentiated instruction depending on the level of sophistication they have acquired in technology applications. Our strategy for preparing staff will also include ongoing assessment of needs as well as input on teachers' preferences regarding the delivery format. The district will assess, throughout the duration of the plan, teachers' progress in the National Educational Technology Standards for Teachers (NETS) and will provide opportunities to engage in staff development in identified deficit areas.

In addition to NETS for Teachers, training in innovative, research-based practices will be conducted as part of the staff development menu. In this way, the district will continue the development of a learning community with a common purpose and common set of technology competencies, thus enabling a common knowledge base.

In summary, we believe that the Professional Development component of the Educational Technology Plan provides all of the following:

- inspiration of a shared vision of new possibilities for the future by enlisting the learning community in a common purpose as it relates to the future of technology in our district
- connection with parents in a supportive and collaborative initiative to provide increased awareness of safety and self-advocacy in an online environment
- creation of a comprehensive change process through staff development, focused on improving student learning
- alignment of curriculum with state standards and continual improvement of delivery systems for curriculum, instruction and assessment
- linking of curriculum, instruction, and assessment in ways that make individual student achievement a primary indicator of the success of professional development
- enhancement of the presentation of district-approved curriculum and delivery through appropriately differentiated instruction
- application of a meaningful, research-based staff development plan addressing priorities identified by teachers
- establishment of a process whereby future initiatives will be based on ongoing assessment of professional

development needs and alignment with best practices

- encouragement of the practices and commitments of exemplary leadership through community partnerships fostering collaboration, common goals, and mutual trust
- creation of professional exchange groups among teachers for temporary as well as long-range purposes
- establishment of a learning community for educators within the district, recognizing contribution of teacher-leaders and encouraging teachers' perceptions of themselves as life-long learners
- establishment of a collaborative and collegial supervisory process that achieves a superior learning environment for adult as well as student learners
- integration of professional development into the day-to-day work of teaching through the differentiated supervision process

Monitoring

The Superintendent, Director of Education, and Technology Core Team will conduct annual longitudinal reviews demonstrating and evaluating the impact of technology on teacher efficacy and student achievement. These results will then be analyzed by the Leadership Team and used to inform decisions related to curriculum, instruction, and assessment. The data analysis will impact decisions and future needs. The Director of Technology will monitor the use of computer labs, work stations, hardware, and software. As a continuation of previous Strategic Plans, the district will continue to upgrade all desktop hardware on a cyclical basis, not to exceed five years of use. The need for staff development will be driven by the Professional Development Plan and determined by periodic teacher survey results.

Safe practices will be monitored by the Director of Technology through logs generated by the district's CIPA-compliant filter. In cases where a threat is indicated, the district's threat assessment team will be involved in planning remedies.

Scope and sequence development, as well as the accomplishment of K-12 curriculum mapping, will be monitored annually by the Leadership Team in consultation with teachers who are involved in K-12 vertical teaming.

Students' achievement of the National Educational Technology Standards for Students will be monitored by classroom teachers, district administrators, and the Technology Core Team through student surveys. Survey results will be shared with the District Technology Committee at semi-annual meetings and annually with the School Board.

The development of teacher competencies in the areas specified in the annual goals will be monitored through the district's differentiated supervisory process, the maintenance of professional development/Act 48 logs, and ongoing assessment of teacher needs.

Evaluation

Evaluation strategies include all of the following:

- student accomplishment of the National Educational Technology Standards for Students
- student feedback through student demonstrations, projects, and presentations
- educator/student surveys and self-reporting of competencies
- formative classroom observations
- active participation in technology workshops and completion of follow-up application activities
- teacher consultation with the Leadership Team regarding the impact of adult learning in the classroom
- analysis of PSSA data and assessment scores
- analysis of integration of technology in the classroom
- analysis of student completion and success in technology courses

When the goals of the plan are deemed to be unmet by means of the selected assessment strategies above, the Technology Core Team and/or Strategic Planning Subcommittee will meet to determine appropriate remedial strategies.