
Pennsylvania Department of Education



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

Educational Technology Report
Submitted: Thursday, September 30, 2010
Approved: Monday, March 14, 2011

Entity: Bucks County Montessori CS
Address: 219 Tyburn Rd,
Fairless Hills, PA 19030
Phone: (215) 428-6700
Contact Names: Brian Long & Tony Stango

MISSION

Bucks County Montessori CS Mission Statement:

The Mission of the Bucks County Montessori Charter School is to make available, to elementary age students within the Pennsbury School District and surrounding districts, an individualized educational experience consistent with Montessori principles. These principles are based on the philosophy and methodologies of Dr. Maria Montessori, who believed that children learned best by doing. At BCMCS, this goal is accomplished through active pursuit of many different, integrated learning experiences: physical, social emotional and cognitive. The nurturing and structured educational environment we provide facilitates intellectual, emotional and social growth, thereby empowering our students to become responsible, confident and caring global citizens. Our goal is to enable children to become young adults possessing strong independent and analytical thinking skills, as well as an enduring love and passion for learning.

We remain faithful to our mission by providing a quality Montessori program for all who attend BCMCS. Our program is centered on a continuum of developmental stages clearly observable in all our programs and activities.

Bucks County TECHNOLOGY MISSION STATEMENT:

The educational goal of Bucks County Montessori Charter School is to provide our students with an individualized educational experience consistent with Montessori pedagogy and principles which support 'learning' by 'doing.' In the technology sector, computer equipment and related skill based programs relate to our core principles and methodologies presenting various opportunities for our students to participate in activities in agreement to applied experiences in the classroom.

The technology lessons and activities at BCMCS foster the pursuit of abundant integrated learning experience. Our technology program's central purpose is to empower students to locate information that they can use for knowledge, comprehension, application, and analysis in order to synthesize and evaluate their learning and overall understanding.

To physically achieve this purpose, BCMCS supplies, provides and makes available apparatus such as computers, networks, secured connectivity to the Internet, scanners, digital cameras, and appropriate software applications.

VISION

Bucks County Montessori CS Vision Statement:

The vision of the founding coalition was that the Bucks County Montessori Charter School will be a model Montessori School, providing a superior learning environment for its students through implementation of an individualized Montessori curriculum. The BCMCS community is committed to this vision. The school functions as a learning community, where children are encouraged to reason, cooperate, collaborate, negotiate and understand. Our teachers, students, parents, board of trustees and surrounding community are collectively an integral part of the school's structure.

Bucks County Montessori CS Technology Vision Statement:

BCMCS educators, administration, BOT, parents, students and community recognize that technology and improved learning are inseparable. Our school facility currently has a computer lab where computer classes take place and where students have access to the internet for research. There are also at least two computers in each classroom connecting to a robust infrastructure which enhances immediate learning needs.

We envision imaging devices such as a Smart Board, LCD projectors, digital video cams, and scanners designed for students to use for illustrating reports, projects and assignments in all components of the curriculum.

It is our intent that the BCMCS web site remains an accurate resource for parents, students, staff and community, becoming an informational tool that shares our Montessori values and informs the school community of all pertinent, relevant and significant current administrative and classroom information.

Administratively, the objective is to branch all elements of the school's infrastructure into a programmed system that includes progress reports and purchase order forms, student and staff attendance records, alpha list directories, teacher lesson plans, calendars and behavioral reports through a centralized processing unit. We continue to make great strides in fulfilling our objectives.

SHARED VALUES

Shared Values:

Montessori education integrates the interaction between a child and a learning environment that is conducive to developing a resilient mind-set that encourages the child "...to come to a true understanding of himself, his world around him, and the limits of his universe so as to achieve an integration of his most pure personality." (Montessori, 1948) This wide-ranging declaration involves numerous components that embrace our school's shared values, with the following listed principles intended to ensure the previous statement's vision into fruition.

1. Ultimate Goal: To Promote Life-Long Learning:

The intention of BCMCS goes beyond helping students to obtain basic academic skills. Our school believes that students should acquire academic skills in addition to attaining the ability to act independently, think analytically, resolve conflicts peacefully, and recognize their responsibility to others and to our world. Each student is given an opportunity to express strengths that allows "the child the freedom to make use of his powers so that he will show himself, capable of success." (Montessori, 1948)

2. Focus on a Student-Centered Curriculum:

Montessori education believes that each child is an individual, who learns and grows at different rates and in different ways. Following the Montessori Method, BCMCS offers children the freedom to select, within a set work plan, their own academic 'works.' It relates to the belief that children learn by doing and requires components of spontaneous investigation. Individualized "academic aims" are developed for each child founded by observations of the child's previous skill ability. Each child is given prearranged lessons at his/her own developmentally appropriate level in all subject areas while employing uninterrupted work cycles intended to allow the child to complete tasks before moving on to the next. Our students learn that not everyone succeeds in a universal fashion. The pace at which a student completes a task is often irrelevant because the class is a heterogeneous mix of learning styles and age groups. Children's individual needs are carefully calculated with daily expectations orchestrated by the teacher, as classroom demands are adjusted for children with learning differences. Students feel free to gravitate toward the activities with which they are most comfortable. Successive approximations to a larger goal can easily be built while encouraging a child to take the risks necessary for success.

3. Utilization of a Specialized Montessori Trained Staff:

Since students in a Montessori classroom are actively engaged in a unique individualized Montessori curriculum, a specialized teacher is required to make certain that appropriate Montessori pedagogy and corresponding ideology are being followed. Our Montessori teachers are equipped to handle this unique responsibility, as BCMCS requires its teachers to obtain specific Montessori training from an accredited AMS/MACTE training program. Montessori teachers are trained to observe, through individualized interpretation, unique strengths in students as a basis for further achievements. BCMCS functions as a learning community with the entire staff committed to high achievement fostering children to have a love of learning. BCMCS teachers, administrators, students, parents, and the community are all integral parts of this structure.

4. Belief in Multi-Aged Class settings:

BCMCS arranges children in multi-age class groupings that correspond with the developmental plains of development (ages 6-9 and 9-12, with a stand-alone Kindergarten). In this design, younger students are stimulated by older role models, who in turn blossom with the responsibilities of leadership -- students not only learn with each other, but also from each other, as students are often willing to aid, support and assist one another.

5. Idea of a Prepared Learning Environment:

Montessori saw the prepared environment as a key to reaching the full potential in children. With an abundance of opportunities available for students to pursue their interests, the path to competence is a broad one, accommodating different approaches. Our specifically designed Montessori classrooms provide children with an inherent

feeling of ownership. Order is maintained with everyone's cooperation. Individual work spaces are often designated with the intention that each individual is responsible for its accessibility. BCMCS has carefully arranged each classroom setting to maintain supportive learning 'opportunities,' as each learning 'environment' is set up to facilitate student discussion and stimulate collaborative understanding.

6. Realization that Montessori Materials create an understanding of abstract concepts:

Children learn best by doing, so BCMCS utilizes hands-on Montessori learning materials that are intended to encourage the child into reasonable reflection, understanding and discovery. Materials are stimulating, inspiring and meant to 'paint' a concrete impression; each material is carefully designed to appeal to the learner at a certain level of development, as the greater part of learning comes from a child's own discovery with the materials themselves. Because Montessori materials are set up to support the development of competence for students, it is easy for teachers to help them learn from their mistakes, as the materials have built in 'controls of error,' further designed to lead the learners to apply their reasoning power to their work.

7. Endorsement in Disciplining that Promotes Self-Discipline:

Each classroom is seen as community where children are taught to respect other's needs. The development of a sense of ownership and responsibility for one's behavior is the ultimate goal at BCMCS. Children learn to reflect on their actions and foresee likely consequences of their behavior through group meetings and classroom discussions. Our Student Code of Conduct has detailed components that enable the children to develop independence toward problem solving. From peer mediation to teacher and parent arbitration techniques, it is always the intent to enable the children to develop mediation strategies on their own. Peace education is intertwined through the interactions between teacher and child, child and child(ren), and children and their use of the materials in the environment.

8. Importance of technology in the learning process:

BCMCS recognized that computers and their technologies will be a vital part of each student's future educational setting, so it is our belief that technology and improved learning are inseparable. Therefore, it is the instructive goal to provide our students with a technological experience consistent with Montessori pedagogies and principles which support 'learning' by 'doing.' In the technology sector, computer equipment and related skill based programs relate to our core principles and methodologies, presenting various opportunities for our students to participate in activities in agreement to applied experiences in the classroom. The technology lessons and activities at BCMCS foster the pursuit of abundant integrated learning, making our technology program's central purpose that of empowering students to locate information that they can use for knowledge; comprehend that knowledge in technological manner; properly apply the information; to finally analyze the information in order to synthesize and evaluate their learning and overall understanding.

NEEDS ASSESSMENT FOR TECHNOLOGY

In relation to the Technological needs of Bucks County Montessori Charter School, identifications related to the following bold print topic areas have culminated:

1. Student Assessments on Technology:

Since our previous reporting, BCMCS has begun assessing individual student progress in the area of Technology and have included same in a student progress report with graduated expectations by grade level, generated four times a year. Longitudinal data to identify trends by grade level has not been analyzed, as we are more focused on the individual student. However, we have seen an overall increase in student utilized IT resources when working on projects for other subjects.

NEED: Continue to assess individual student progress and to create a system that will track such progress from year to year, through graduation. Include a component in the tracking system that will also monitor progress by identified sectors of the student population.

2. Student Performances:

From our questionnaires and informal surveys, many students report that they have access to computers and the Internet at home. All of them have access from school. Most students talk about "games" whenever they discuss computer use even when their sessions at the keyboard involve the use of instructional applications. Presently about 85% of our students seem to have a basic mastery of using instructional software applications, especially those applications which can be used with the mouse and arrow keys. With the integration of typing lessons in our Technology classes more students, especially those in grades 5-6 have developed the skills necessary to use those programs which are text intensive and require extensive typing or keyboarding skills. Email still represents a challenge to our younger students who have a lengthy message or response to type. Students understand the basics of opening and reading a message and sending a reply. Actually typing a reply of several paragraphs can take a lot of student time and energy.

NEED: To increase the proper keyboarding and typing procedure to maximize efficiency in Word processed documents.

3. Cross-curriculum integration

Our students seem to use technology equally for language arts, math and science. Social Studies do not seem to provide quite as many opportunities for students to use technology; however, with the plans to add interactive white board technology in each classroom we expect that more resources will be available for all subject areas.

NEED: To illustrate and exemplify the use of technology in all subject areas.

4. Integration of technology into lessons

All staff has access to technology in school; many have it at home as well. While staff views the use of technology for learning as a valuable tool and as a motivator, they would like to know how to use it more effectively. Our staff completed an online self-assessment of their ability to use technology as an instructional tool and the highest percentages reported were in the categories of computer operations, email and word processing.

Our students and staff make use of the available software for their lessons and activities. Much of the work accomplished by staff is done with word processing, as this is a general tool easily adaptable to many content areas. The exploration and discovery phases of learning for our students occur with content specific software. Much of the student software is focused on language arts and math. In science and social studies classes we have some limited availability of specific content-related titles. Internet access provides the most resource for teachers and students.

With the introduction of the uses and benefits of integrating interactive white board technology into the classroom, we have experienced a new interest from our staff to embrace, experiment, and learn more about the new technological resources that are available.

NEED: To provide more resources and support in the area of integrating technology in lessons.

5. Expand and Update Computers and IT Equipment:

Student resources make up 70% of our total computer inventory. This represents 31 computers out of a total of 45, with the remaining 14 computers used by the Lead Teaching Staff, Administration and School Nurse. Presently, over 88% of the computers being utilized at the school are less than three years old.

We provide one (1) computer per Kindergarten setting, two (2) desk top computers per lower elementary setting, two lap tops per upper elementary settings, and one (1) computer for each of our special education settings. Also available for student use are 14 desk top computers in our computer lab and one in our library. Since our last reporting, each of our Lead Teachers and Administrators has been equipped with a lap top computer. Desk top computers are also made available for our Administrative Assistant, School Nurse, Library Aid and Special Ed Coordinator. A secure network is in place and internet access is available throughout the school.

Use of inkjet printers in the classroom have proved costly; therefore, in 2010-2011 and beyond we plan to replace inject printers with monochrome laser printers; one for each classroom, and a color laser printer to be shared between classrooms.

Creating our own Interactive White Boards using the infrared camera in a Wii remote, overhead projectors, and Smoothboard software, was piloted in our IT Department this year and demonstrated to our teachers in a recent staff meeting. Based on the overwhelming interest, we plan to build and install these systems in each of our Lower El and Upper El classrooms. A mobile system will also be set up for use by Administrators or Specials Instructors.

NEED: To continue to maintain an inventory of computers that are less than five years old and supply additional laptop computers for our Upper Elementary classrooms until we have 44 computers available for student use. Replace injet printer inventory with more efficient laser printers. Continue to research, pilot and introduce new interactive devices and software to the classroom.

6. Address Security Issues

For equipment security, our school and unoccupied classrooms are kept locked. All people entering and leaving the school during the day, must sign in and out with the school secretary and be given a pass to walk through the halls.

Our server is located in a locked room and is in a safe-lock cabinet that is kept protected. We have pass-worded access to the server that is known by three individuals at the school.

We utilize a complete anti-virus protection system for each computer on our network. Staff and students are informed about acceptable uses of the technology resources at our school which is part of a signed document of the School's Code of Conduct. Staff closely monitors student use of the computers as all are positioning the classrooms and lab areas in an 'open view' format. We have installed and maintain a firewall and Internet filtering systems.

Student and staff information is maintained on computers that have password access to protect both the integrity and the confidentiality of the information. Regular backups of all vital administrative files are done on back up hard drives and everything is backed up on the school's server, using dual redundancy in a RAID 1 configuration.

NEED: Continue to remain up to date with security advances to insure confidentiality of records and security of networks.

7. Technology Policies and Acquisition Strategies

We are our own school district, so all of our decisions are site-based. Policies are set by the Board of Trustees, after review of a recommendation by the Administration, a staff member, or one of our stakeholders. Not all recommendations become policies. Policies are part of the public record of our BOT meetings. Printed copies of the policies are available at the school.

The School recently purchased productivity software that will support student information relating to name, address, health information, contact information, attendance, progress reporting and other pertinent information that administrative staff and other school personnel should have easy access to.

NEED: Policies concerning access to confidential student records, access to health records and security of equipment need to be reviewed and updated regularly. Policies about web publication of information about staff and students should be formalized. Import data and utilize all of the resources available through the new MMS Administrative Software Program.

8. Purchases of Technological Equipment:

At BCMCS we follow PDE guidelines for purchasing and procurement.

We have explored licensing of software and look at school level licenses instead of purchasing individual copies. Given the small size of our school, we need to take advantage of all economies of scale available to us.

We have read the documents on obsolescence, critical mass and total cost of ownership. At this time, the small amount of equipment and the age and condition of equipment outside of the computer is obsolete, therefore, we have not been able to take advantage of the critical mass algorithms--but we are factoring in the cost of professional development when planning for new acquisitions.

The concept of critical mass applies to all schools in planning for acquisition, maintenance and replacement (upgrades) of technology for instruction. However, the algorithms for calculating critical mass and total cost of ownership sometimes need adjustment for smaller schools with low enrollments. The idea of providing one computer for every four students is easy to understand, and thus easier to plan.

The supporting infrastructure for those four computers presents a completely different scenario. In a school of roughly 180 students, one would provide 45 computers for students to access, a server, switches, drops, a firewall and high speed connections. While smaller schools need fewer computers, switched ports and drops, the requirement still exists for a complete server, a firewall and high speed connections. Thus, in the smaller schools, the cost per student for the infrastructure would be appreciably higher. This difference needs to be considered when calculating costs and making plans for growth and replacement.

While BCMCS recognizes the rapid rate of obsolescence of much instructional technology equipment today, we also must acknowledge that our total budget, based on our relatively low enrollments, influences the extent of our ability to replace obsolete equipment and software. Our definitions of "obsolescent" and "still adequate" must be crafted in light of our budgetary resources.

NEED: Given these constraints, the leaders at BCMCS must remain committed to providing our students with quality instruction, a sound curriculum and instructional technology resources that will prepare them to succeed while attending our school and after they move on to the next levels of their educations. We will continue to make every effort to consider total cost of ownership in all of our budgeting and purchasing decisions.

9. **To incorporate a management software system to manage daily student activity planning and critical demographic information.**

During the 2009-2010 school year, BCMCS began importing student data and utilizing MMS Generations software made available through Computer Resources, LLC. This entailed preparing the MMS Database through manual importation of school, student, and staff information. Utilization of the MMS software during this initial phase was primarily for uploading templates for PIMS submissions.

NEED: To improve services to parents, students and teachers as well as be able to monitor each student's progress, we must become more familiar and proficient with all facets of the MMS program and utilize the Attendance System, Skills Based Grading, Health Record Maintenance, Scheduling System and Assessment Reporting System.

Additional resources must be directed toward providing systems to detail our school's lesson plans, student process, standardized test results and programs quickly and accurately with the standard and customized reporting features. As well, it should help design lesson plans and classrooms to meet our student's needs, with progress reports that are easy to generate and standardized test results that can be analyzed and tracked.

GOALS AND STRATEGIES

Goal: **Create and maintain a computerized Montessori Monitoring System:** Create and maintain a system of documenting student lessons and achievements [noting Mastery, Developing and Introducing] within a Montessori 'Scope and Sequencing' curriculum format.

Strategy: Montessori Monitoring System Design - To prepare and Excel based spreadsheet with sharing capabilities, to track student progress in Montessori lessons provided and student mastery of each lesson that will follow the student through graduation.

Activity: Planning Session - IT Support Technician to meet with Principal and Department Heads to assess needs for the Montessori Tracking system.

Person Responsible Timeline for Implementation Resources

Long, Brian	Start: 6/25/2011 Finish: Ongoing	\$1,505.00
-------------	-------------------------------------	------------

Status: In Progress — Upcoming

Goal: Obtain and Utilize an Integrated Administrative Management System - During the 2009-2010 school year the Administration Team piloted the PA PIMS Reporting and Student Demographic Modules of MMS Generations software made available through Computer Resources, LLC, with much success. We plan to continue utilizing these modules during the 2010-11 school year and begin to incorporate additional resources such as Grade Reporting, Teacher Portal, Health Management, Attendance and Assessment Modules into our Administrative Management repertoire.

Continued utilization of a Student Demographics Module will provide complete student histories that are easily searched, viewed and printed. All student data from contacts to transcripts will always be current and instantly available.

An Attendance Reporting System should track daily attendance and produce daily attendance bulletins, and calculates Average Daily Membership and Average Daily Attendance Percentages required for state reporting.

An Assessment Reporting System will streamline the process of storing and analyzing test scores of our students. We will be able to record and report on an unlimited number of test scores and run reports and analyze the results of the entire student population or view each student's test history individually. Test scores and assessment information will be readily available to assist in meeting achievement bench marks and accountability requirements.

A Health Management Module will provide a system that records visits to the nurse, registers immunizations, tracks state immunization compliance, provides for in-depth nurse's and doctor's screenings, schedules times for dispensing of medications and provides health histories and individual medical alerts, all in a very secure environment.

A Grade Reporting program will record grades, teacher comments and free form notes and incorporates same into a skills based report card that can be printed on plain paper or pre-printed forms.

A Teacher Portal will provide single login access to attendance entry, skill based report card and student information reports.

The PA PIMS Reporting Module piloted during the 2009-2010 school year and planned to be utilized for the upcoming school year and beyond includes ready to submit state reports and electronic data reporting tools to help ensure that we are receiving the maximum funding due from the state and that we are in compliance with all mandated state regulations.

Strategy: Obtain and Utilize An Administrative Management

System : Purchase and utilize an affordable and scalable school administrative software package that includes functions for student demographics, attendance, scheduling, grading, test score tracking, discipline, health record maintenance, and state required reporting.

Activity: Obtain User License - Purchase User License for MMS Generations Software through Computer Resources, LLC.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 8/3/2009 Finish: 8/3/2009 Status: Complete	\$3,750.00

Activity: MMS Program Installation - Install MMS Generations Software and configure the software to operate with the school's server. Configure a new server with the school's Windows Server 2008 Operating System and SQL Express Server 2008 database management system. Configure Office and Teacher Portals.

Person Responsible	Timeline for Implementation	Resources
Doran, Jason	Start: 8/31/2009 Finish: 8/31/2009 Status: Complete	\$750.00

Activity: MMS Training - The most important aspect of implementing a new system is training; therefore, training will be scheduled through Computer Resources, LLC for IT Support Personnel and Operations Manager, based on a customized agenda based on our school's specific needs. Virtual On-Site Training is preferred as it will eliminate travel costs, utilize our system and data, provide an individual approach and provide convenient scheduling options.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 9/8/2009 Finish: Ongoing Status: In Progress — Upcoming	\$13,500.00

Date	Comment
9/28/2010	Initial Administrative training has taken place; however training will continue to be an on-going process until all modules are prepared and utilized effectively.

Activity: Prepare MMS Data Base - Prepare MMS Data Base Biographical Systems - to include School, Student and Staff Bios, School Calendar and Class Schedule.

Person Responsible	Timeline for Implementation	Resources
Doran, Jason	Start: 10/5/2009 Finish: Ongoing Status: In Progress — Upcoming	\$4,450.00

Date	Comment
9/28/2010	2009-2010 data base is complete and we are presently updated same for the 2010-11 school year which requires updating our student and staff bios, school calendar and scheduling. This will be an annual process that we start in the summer and complete by the end of October of each school year.

Activity: Prepare & Utilize MMS State Reporting Module - Meet Pennsylvania Department of Education reporting requirements through utilization of MMS State Reporting Module.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 11/9/2009 Finish: Ongoing Status: In Progress — Upcoming	\$17,500.00

Date	Comment
9/28/2010	The MMS State Reporting module has been utilized for the submission of PIMS reports; however, this is a continual process that we are still in the learning stages of.

Activity: Prepare & Utilize Student Grade Reporting System - Prepare Skills Based Grading & Report Card System to maintain grades, produce progress reports, analyze grades, print report cards, track student progress and generate permanent transcripts. Report Card will be based on standards and skills reflecting the students proficiency in the skills assigned to each level.

Person Responsible	Timeline for Implementation	Resources
Doran, Jason	Start: 10/13/2010 Finish: Ongoing Status: In Progress — Upcoming	\$5,950.00

Date	Comment
9/28/2010	Initial work has begun in the preparing of the Student Grade Reporting System, which we hope to utilize for the first marking period reports cards due in November.

Activity: Prepare & Utilize Assessment Reporting System - Prepare and utilize the MMS Assessment Reporting System to make test score and assessment information available to teachers and administrators to assist in meeting achievement measures and accountability. Streamline the process of storing and analyzing test scores of BCMCS students by maintaining a complete assessment history for each student that can be tracked from K-6. Record and report on an unlimited number of test scores for each student and chose whether the scores will appear on the student's transcript. Run reports and analyze the results for the entire school population, or view each student's entire test history.

Person Responsible	Timeline for Implementation	Resources
Long, Brian	Start: 9/1/2011 Finish: Ongoing Status: Not Started — Upcoming	\$700.00

Activity: Prepare & Utilize Health Management System - Record visits to the nurse, track state immunization compliance, schedule times for dispensing medications, and provide health histories in a secure and user friendly environment. View health alerts that can display important information about a student, such as allergies or chronic conditions.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 9/1/2011 Finish: Ongoing Status: Not Started — Upcoming	\$1,450.00

Activity: Prepare and Utilize Attendance Tracking System - Prepare and utilize Student Attendance System to keep the school's attendance records precise and up to date. The attendance reporting system should maintain attendance activity, print daily attendance bulletins and lists and calculate statistical data including Average Daily Attendance, Average Daily Membership, percentages and totals. This should be a flexible and easy to use program that accepts input from multiple sources, utilizing the school's individual attendance codes.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 9/1/2011 Finish: Ongoing Status: Not Started — Upcoming	\$700.00

Activity: Prepare & Utilize Student Scheduling System - Manage school scheduling as well as individual student and teacher room assignments. Utilize interactive and automated scheduling tools available through MMS to build, check, and re-build the schedule for the entire Upper Elementary program. Print student, teacher, room schedules, as well as class lists and master schedules.

Person Responsible	Timeline for Implementation	Resources
Long, Brian	Start: 9/5/2011 Finish: Ongoing Status: Not Started — Upcoming	\$700.00

Activity: Prepare & Utilize Discipline Monitoring System - Track student infractions and actions taken, gather data on school wide behavior patterns, and generate data for NCLB safe school reporting. Track infraction locations in the school, outside the classroom, and at schools sponsored events. Manage detention lists and print letters to be sent home. Let teachers assign infractions with automated notification to Principal.

Person Responsible	Timeline for Implementation	Resources
Long, Brian	Start: 9/1/2012 Finish: Ongoing Status: Not Started — Upcoming	\$525.00

Goal: Provide adequate infrastructure and sufficient equipment to support student achievement in all areas - Make 47 computers available for student use: 1 in the Kindergarten classroom, 2 in each of our three Lower Elementary Classroom, 6 in each of our four Upper Elementary Classroom, 1 in the Library and 1 in the Special Ed Lab, and 14 in our Computer Lab.

Strategy: Upgrade Hardware & Support Infrastructure: Much of our budget distribution is dedicated to hardware and infrastructure. Each year we have acquired more equipment to meet our 4 computers to 1 student ratio as well as to expand our network infrastructure. This cost is reflected in the hardware assumptions of the budget.

During the 2008-09 school year, we upgraded our computer lab with the addition of 14 new computers and also added two computers in the library and one new lap top for Special Ed.

For the 2009-10 school year we upgraded our classroom computers by replacing ten older model desk tops with ten new desk tops for student use and eight lap tops for teacher use. In addition, the number of computers in the library was increased from two to five. These upgrades increased the number of computers available to students and teachers to 44. Student resources make up 70% of our total computer inventory. This represents 31 computers out of a total of 45, with the remaining 14 computers used by the Lead Teaching Staff, Administration and School Nurse.

Presently, over 88% of the computers being utilized at the school are less than three years old. We provide one (1) computer per Kindergarten setting, two (2) desk top computers per lower elementary setting, two lap tops per upper elementary setting, and one (1) computer for each of our special education settings. Also available for student use are 14 desk top computers in our computer lab and one in our library and one in our Special Ed lab.

Since our last reporting, each of our Lead Teachers and Administrators has been equipped with a lap top computer. Desk top computers are also made available for our Administrative Assistant, School Nurse, Library Aid and Special Ed Coordinator. A secure network is in place and internet access is available throughout the school.

Use of ink jet printers in the classroom have proved costly; therefore, in 2010-2011 and beyond we plan to replace inject printers with monochrome laser printers; one for each classroom, and a color laser printer to be shared between classrooms. Creating our own Interactive White Boards using the infrared camera in a Wii remote, overhead projectors and Smoothboard software was piloted in our IT Department this year and demonstrated to our teachers in a recent staff meeting. Based on the overwhelming interest, we plan to build and install these systems in each of our Lower El and Upper El classrooms. A mobile system will also be set up for use by Administrators or Specials Instructors.

To support the above upgrades, the following changes were made last summer to the work stations, server, net work and support structure:

Server/Network Upgrades:

- Upgrade current server from Windows Server 2003 to Windows Server 2008;
- Memory and Hard Drive upgrades for virtual servers;
- Migrating phone system to a virtual server [Post Windows 2003 Upgrade]
- Installation of new gigabit switches;
- Installation of new NetGear router.

Workstations:

- Collection of all currently active software keys deployed;
- Creation and storage of a default software image for each station;
- Uniform installation of new computers in classrooms;
- Protection with Security Software Support Structure;
- Server monitoring and maintenance;
- Server and system firm and software upgrades
- Help Ticket System access for all staff and faculty

Activity: Provide infrastructure support - Maintain in-house IT Technical Support presence while also contracting with outside service as back up support and oversight.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 7/1/2009 Finish: Ongoing Status: Not Started — Overdue	\$54,500.00

Activity: Introduce Interactive Whiteboard Technology To Classrooms - Configure all classrooms with interactive whiteboard technology capabilities.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 9/1/2010 Finish: Ongoing Status: In Progress — Upcoming	\$10,000.00

Date	Comment
9/28/2010	Purchase of hardware has been made and classrooms have been wired to allow for installation of projectors in six classrooms by the end of October 2010. Kindergarten and another Upper EL will be considered for installation during the 2011-2012 school year.
9/28/2010	Hardware purchases have been made and six classrooms have been hardwired for installation of projectors. Projectors are expected to be installed before the end of October with each of the six designated classrooms equipped and ready to utilize the interactive software.

Activity: Upgrade Computer Hardware - Upgrade hardware to include six lap tops in each upper Elementary; two student desktops for each Lower Elementary Class; one student desktop for each Kindergarten class, 14 lab computers, one Library computer for student use and one lap top for use in the Special Ed Lab.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: Ongoing Status: In Progress — Upcoming	\$24,000.00

Date	Comment
9/28/2010	Presently we have two lap tops in each Upper EL Classroom, two desktops in each Lower EL classroom and one in our K classroom, all designated for student use. In addition we have 14 desktops in the lab, one in the library and one in the Special Ed lab. Over the next three years we plan to add twelve new lap tops to our Upper Elementary and maintain our present inventory of student designated computers.

Activity: Upgrade mobile IT carts - Set up 3 mobile interactive technology stations available for use though out the school.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 9/1/2010 Finish: Ongoing Status: In Progress — Upcoming	\$3,600.00

Activity: Upgrade Printer Hardware - Replace existing ink-jet printers with more efficient monochrome laser printers in each classroom, and add two color laser printers for multi-classroom use.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 9/1/2010 Finish: Ongoing Status: In Progress — Upcoming	\$3,750.00

GOAL: **Provide staff and students with appropriate instructional applications.** Create a cadre of teaching staff skilled in using technology within the curriculum, concentrating on the newly developed 'Montessori Monitoring System' and Progress Reporting. In addition, staff will be trained on use and applications for the 'Smart' technology in each of the classrooms.

Strategy: Create a cadre of teaching staff and students skilled in using technology within the curriculum. Each year we establish and review policies for appropriate, effective, equitable, and ethical use of information and technology resources throughout the school. Our staff development budget makes a valiant effort to fund considerably more staff learning than we have done in the past. Coinciding with the upgrades to our IT infrastructure will be staff training on use of new

hardware and software, as well as availability of technological advancement in the classroom. We are also testing and researching Montessori specific software for use by our students and staff that creates a virtual model of the hands on manipulatives used in the classroom each day. With the introduction of interactive whiteboard technology in the classroom and on-site training by our IT Support Technician we hope to create a group of teachers and students with a high level of competence using technology within the curriculum.

Activity: Self assessment and integration: All teachers will conduct a self-assessment of their abilities to integrate technology into their lessons and then plan specific strategies for acquiring new skills with technology learning tools.

We will continue to utilize an outside computer technology group to instruct students using an Integrated Technology Resource Program (ITRP). ITRP integrates technology into the classroom curriculum, where each skill area that is taught is followed by a project that each student produces, tied directly with an area that is currently being studied in the core classroom curriculum. As part of their self-assessment, staff will also analyze their understanding and use of the new technology introduced to their classroom and what additional training they need.

Person Responsible	Timeline for Implementation	Resources
Long, Brian	Start: 9/1/2010 Finish: 6/30/2016 Status: In Progress — Upcoming	\$3,000.00

Activity: IT Instruction and Support - Computer instruction is presently being provided to students twice a week and will continue. With the integration of interactive white boards in the classroom, additional resources will need to be designated for training of staff.

Person Responsible	Timeline for Implementation	Resources
Long, Brian	Start: 10/1/2010 Finish: Ongoing Status: Not Started — Upcoming	\$98,500.00

Activity: Software Support - Each year resources will be made available to upgrade user licenses and support software for Special Ed and all K-6 classrooms.

Person Responsible	Timeline for Implementation	Resources
Stango, Tony	Start: 9/1/2010 Finish: Ongoing Status: Not Started — Overdue	\$26,450.00

GOAL: The Technology Committee recommends that the Board of Trustees complete a thorough review of security procedures including general awareness training, security training, and written publication and distribution of security guidelines. Policies concerning access to confidential student records, access to health records and security of equipment need to be reviewed and updated regularly. Policies about web publication of information about staff and students should be formalized. A centralized access panel needs to be created that will support student information relating to name, address, health information, contact information and other pertinent information that administrative, staff and other school personnel should have easy access to.

Strategy: Commitment to Achieving Our Goal: Given the above constraints, the leaders at BCMCS must remain committed to providing our students with quality instruction, a sound curriculum and instructional technology resources that will prepare our students to succeed while attending our school and after they move on.

Activity: Review & Update Policy - Policies concerning access to confidential student records, access to health records and security of equipment need to be reviewed and updated regularly. Policies about web publication of information regarding staff and students should be formalized.

Person Responsible	Timeline for Implementation	Resources
Long, Brian	Start: 1/31/2007 Finish: 6/30/2014 Status: In Progress — Upcoming	\$700.00

BUDGET

Potential Budget for a NEW plan report that will span 7/1/2011 to 6/30/2014

Funding Source	2011-2012	2012-2013	2013-2014	Total
2010 - 2011 ADMIN BUDGET	\$62,945.00	\$64,635.00	\$65,900.00	\$193,480.00
Grand Total	\$62,945.00	\$64,635.00	\$65,900.00	\$193,480.00

Goal: Create and maintain a computerized Montessori Monitoring System of documenting student lessons and achievements [noting Mastery, Developing and Introducing] within a Montessori 'Scope and Sequencing' curriculum format.

Monitor and assess effectiveness of program.	2011-12	2012-13	2013-14	Total	Funding Source
Modifications	\$370.00	\$385.00	\$400.00	\$1,155.00	2010 – 2011
Subtotal	\$370.00	\$385.00	\$400.00	\$1,155.00	ADMIN BUDGET

Goal: Obtain and Utilize An Administrative Management System : Purchase and utilize an affordable and scalable school administrative software package that includes functions for student demographics, attendance, scheduling, grading, test score tracking, discipline, health record maintenance, and state required reporting.

Obtain and Utilize A Modular Management System For school	2011-2012	2012-2013	2013-2014	Total	Funding Source
MMS Training	\$2,700.00	\$2,700.00	\$2,700.00	\$8,100.00	010 - ADMINISTRATIVE BUDGET
Prepare & Utilize Assessment Reporting System	\$350.00	\$175.00	\$175.00	\$700.00	010 - ADMINISTRATIVE BUDGET
Prepare & Utilize Discipline Monitoring System	\$0.00	\$350.00	\$175.00	\$525.00	010 - ADMINISTRATIVE BUDGET
Prepare & Utilize Health Man, and provide health Management System	\$750.00	\$350.00	\$350.00	\$1,450.00	010 - ADMINISTRATIVE BUDGET
Prepare & Utilize MMS State Reporting Module	\$3,500.00	\$3,500.00	\$3,500.00	\$10,500.00	010 - ADMINISTRATIVE BUDGET
Prepare & Utilize Student Grade Reporting System	\$1,400.00	\$1,400.00	\$1,400.00	\$4,200.00	010 - ADMINISTRATIVE BUDGET
Prepare & Utilize Student Scheduling System	\$350.00	\$175.00	\$175.00	\$700.00	010 - ADMINISTRATIVE BUDGET
Prepare and Utilize Attendance Tracking System	\$350.00	\$175.00	\$175.00	\$700.00	010 - ADMINISTRATIVE BUDGET
Prepare MMS Data Base	\$750.00	\$750.00	\$750.00	\$2,250.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$10,150.00	\$9,575.00	\$9,400.00	\$29,125.00	

Goal: Provide adequate infrastructure and sufficient equipment to support student achievement in all areas: Make available 47 computers for student use: 1 in the Kindergarten classroom 2 in each Lower Elementary Classroom 6 in each Upper Elementary Classroom 1 in the Library 1 in the Special Ed Lab & 14 in Computer Lab.

Upgrade Hardware & Support Infrastructure	2011-2012	2012-2013	2013-2014	Total	Funding Source
Introduce Interactive Whiteboard Technology To Classrooms	\$1,250.00	\$1,250.00	\$0.00	\$2,500.00	010 - ADMINISTRATIVE BUDGET
Provide infrastructure support	\$13,000.00	\$14,000.00	\$15,000.00	\$42,000.00	010 - ADMINISTRATIVE BUDGET
Upgrade Computer Hardware	\$6,000.00	\$6,000.00	\$6,000.00	\$18,000.00	010 - ADMINISTRATIVE BUDGET
Upgrade mobile IT carts	\$1,200.00	\$1,200.00	\$0.00	\$2,400.00	010 - ADMINISTRATIVE BUDGET
Upgrade Printer Hardware	\$375.00	\$375.00	\$1,500.00	\$2,250.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$21,825.00	\$22,825.00	\$22,500.00	\$67,150.00	

Goal: Provide staff and students with appropriate instructional applications.

Create a cadre of teaching staff skilled in using technology within the curriculum, concentrating on the newly developed 'Montessori Monitoring System' and Progress Reporting. In addition, staff will be trained on use and applications for the 'Smart' technology in each of the classrooms.

Create a cadre of teaching staff and students skilled in using technology within the curriculum	2011-2012	2012-2013	2013-2014	Total	Funding Source
IT Instruction and Support	\$24,000.00	\$25,000.00	\$26,500.00	\$75,500.00	010 - ADMINISTRATIVE BUDGET
Software Support	\$6,500.00	\$6,750.00	\$7,000.00	\$20,250.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$30,500.00	\$31,750.00	\$33,500.00	\$95,750.00	

Goal: The Technology Committee recommends that the Board of Trustees complete a thorough review of security procedures including general awareness training, security training, and written publication and distribution of security guidelines. Policies concerning access to confidential student records, access to health records and security of equipment need to be reviewed and updated regularly. Policies about web publication of information about staff and students should be formalized. A centralized access panel needs to be created that will support student information relating to name, address, health information, contact information and other pertinent information that administrative, staff and other school personnel should have easy access to.

	2011-2012	2012-2013	2013-2014	Total	Funding Source
Review & Update Policy	\$100.00	\$100.00	\$100.00	\$300.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$100.00	\$100.00	\$100.00	\$300.00	
Grand Total	\$62,945.00	\$64,635.00	\$65,900.00	\$193,480.00	

Staff Development

Staff Development

As teachers and students become involved in the actions motivated by the Technology goals and activities previously described in this report, learning opportunities will ultimately increase for the teaching staff of Bucks County Montessori CS. Our staff development procedures will be designed to reach all personnel, as it will be the school's objective to partner teachers with the school's technological objectives, so as to create the bridge toward student involvement.

As mentioned in the budgetary section of this report, our recourses toward technology are quite generous both toward equipment and staff development. Planned for this coming school year are two workshops that coincide with 'Staff Learning Days' devoted toward further explanation and manipulation of the SMART technology being initiated. As well, functions that bridge our unique Montessori pedagogy with SMART applications will be

further developed with the intention of creating a cadre of interconnected programs amid Montessori manipulative contained within the classroom. Our intention is that each technological goal be accompanied by a well-designed evaluation plan for determining its effectiveness, with the purpose to have access to an expanding body of knowledge that is meaningful and engaging for the students. Our effort centers for what will ultimately occur, in a technological sense, within the classroom. Our school's 'Staff Development and Learning' will be appraised on an annual basis for performance, organizational effectiveness, and the overall success that it has on each student. Specified school appointed 'Staff Learning Days' are not optional for the teaching staff, as they are days incorporated within their set contracts. Responsibility for the implementation and development of 'staff learning' will lie with the Principal; with specified programs to be carried out by the school's IT Technician. Therefore, all training, oversight and evaluations related to staff development are accomplished internally.

Accomplishments related to the hardware component of our goals are identified in the planning section of this report. Our software library will grow, our teachers will become more skilled with each goal and activities related to technological objectives, and our increased hardware resources will mean more students will have access to technology and technology interacted curricula more often. Specific goals for the devolvement of 'Staff Learning' will:

- support student achievement, understanding and interrelated concepts in all areas of the curriculum
- provide an understanding of equipment to support student achievement
- create and maintain a network infrastructure that supports instructional practice
- provide teach-web publishing for information for student and parents at home
- create a cadre of teaching staff skilled in using technology within the curriculum
- develop and maintain a support system of assisting teachers in use of technology
- establish and implement procedures to monitor compliance with all policies
- include policies on issues such as computer ethics, copyright compliance, use of the school's network, and internet acceptable use
- develop and disseminate policies related to the school's telecommunications and technology resource and update regularly.

As far as direct technology instruction, BCMCS selects to contract an accredited outsourcing company that teaches, instructs, trains and educates all BCMCS students. Time fixed for direct instruction remains set with the following allotted times for the identified grade levels: K through 3rd grades at 22 minutes a week, 36 weeks per school year / and 4th-6th grades at 1 hour per week, 36 weeks per school year. The set curriculum guide established through the school's technology course offers instruction on technology tools, software, and keyboarding all the while incorporating real-life, hands-on education. Our provider has developed a system whose program's goal is for technology instruction to increase student skills and knowledge in all academic areas, including math, science, reasoning, language arts, and critical thinking, all through integration of the school's core curriculum that incorporates project-based learning. Some new elements have been added to the original technology education program, with the use of the latest technology robots, video-game design, alternative energy engineering, digital movie-making and editing.

All teachers conduct a self-assessment of their abilities to integrate technology into their lessons and then plan specific strategies for acquiring new skills with technology learning. As well, each teacher is evaluated on technology within the classroom, as it relates to:

- technology systems, media resources, and services that align with BCMCS, state, and national standards
- ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with best practices and grouping strategies
- technology-based activities that engage students in higher-order thinking skills
- adaptive technologies as appropriate to meet individual student's needs plans and implements for the technology needs of students to conduct instruction
- equal access of technology and other media resources
- adjusting technology experiences to meet the needs of diverse learners teaches methods and strategies to assess the reliability of information
- enforcing classroom procedures that guide students' safe and appropriate use of technology
- implementing and supporting procedures consistent with school and district policies to protect the privacy and security of student data and information
- guiding students in applying assessment tools to critique student-centered technology products and the process used to create those products
- supporting the use of a research project model(s) for all students that fosters the integration of technology, media, and information literacy skills uses technology tools to collect, analyze, and interpret student and school data so as to make adjustments in instructional program
- documenting test scores (Albanesi, TeraNova, PSSA, classroom test, etc.) into an appropriated software/other media source that is continually kept current and up to date so that it can be transferred/kept with the school wide tabulation
- using results from assessment measures (e.g., test profiles, computer-based testing, performance-based testing, documentation of assignments) and Montessori Monitoring of lessons so as to improve instructional planning, management, and implementation of learning strategies facilitates student access to school and community resources
- using and utilizes BCMCS exchange service to extend communication opportunities with parents
- facilitating students' interaction with the global community through the use of technology identifies the capabilities and limitations of current and emerging technology resources
- assessing the potential of these systems and services to address personal, lifelong learning, and workplace needs
- participating in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technologies that support enhanced learning for students
- infusing information literacy skills where appropriate

As we encourage and entice parents to become more involved in the school, we expect to see students achieving more in their academic activities at home as well. As we develop our policies for providing equitable access to technology resources for our students, we

hope to also involve our community partners in the process. This should help us to build support for our programs internally, at home and in the community.

Monitoring

All monitoring activities are coordinated between the school's in-house IT Support Technician and an outside service that the school presently contracts with. Both report to the Operations Manager and IT Committee Chair of the Board of Trustees. To ensure that both in-house and outside contracted IT Support teams are on the same page with all upgrades and/or changes to the school's IT infrastructure, both worked in tandem with all installations and configurations.

The following maintenance services are also provided to ensure effectiveness of school's IT infrastructure:

- Emergency service of all IT issues through the help ticket system.
- Checking DNS Server Consistency, DHCP Server Consistency, WINS Server and NTFS File System Health, Server Driver Updates, Security Patch and Window Updates on a weekly basis;
- Review backup of data on a bi-weekly basis;
- Review server event logs and conduct hardware system checks on a monthly basis.
- IT presence on-site to attend to daily IT needs and to assist with the implementation of the MMS Administrative Software System and data entry technology across the curriculum to further deepen and enhance the learning process.

Integrating Technology into the classroom goes beyond providing basic computer skills and software for student and teacher use. Effective teachers incorporate a variety of technologies to enhance instruction and ensure student mastery of both technology and content goals. Our education, above all else, cannot remain stagnant. We strive to integrate technology across the curriculum to further deepen and enhance the learning process. To ensure that technology integration is occurring appropriately and meeting the needs of our Montessori students, our IT Committee and Curriculum Committee members meet regularly to discuss where and how the introduction of technology might enhance the learning process. Enhancement of the learning process is key in our decision making, as there needs to be a reason or explanation of what the new technology being introduced will replace or how it will enhance what is already in place. Since Montessori children are used to "learning through doing", Interactive Technology, wherein students can be active participants in the instruction and learning process, is an area presently being explored.

Before implementing new technology into the classroom we also seek staff input and buy in. If teachers are not interested in the new technology being considered for their classroom, they are likely not to use it. As such, when considering implementing new software or hardware into the curriculum we start off by piloting the introduction in select classrooms where the teacher is highly motivated to integrate the technology into their curriculum. As these teachers utilize the technology they have the full support of our Administrators and IT Tech Support Team to help troubleshoot problems they might be experiencing using the hardware or software, or sharing with them ways they might be

able to use the technology into a particular lesson. Piloting a program in select classrooms can also prove effective in eliciting buy-in from staff that initially might be hesitant to change what they already know and are comfortable with. By witnessing the effectiveness of its use we have found that staff who were initially resistant to change become very interested in having and utilizing what is working well in their colleagues' classroom. During this pilot program, we continue to evaluate the effectiveness of the investment before expanding the program to all classrooms. Is the hardware or software living up to what we thought it would provide? Is it enhancing our educational program? If introduced to all classrooms, will all teachers take advantage of and utilize the technology effectively?

When evaluating the teacher's effective use of technology in the classroom we consider the Benchmark for Success and what this should look like in the classroom. Standards and indicators that are assessed include:

Does the teacher integrate technology appropriately to enhance instruction and meet the diverse needs of students?

- chooses technology systems, media resources, and services that align with BCMCS, state, and national standards
- engages in ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with best practices and grouping strategies
- implements technology-based activities that engage students in higher-order thinking skills
- uses adaptive technologies as appropriate to meet individual student's needs.

Does the teacher manage technology resources and media resources as an effective part of instruction?

- plans and implements for the technology needs of students to conduct instruction
- holds students accountable for respecting technology resources
- locates and ensures equal access of technology and other media resources
- adjusts technology experiences to meet the needs of diverse learners

Does the teacher evaluate information technology for validity, accuracy, legality, and privacy?

- teaches methods and strategies to assess the reliability of information.
- enforces classroom procedures that guide students' safe and appropriate use of technology
- implements and supports procedures consistent with school and district policies to protect the privacy and security of student data and information
- guides students in applying assessment tools to critique student-centered technology products and the process used to create those products
- supports the use of a research project model(s) for all students that fosters the integration of technology, media, and information literacy skills

Does the teacher utilize and evaluate student data through the appropriate use of software, instructional technology, and other media?

- uses technology tools to collect, analyze, and interpret student and school data so as to make adjustments in instructional program.
- document test scores (Albanesi, TeraNova, PSSA, classroom test, etc.) into an appropriated software/other media source that is continually kept current and up to date so that it can be transferred/kept with the school wide tabulation.
- uses results from assessment measures (e.g., test profiles, computer-based testing, performance-based testing, documentation of assignments) to improve instructional planning, management, and implementation of learning strategies.

Does the teacher involve the community and parents in the educational process as an integral part of the integration of technology?

- facilitates student access to school and community resources
- uses and utilizes BCMCS exchange service to extend communication opportunities with parents
- facilitates students' interaction with the global community through the use of technology

Does the teacher adapt instruction to apply emerging technologies, educational philosophies, and movements?

- identifies the capabilities and limitations of current and emerging technology resources.
- assesses the potential of these systems and services to address personal, lifelong learning, and workplace needs.
- participates in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technologies that support enhanced learning for students
- infuses information literacy skills where appropriate.

Through each of the monitoring processes outlined above we can ensure that technology advances made at the school are well planned and effectively integrated and implemented to best meet the needs of the end user.

Evaluation

With proper evaluation, our BCMCS technology plan will continue to be an active living document that engages the school community and shows the way of the school's future. The Administrative Reports that are provided at each Board of Trustee Meeting and posted each month on the school's web site routinely communicate the needs and plans of the school. Therefore, the dissemination portion of our technology plan taken from the surveys will:

- Make our school community aware of issues of concern, needs, wants and desires in relation to the technology in the school.
- Inform the school's trustees how technology is being used at the school to support learning.
- Include activities for supporting student learning with technology at home and school.
- Provide regularly planned opportunities for staff and student participation.

The importance to evaluate a technology plan is an on-going process for any school. In every aspect of planning, the school should be aware that it is accountable for the extent to which technology is helping to provide strategies and resources that will inspire all students to do their best.

Our technology plan and report will be presented annually to the BOT for their comments and approval. As well, the parent surveys, and staff input on technological instructional needs will be reviewed annually by the school's administrators.

To facilitate the monitoring and evaluating process, meetings with the technology committee and the administrative staff will be held to address school's needs. The groups will continue to review goals and objectives which will contain some standard of measurement for progress.

Monitoring the development of hardware and software systems as well as evaluating the effects of an enhanced technological curriculum on students and staff will be an on-going process. While the mission and vision of the educational technology plan will stay constant, the implementation plans can change continually, as improved products in technology becomes available.