MISSION

In order to accomplish our vision, it is the mission of the Ephrata Area School District to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential.
MISSION

In order to accomplish our vision, it is the mission of the Ephrata Area School District to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential.
THE OBJECTIVE

To create a blended learning environment throughout the Ephrata Area School District that allows the connection among students, teachers and the content to be more relevant and meaningful than can be attained in a traditional learning environment.

- The purpose of a blended approach at EASD is to provide multiple engaging pathways for students to connect with the teacher, the content, each other, and the world.
- In this system, all students engage in a variety of strategically designed learning environments, both actual and virtual, that make use of small group and individualized instructional approaches to increase content relevance and learning.
Common Understanding

- We can “inspire all students to reach their full potential” through meaningful engagement.

- This can best be accomplished when an expert in instructional strategies can leverage technology tools and combine his/her mastery of the knowledge or skills with his/her insights about the learner.
Relationship

Students

Meaningful Engagement

Teachers

Relevance

Expertise

Content
Relationship

Students

Meaningful Engagement

Content

Teachers

Expertise

Relevance
Students

Relationship

Meaningful Engagement

Teachers

Content

Relevance

Expertise
PRIOR DISTRICT-WIDE CHALLENGES

- Minimal student access to technology
- Weak network capacity to support simultaneous use of existing technology
- No theoretical framework for examining or discussing technology integration
- Absence of many positive examples of how to leverage technology to increase student learning
- No structured plan, or personnel for supporting teacher growth in the use of technology or blended/personalized instruction
WORK ACCOMPLISHED

- Upgrade infrastructure in all buildings
- Personnel adjustments within instructional technology
- Partially deployed technology to the classrooms
- Implemented a training plan, with accountability measures, to support the Transformational Use of technology in all schools
- Provide training and ongoing support for small group & differentiated instructional strategies, as well as, technology integration strategies
- Establish a “Guiding Coalition” to help insure that progress continues toward a flexible blended learning model
PRESENT DEPLOYMENT

- Equipped all K-6 General Education classrooms with enough connectivity and iPads to have 1/3 of the students on at a time.
- Equipped all 7-12 General Education classrooms enough connectivity and laptop computers to have ½ of the students on at a time (Math teachers also have a set of 10 iPads for Math-specific applications.)
- Identified “Tech Leaders” in the intermediate school and each elementary building for technical and integration support of these devices.
WORK ACCOMPLISHED

- Scheduled weekly “Tech Sessions” offered by the Tech Integrator
- Created a technology integration web repository of tech session videos and resources
- Support virtual content development in the intermediate school
- Supported virtual content development and use of the LMS
- Developed a technology deployment plan in for secondary
EVIDENCE OF IMPACT

- Walk-Throughs and Observations
- BrightBytes Survey Data
- Conversations during Open Door and Visitation days
- Staff Training Staff during Professional Development Days
- PLC conversations and co-planning evidence
- Data on LMS usage and State Assessments
- Recent Survey of Faculty and Students
“You can lead a horse to water, but you can’t make them drink...”

…but you can make them Thirsty!
EVIDENCE OF IMPACT

Ephrata Area School District
Achieving Success, One Student at a Time
EVIDENCE OF IMPACT

Daily Access to the LMS:

[Image of a graph showing usage statistics for an LMS system over time, including total visits, page views, comments posted, submissions, and files uploaded.]
NEXT STEPS

- Continue to increase expectations and coaching support for the personalization of learning using technology
- Implement a version of a “collegiate model” for courses at the HS for seniors and qualified juniors
- Establish graduation requirements that require students to demonstrate competency in online learning
- Grow our understanding of how Project Based Learning (PBL) can be used to promote “21st Century Skills”
- Deploy Technology to students in grades 5-12 starting in the 2016-17 school year
## TECHNOLOGY DEPLOYMENT 16/17

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Description</th>
<th>New v. Existing</th>
<th>Approximate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>10 ipads/class</td>
<td>Existing</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>15 ipads/class</td>
<td>Existing (some from EIS)</td>
<td>N/A</td>
</tr>
<tr>
<td>5-6</td>
<td>1:1 ipads (650)</td>
<td>New</td>
<td>$260,000</td>
</tr>
<tr>
<td>7-8</td>
<td>1:1 ipads or Dell laptops (650)</td>
<td>New</td>
<td>$300,000</td>
</tr>
<tr>
<td>9-12</td>
<td>Dell laptops (1250)</td>
<td>Existing (some from EMS)</td>
<td>N/A</td>
</tr>
<tr>
<td>K-12 Total</td>
<td></td>
<td></td>
<td>$560,000</td>
</tr>
</tbody>
</table>

### Recurring Budget Impact:
One additional staff member – Secondary Instructional Coach
(This will be offset with a reduction in the District-wide Technology Equipment budget.)