

# Three-Year Local School District/Charter School Technology Plan

**July 1, 2013 through June 30, 2016**

|  |  |
|--|--|
| County: <b>Middlesex</b>   |  |
| District/Charter School or Affiliation: <b>Highland Park</b>   |  |
| District Code: <b>2150</b>   | Grade Levels: <b>PreK-12</b>                                   |
| Web Site: <b>www.hpschools.net</b>   |  |
|  |  |
| Is the district compliant with the Children's Internet Protection Act (CIPA)?<br><div style="text-align: center;"> <input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO         </div> |  |
| Please indicate below the person to contact for questions regarding this technology plan:  |  |
| Name:  | Karen A. Lewis   |
| Title:   | Assistant Superintendent                                       |
| E-mail:  | <a href="mailto:klewis@hpschools.net">klewis@hpschools.net</a> |
| Phone:   | (732)572-6990 x2894  |
| Date:  |  |
|  |  |
| District Superintendent/Lead Person Approval:  | Dr. Frances Wood   |
| E-mail:  | <a href="mailto:fwood@hpschools.net">fwood@hpschools.net</a>   |
| Phone:   | (732)572-6990 x2892  |
| Date:  |  |

**NJ Department of Education  
District/Nonpublic School/ Charter School  
Three-Year Educational Technology Plan Checklist**

**<IMPORTANT>-BEFORE COMPLETING CHECKLIST READ:**

To comply with the E-Rate program, complete the components associated with the unshaded boxes in the REQ'D BY E-RATE column. Completion of other components are recommended but not required. Submission procedures found here: [Three-Year Educational Technology Plan Checklist Submission Procedure: 2013-2016](#)

This Document in: PDF | Microsoft Word

**DIRECTIONS:** Place a check  in the unshaded COMPLETED column when the TASK has been completed.

| TASK  | Completed       |                  |
|---|-----------------|------------------|
|   | Req'd by E-Rate | Not req'd E-Rate |
| <p><b>DATE:</b><br/>Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). (<a href="http://www.usac.org/sl/applicants/step01/default.aspx">http://www.usac.org/sl/applicants/step01/default.aspx</a>)</p> <p><b>Tech Plan creation date:</b> <u>April 12, 2013</u></p> |                 |                  |

**DIRECTIONS:**

- Answers to questions regarding e-rate compliance: [http://www.usac.org/res/documents/sl/pdf/handouts/TechPlan\\_QuestionsToConsider.pdf](http://www.usac.org/res/documents/sl/pdf/handouts/TechPlan_QuestionsToConsider.pdf)
- Address the numbered items below in a separate District/Nonpublic School/Charter School educational technology plan document.
- Indicate in the PAGE # column, the page number where the corresponding information is found.
- For purposes of this document, "educators" are defined as school staff who teach children, including librarians and media specialists.
- Sample table templates are provided (see links embedded in this document) to assist in the development of the educational technology plan. Please use these table templates unless information is already in a digital form.

|   | Indicate in the unshaded spaces the page number where the corresponding information is found |                     |
|---|--|---------------------|
| <a href="#">Inventory Sample Table</a>  | Req'd by E-Rate  | Not req'd by E-Rate |
| <p><b>TECHNOLOGY INVENTORY:</b></p> <p>1. Describe the technology inventory <u>needed to improve</u> student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance <i>for 12 months of the e-rate funded year</i>, such as the following areas:</p> <ol style="list-style-type: none"> <li>a) Technology equipment including assistive technologies</li> <li>b) Networking capacity</li> <li>c) Filtering method</li> <li>d) Software used for curricular support and filtering</li> <li>e) Technology maintenance and support</li> <li>f) Telecommunications equipment and services</li> <li>g) Other services</li> </ol> <p><b>NOTE:</b> If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts: <a href="http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx">http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx</a></p> |  |                     |
| <p><b>NEEDS ASSESSMENT:</b></p> <p>2. Describe the needs assessment process that was used to identify the necessary</p>   |  |                     |

|  |   |                            |
|--|---|----------------------------|
| telecommunication services, hardware, software, and other services to improve education.   |   |                            |
|  | <b>Indicate in the unshaded spaces the page number where the corresponding information is found</b> |                            |
|  | <b>Req'd by E-Rate</b>  | <b>Not req'd by E-Rate</b> |
| <p><b>THREE-YEAR GOALS:</b></p> <p>3. List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21<sup>st</sup> century learning communities.</p> <p>E-Rate requirements: <a href="http://www.ecfr.gov">www.ecfr.gov</a></p>  |   |                            |
| <p><b>THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:</b><br/> <a href="#">Implementation Activity Sample Table</a></p> <p>4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</p> <ol style="list-style-type: none"> <li>a. telecommunications,</li> <li>b. information technology,</li> <li>c. educational technology (including assistive technologies), and</li> <li>d. student technology readiness in preparation for online testing in 2014-2015.</li> </ol>  |   |                            |
| <p><b>PROFESSIONAL DEVELOPMENT STRATEGIES:</b> <a href="#">Professional Development Sample Table</a></p> <p>5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. <i>Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</i></p> <p>Describe the planned professional development strategies by addressing each of the following questions:</p> <ol style="list-style-type: none"> <li>a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21<sup>st</sup> century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?</li> <li>b) What professional development opportunities, resources and support (online or in person) exist for technical staff?</li> <li>c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?</li> </ol> |   |                            |
| <p><b>EVALUATION PLAN:</b> <a href="#">Evaluation Plan Sample Table</a></p> <p>6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.</p>  |   |                            |
| <p>7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.</p>   |   |                            |
| <p><b>FUNDING PLAN (July 2013 – June 2014):</b> <a href="#">Funding Plan Sample Table</a></p> <p>8. Provide the anticipated costs for <b>2013-2014</b> by source of funds (federal, state, local and other) and include expenses such as hardware/software, digital curricula including <a href="#">NIMAS</a> compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</p>  |   |                            |

**Three-Year Local School District/ Charter School  
Technology Plan**

July 1, 2013 through June 30, 2016

[New Jersey Department of Education](http://www.state.nj.gov/education)

| <b>Stakeholder Table</b>                              |  |                  |
|---|--|------------------|
| <b>Title</b>  | <b>Name</b>  | <b>Signature</b> |
| Superintendent  | Frances Wood, Ed.D   |                  |
| Principal   |  |                  |
| Technology Coordinator                                | Brian Humphrey   |                  |
| Curriculum<br>Director/Curriculum<br>Committee Member | Karen Lewis  |                  |
| Technology Teacher                                    | Gina Dunatov<br>Kyle Harper  |                  |
| Teacher   | Brunetta Allen<br>Joshua Frisch<br>Ernest Gunn<br>Keisha Stephan<br>Lindsay Wilson |                  |
| Special Education Teacher                             | Cathy Brancheck  |                  |
| Library Media Specialist                              | Joyce Puccio<br>Jennifer Fisher  |                  |
| Guidance  |  |                  |
| Board Member  |  |                  |
| Parent  |  |                  |
| Student   |  |                  |
| Community Member                                      |  |                  |
| Business Sector<br>Representative*                    |  |                  |
| Title I Coordinator                                   | Jennifer Knapp   |                  |
| Title I Coordinator                                   | Lauren Alexander   |                  |
| Technology Technician                                 | Jodi Parsons   |                  |

## TECHNOLOGY INVENTORY:

1. Describe the technology inventory needed to improve student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance for 12 months of the e-rate funded year, such as the following areas:

- a) Technology equipment, including assistive technologies

The district has approximately 750 computers for student use. Many of these computers are older models (2005 or prior). In order to support internet access and newer software, the district will invest in newer technology that will support the programs and applications students and staff need. In the next three years, the district will need to finance the replacement and upgrade of technology as applied to teaching and learning.

In addition to new computers, the district has made a concerted effort to continue to increase bandwidth. In the past three years we have upgraded bandwidth, and we will continue this effort in the 2013-2014 school year.

Wireless equipment has been upgraded to support the use of technology in all classrooms and locations within the four schools. Tablet computers have been purchased for special education students and for use in the Title I after school program.

- b) Networking capacity

The district currently has a 50mbps service for uplink and downlink. The district has approved an increase in bandwidth to 100mbps service (double the capacity) to support the use of technology in our district, beginning in the 2013-2014 school year.

The district is seeking to upgrade the WAN links to 300mbps by 2014-2015 school year to meet the needs as outlined by PARRC. Some network switches will also have to be upgraded to meet the requirements for PARRC.

- c) Filtering method

Presently, we filter all internet traffic with a combination router/firewall appliance. We also have traffic monitoring appliances to assist us in reviewing patterns of usage in the district. As new filtering technology becomes available, the district will upgrade as needed.

- d) Software used for curricular support and filtering

The current software used in the district includes the following:

- Study Island
- System 44
- Read 180
- Reading Eggs
- ESL Reading Smart
- Google Applications including Gmail
- Teachscape Teacher evaluation software
- Software packages for several textbook series
- iPad applications for math and ELA
- Qwizdom programs
- Powerschool

- e) Technology maintenance and support

The district employs a full-time technology manager and a full-time technology technician, as well as a part time student intern. The district also works with a consulting firm, The 11<sup>th</sup> Hour, for system updates and new equipment recommendations. An outside vendor has been contracted for our webpage management.

On a daily basis, the two technology staff members provide technical support, and make repairs to the system infrastructure, and trouble shoot hardware and software problems throughout the district.

- f) Telecommunications equipment and services

The district phone system is VOIP (voice over IP) and serves 300+ users. There are various phone styles and configurations that benefit staff at all levels of operation. The phone network utilizes fiber and Ethernet in all buildings.

The building level intercom system and PA systems are hard-wired.

g) Other services

The Highland Park High School and Middle School utilize 38 IP-based and non-IP closed circuit cameras for security. The primary and elementary schools have three cameras, each hardwired to a DVR in the schools main office. Additional security cameras in each building would necessitate system upgrades that are not necessary at this time.

**NOTE:** If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts:

<http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx>

**NEEDS ASSESSMENT:**

Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.

Each year, the Highland Park School District evaluates its technology needs using a variety of measures. Needs are addressed to ensure that technology goals are met to improve education. Data is collected through a technology inventory, lesson plans, observations, Professional Development Plans, Teacher Improvement Plans, teacher surveys, and student performance information systems.

Administrators collect teachers' weekly lesson plans and look for examples of how technology is integrated into classroom practice. In addition, school and district administrators utilize both formal and informal classroom observations to monitor teachers' abilities to successfully integrate technology into the curriculum. At the end of each year, teachers work with their supervisors to create Professional Growth Plans that include technology goals.

The yearly technology survey conducted identifies teachers' technology needs in the areas of curriculum, hardware, software, and professional development. This survey information helps to identify what hardware and software are necessary to further enhance the curriculum, as well as gather data on student performance in regard to the Core Curriculum Standards and N.J. Content Standards. The information obtained is also used to design high-quality professional development activities that focus on technology integration and other strategies to help to increase student achievement.

Students' use of technology has been evaluated by both formal and informal assessments, which are conducted in technology courses and content areas through presentations, authentic work, and research assignments. Teacher evaluation and observation of student technology skills are utilized to identify specific areas of need. Eighth grade students complete a technology skills inventory, so teachers can identify areas of mastery and needs for improvement.

**THREE-YEAR GOALS:**

1. List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21<sup>st</sup> century learning communities.

E-Rate requirements: [www.ecfr.gov](http://www.ecfr.gov)

**GOAL 1: Students will attain the educational technology and information literacy skills that will assist them in achieving the New Jersey Core Curriculum Content Standards and to succeed in the workplace of the 21<sup>st</sup> century.**

Students will benefit from direct technology instruction and opportunities to utilize their skills in all content areas; this includes word processing, research, and other applications

Access to technology is available to all students. The high school implemented a pilot Bring Your Own Device (BYOD) policy in January 2013. Students will be exposed to and instructed in a variety of media (i.e., databases, videos, internet, and print materials) to attain knowledge of a topic. Opportunities to participate in authentic project-based learning will be available as part of regular instruction. Global communication will be implemented to expand learning using applications such as Skype.

Faculty members will have opportunities for horizontal and vertical articulation to create expectations and share ideas related to expanding technology into core subject instruction.

**GOAL 2: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards.**

Educators will attain and implement the skills and knowledge necessary to effectively use the educational technology that will assist students in achieving the educational standards required. In order to achieve this, teachers will continue to participate in professional development activities focused on how to integrate available technologies into everyday curriculum. These current professional development opportunities will be evaluated, and potential future opportunities will be explored.

Current professional development opportunities have played a part in increasing the technology integration within the classroom setting, as evidenced in lesson plans and classroom observations. Over the next three years, educators will continue to work towards advancing their technological proficiency through continued professional development and support structures. In addition, the district will increase communication between stakeholders about new ways of integrating technology, utilizing current and new technologies as they become available. Through these steps, teachers will expand the use of technology to enhance classroom instruction.

**GOAL 3: Students, teachers, and administrators will have access to educational technology in offices, classrooms, and Media Centers.**

Access to educational technology is currently limited by scheduling challenges, variation in faculty knowledge related to the technology, and the finite quantity of workstations available.

Staffing and scheduling issues will be examined to determine whether media center and computer lab accessibility can be increased. Regular training will be provided to staff on the appropriate use of laptops, simple troubleshooting techniques, and other technologies. The district will also examine the need to create teacher-accessible computer accounts to enable teachers to have better access to computer functions. The high school is piloting a BYOD policy, which will be evaluated to determine its effectiveness and to examine any issues that arise. If it is deemed appropriate, the program's scope will be expanded to include the middle school. Finally, the district will pursue grant opportunities, private and corporate donations, and all avenues to increase the amount of technology available in classrooms and the media centers. The district will also continue to purchase technology for student use within the scope of the district budget.

**GOAL 4: This school district will continue to upgrade and improve the infrastructure necessary for students and educators to access electronic information and communicate.**

The district will take several steps in order to upgrade and improve the infrastructure necessary for students and educators to access information and communicate electronically. First, the district will continue to monitor the use of district technology to ensure a cyber security. Second, the district will continue to maintain and upgrade Internet bandwidth and the strength of the wireless tower to ensure that all buildings continue to be able to connect to the district's wireless network with ease. Third, the district will continue to provide a paperless communication system for faculty and parents about district events, as well as continue using the website and the instant alert system to efficiently provide families and staff with information regarding school closings and important notices. Finally, the website will continually be updated with information to enhance teacher communication to parents via their webpages, as well as district updates.

**THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:**

[Implementation Activity Sample Table](#)

1. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.
  - a. telecommunications,
  - b. information technology,
  - c. educational technology (including assistive technologies), and student technology readiness in preparation for online testing in 2014-2015.

| <b>Goal 1</b>  |                 |  |  |
|--|-----------------|--|--|
| <b>Objective</b>   | <b>Timeline</b> | <b>Person(s) Responsible</b>   | <b>Evidence</b>  |
| Students will be able to use a variety of media (i.e., databases, internet and print materials) to attain knowledge of a | End of grade 4  | Media specialist<br>Classroom teachers<br>Students<br>District and building administration | Lesson Plans/Project-based activities<br>Student work samples<br>Technology usage logs<br>Traffic monitoring |

|  |                                |   |  |
|--|--------------------------------|---|--|
| topic.   |                                |   |  |
| Students will explore global communication to expand learning.   | End of grade 8                 | Classroom teachers<br>Students<br>Building principals   | Lesson plans<br>Student work samples<br>Skype usage<br>Collaborative activities with Rutgers University                |
| All students will have access to technology.   | Each consecutive grade PreK-12 | Administration<br>Classroom teachers<br>Supervisors   | Sign out sheets<br>Student work samples<br>Lesson Plans/ projects<br>District implement programs, such as Study Island |
| Horizontal and vertical articulation will be increased to expand technology into core subject instruction, especially with keyboarding skills. | PreK-12                        | Administration<br>Technology teacher or/and Media Specialist<br>Classroom teachers<br>Special area teachers | PLC minutes<br>Teacher observations<br>Lesson plans<br>Project-based learning<br>Usage logs                            |

| <b>Goal 2:</b>   |                 |   |  |
|--|-----------------|---|--|
| <b>Objectives</b>  | <b>Timeline</b> | <b>Person(s) Responsible</b>  | <b>Evidence</b>  |
| Teachers will continue to participate in professional development and support structures to integrate technology into the everyday curriculum. | Ongoing         | All professional staff<br>Building administrators<br>District administrators<br>Professional development presenters             | Professional Development Plans<br>Sign-ins and evaluations from professional development<br>PLCs<br>Registrations for webinars   |
| The district will increase communication between stakeholders about new ways of integrating technology utilizing current and new technology.   | Ongoing         | All professional staff<br>Building administrators<br>District administrators<br>Professional development presenters             | Documented communication<br>PLC minutes  |
| Teachers will expand the use of technology as an essential tool for classroom instruction.   | Ongoing         | All professional staff<br>Building administrators<br>District administrators<br>Professional development presenters<br>Students | Student work samples<br>Lesson plans<br>Teacher observations<br>Professional Development Plans<br>Use of Google applications for data management<br>BYOD program<br>Benchmark program<br>PLC minutes |

| <b>Goal 3</b>                           |                 |  |  |
|---|-----------------|--|--|
| <b>Objectives</b>                       | <b>Timeline</b> | <b>Person(s) Responsible</b>   | <b>Evidence</b>  |
| Grants and donations<br>District budget | Ongoing         | Classroom Teachers<br>Library/Media Specialists<br>District Administrators | File of letters and responses (maintained by office)<br>Log of procured equipment<br>District budget allocations |



|  |         |   |  |
|--|---------|---|--|
| Media Center or computer lab accessibility | Ongoing | Library/Media Specialists<br>District administrators<br>Building administrators                   | Schedules<br>Results of periodic teacher and student surveys |
| Teacher-accessible computer accounts       | Ongoing | Technology Department   | A teacher-accessible account for every machine               |
| Training                                   | Ongoing | District administrators<br>Building administrators<br>Technology Department                       | Minutes from PLCs  |
| BYOD pilot                                 | Ongoing | District administrators<br>Building administrators<br>Technology Department<br>Classroom teachers | Student work   |

| <b>Goal 4:</b>   |                 |   |   |
|--|-----------------|---|---|
| <b>Objectives</b>  | <b>Timeline</b> | <b>Person(s) Responsible</b>  | <b>Evidence</b>   |
| To continue our commitment to safe and appropriate use of information technology within the district, we will continue to monitor the use of district technology to ensure cyber safety.                         | Ongoing         | Technology Department<br>Classroom teachers<br>Students   | File log/ monitoring of usage<br>Filtering changes as needed<br>Students upload files to teachers using drive or cloud.<br>Traffic monitoring |
| The district will continue to maintain and upgrade its Internet bandwidth and the strength of the wireless tower to ensure that all buildings continue to be able to connect to the district's wireless network. | Ongoing         | Technology Department<br>District administrators<br>Building administrators                           | Technology audit and inventory<br>Continued monitoring of traffic noting increased usage<br>Increase of bandwidth for 2013-2014 school year   |
| The district will continue to provide a paperless communication system for faculty and parents about district events.  | Ongoing         | Technology Department<br>District administrators  | Parent, faculty, community member, local government, and shared services response<br>Use of web-accounts                                      |
| The district will continue to update the district website with information to enhance communication with parents through teacher webpages.   | Ongoing         | Technology Department<br>District administrators<br>Building administrators<br>All professional staff | Updated website information<br>Links to websites that provide parents/staff with information and news   |

|  |         |  |                               |
|--|---------|--|-------------------------------|
| The district will continue using an instant alert system to efficiently provide families and staff with information regarding school closings and important notices. | Ongoing | Technology Department<br>District administrators | Communication logs<br>Reports |
|--|---------|--|-------------------------------|

**PROFESSIONAL DEVELOPMENT STRATEGIES:** [Professional Development Sample Table](#)

1. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016.

*Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.*

Describe the planned professional development strategies by addressing each of the following questions:

- a. How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21<sup>st</sup> century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?

| <b>Educators' Proficiency/ Identified Need</b>   | <b>Ongoing, sustained, high-quality professional development planned</b>   | <b>Support</b>  |
|--|--|---|
| Staff needs instruction on using Google Apps in an educational and professional capacity | Instruction on Google Apps will be provided at a school level professional development.  | This professional development can be supported in several ways. Computers need to be available for the workshop. Faculty members need to volunteer to run the workshop. The administration needs to provide time for teachers to attend the workshop. |
| Staff needs instruction on 21 <sup>st</sup> Century Skills                               | Instruction on 21 <sup>st</sup> Century Skills will be provided with grade-level or content area discussions.  | The administration will support this professional development by providing district expectations in a flowchart or timeline.  |
| Staff instruction on uses of non-interactive whiteboard technology in the classroom      | Instruction on classroom technology is targeted to be provided with a presentation of available and applicable technology.   | This professional development can be supported in several ways. Computers need to be available for the workshop. Faculty members need to volunteer to run the workshop. Administration will provide time for teachers to attend the workshops.        |
| Staff instruction on district learning support and assessment software                   | Instruction on this software will be provided with small group demonstrations and hands on practice as needed..  | This professional development can be supported in several ways. Computers need to be available for the workshop. Faculty members need to volunteer to run the workshop. The administration will provide time for teachers to attend the workshops.    |
| Technology Committee   | The technology committee will assess the needs of the community. The information will be documented and discussed at least once a marking period during the course of the school year. Ideally, there will be one or more representatives from each school, varying skill and grade levels, one or more administrator(s), and the networking services manager. This will allow the group to address small problems and make suggestions for practice in the future. The group can discuss the availability of grants and | This professional development can be supported by the administration providing release time or time given in PLCs.  |

|   |   |   |
|---|---|---|
|   | write grants.   |   |
| Tablet Training                         | In-house training called “Tablet Training” will be available to district teachers and administrators.   | The district will provide professional development time for this specific training. Presenters will be volunteers from the district and will receive professional development time for their efforts. Attendees will require access to tablets for this professional development. |
| Professional Social Networking          | In-house training in Edmodo or other relevant professional social networking sites will be available to district teachers and administrators. Before the training, faculty should be supplied with basic readings to familiarize themselves with the content.   | The district will provide professional development time. Presenters will be compensated financially or with PD hours for their efforts. Teachers should be allowed to bring their computers, or a laptop cart should be provided.   |
| Teacher and/or Student Created Web Logs | In-house training in Wikiblogs, Blogger, or other relevant blogging sites will be available to district teachers and administrators. Before the training, faculty should be supplied with basic readings to familiarize themselves with the content.  | The district will provide professional development time. Presenters will be on a voluntary basis and receive professional development time for their efforts. Teachers should be allowed to bring their computers, or a laptop cart should be provided.                           |
| Best Practice – PLCs                    | Monthly PLCs will be designated for teachers to share, across grade levels within their building, what has worked with the use of technology in their classrooms.   | Invite colleagues to share strategies discussed are actually being implemented in the classroom   |
| Small group training                    | Technology training will be held for teachers, and they will have the opportunity to choose workshops on various technology topics.   | Providers and experienced staff will train colleagues on technological skills and applications.   |
| Interactive white board                 | There will be a series of workshops on the use and implementation of interactive whiteboards.   | The district will provide staff with PD hours or pay for presenting, as per the contract. Access to interactive whiteboards will be needed for each workshop.   |
| Teachscape                              | The staff will continue to be offered a series of professional development opportunities on the topic of teacher evaluation.  | Selected teachers will attend Teachscape training. Additional training sessions will be held for selected teachers on the topic of TeachScape to turn-key information.  |
| PowerTeacher                            | New teachers will receive training in basic PowerTeacher use. Ongoing workshops for all teachers will be available to teach other PowerTeacher capabilities.  | Time is allotted during new teacher training at the start of the year. Additional time will be allotted during the academic year for continued training.  |
| Technology Committee                    | This committee will identify the needs, wants, and problems within the school community. They will meet at least once a marking period. Ideally, there will be at least one representative from each school of varying levels of skill, at least one administrator, and our networking services manager. This will allow the group to problem-solve small issues and make suggestions for practices in the future. Additionally, the group will be able to seek out and write grants. | Release time or PLC time will need to be provided for meetings. Surveys will need to be administered.   |
| Department of Education                 | Teachers will be encouraged to view   | The district will provide teachers with a link to   |

|          |              |                     |
|----------|--------------|---------------------|
| webinars | DOE webinars | available webinars. |
|----------|--------------|---------------------|

b. What professional development opportunities, resources and support (online or in person) exist for technical staff?

Existing resources include access to Educational Technology Training Centers (ETTC) in Middlesex County, which provide courses for technology in the classroom. The technical support staff would like additional training in networking, Google Applications, and curriculum-based software that will further support teachers. They will also like to be provided with the opportunity to dialogue with teachers to learn teacher concerns and what content-based technology they need.

**EVALUATION PLAN:** [Evaluation Plan Sample Table](#)

- 1) Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.
- 2) Describe the process to make mid-course corrections in response to new developments and opportunities as they arise. Administration and/or the technology committee will meet to address changes and problems that arise during the implementation of the plan.

| <b>Educational Technology Plan Evaluation Narrative</b>   |   |
|---|---|
| <b>Describe the process to regularly evaluate how...</b>  |   |
| <p><i>a. Telecommunication services, hardware, software and other services are improving education.</i></p> | <p>The district regularly evaluates how technology, such as telecommunication services, software, and other services, improves instruction in a number of ways.</p> <p>The Assistant Superintendent works with the technology department to evaluate technology as applied to teaching, learning, and management. Diagnostic network software regularly monitors the use of Internet connections, e-mail, software programs, and infrastructure to ensure that these tools are being utilized in classrooms and working as intended.</p> <p>Administrators and the technology committee evaluate technology as well. Throughout the year, lesson plans are examined to ensure relevant technology is included in classroom instruction in a meaningful way to enhance the students' educational experience.</p> <p>Administrators also use classroom observations and walk-throughs to observe and monitor ways in which technology is used in the classroom to increase effectiveness.</p> <p>Classroom teachers also evaluate student technology projects and work samples to determine how technology has enhanced the experience and final product. Technology benchmark results are examined to assess student learning in this area.</p> <p>Media specialists provide an annual report of how staff and students have used the libraries' technology resources to enhance and improve education. All staff members are invited to further evaluate and assess how technology has enhanced education as part of professional development.</p> <p>Teachers may generate specific technological expectations for their students. In certain content areas, teachers may set specific expectations. For example, in</p> |

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|   | <p>mathematics, expectations would be set for calculator, spreadsheet, or drawing utilities. In social studies and science, there might be specific sets of expectations for presentation software use. In English language arts, there might be specific sets of expectations for data processing. In music, there might be a set of expectations for recording and presentation software. These expectations would be monitored and adjusted as needed.</p>  |
| <p>b. <i>Effective integration of technology is enabling students to meet challenging state academic standards.</i></p> | <p>Teacher lesson plans will be reviewed to determine technology use. School walk-throughs will provide feedback as to the progress of the implementation of technology goals. School, student, and parent technology surveys will highlight the successes and barriers of technology. The technology activity report will be monitored on a regular basis. Professional development will be provided to support teacher skills and provide growth in the area of technology use for teaching and learning. Data from the above sources will be evaluated and compared to the goals of the technology plan. The data will be used to plan a course of action, and the district technology plan can be modified if necessary.</p> |
| <p>c. <i>The LEA is meeting the identified goals in the educational technology plan.</i></p>                            | <p>The evaluation plan will be reviewed regularly by the technology committee and/or administration to ensure the identified goals are being achieved.</p>   |

**FUNDING PLAN (July 2013 – June 2014): [Funding Plan Sample Table](#)**

- 1) Provide the anticipated costs for **2013-2014** by source of funds (federal, state, local and other) and include expenses such as hardware/software, digital curricula including [NIMAS](#) compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.

|                       | 2012-2013 | 2013-2014 | 2014-2015 |
|-----------------------|-----------|-----------|-----------|
| Anticipated           |           |           |           |
| Budgeted              |           |           |           |
| Software Costs        |           |           |           |
| Hardware/Repair Costs |           |           |           |

|                      | Federal Funding | State Funding | Local Funding | MISC (Donations, Grants, Etc.) |
|----------------------|-----------------|---------------|---------------|--------------------------------|
| Digital Curricula    |                 |               |               |                                |
| Print Media          |                 |               |               |                                |
| Technology Equipment |                 |               |               |                                |
| Network              |                 |               |               |                                |
| Capacity             |                 |               |               |                                |
| Filtering            |                 |               |               |                                |
| Software             |                 |               |               |                                |

|                           |  |  |  |  |
|---------------------------|--|--|--|--|
| <b>Maintenance</b>        |  |  |  |  |
| <b>Upgrades</b>           |  |  |  |  |
| <b>Policies and Plans</b> |  |  |  |  |
| <b>Other Services</b>     |  |  |  |  |