KEARNY SCHOOL DISTRICT

TECHNOLOGY PLAN

2010 - 2013

May 2010

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Three-Year Local School District/ Charter School Technology Plan

July 1, 2010 through June 30, 2013
New Jersey Department of Education

I. STAKEHOLDERS

Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.

Acknowledgments

The Kearny District Executive Technology Committee and the Kearny Board of Education acknowledge that we are all life-long learners and it is our collective commitment to provide exceptional learning opportunities to the residents of the Town of Kearny, which is the basis for the development of this collaborative plan. In particular, we wish to acknowledge the following constituents of the Town who strive to achieve the best teaching and learning environment for our learners:

- **The learners of Kearny –** it is this population who will benefit significantly from this plan through the sharing of human, financial and technological resources among the town's schools, libraries, and business partners.

- **The educators of the Town of Kearny** – the teachers, staff administrators and Board members who are committed to providing the best learning opportunities to all learners of Kearny. Once again, the educators of Kearny have evolved another collaborative initiative to benefit the residents of the Town.

- **The local Board of Education** and respective school administrators who have made a unanimous commitment to this project.

- **The members of the Kearny Technology Local Committees and the members of the Executive Technology Committee** who through their dedication to the use of technology as a fundamental educational resource have conceptualized a town-wide teaching and learning environment. They have brought their creativity, imagination and commitment together in developing this plan:

Three Year Technology Plan 2010-2013 Executive Committee Members

Neil Brohm, Director of Technology – Committee Chairman
Frank Digesere, Superintendent of Schools
Robert Sprague, Assistant Superintendent of Schools
Michael Barbone, Vice Principal – Curriculum – Kearny High School
Margaret McBride, Director of Federal Programs
Deborah Lowry, Director of Curriculum Development K-8
Arthur Monaco, Director of Special Services

Three Year Technology Plan 2010-2013 Contributing Committee Members

Kearny High School Committee Members
- Al Somma, Principal
- Michael Barbone, VP – Curriculum – Kearny High School
- Dorothy Caulfield, Director of Guidance
- Cindy Rogasis, Special Education Department
- Meylin Sosa, Teacher
- Gabriel Garcia, Student

Franklin School Committee Members
- Jon Zimmerman, Vice Principal

Garfield School Committee Members
- Nick Testa, Principal
- Melody Connell, Media Specialist, Technology Specialist

Lincoln School Committee Members
- Paul Reitemeyer, Principal
- Riz Martinez, Vice Principal

Roosevelt School Committee Members
- James DiGuglielmo, Principal

Schuyler School Committee Members
- Kathy Tutak, Principal
- Robert Zika, Vice Principal

Washington School Committee Members
- Mary Costello, Principal
- Addie Boyd, Vice Principal

General Committee Members

Frank Digesere, Superintendent of Schools
Robert Sprague, Assistant Superintendent of Schools
Michael DeVita, Board Administrator / Board Secretary

Paul Castelli, Board Member
Dee Sroczynski, Parent - PTA President
George Sode, Business Member - Johnston Communications

Special thanks also to the members of the Kearny School District Professional Development Committee and the members of the Kearny Board of Education for their valuable input and support.

Stakeholder Table

Title	Name	Signature
Superintendent	Frank Digesere	
Assistant Superintendent	Robert Sprague	
Business Administrator	Michael DeVita	
Director of Technology	Neil Brohm	
Director of Special Services	Arthur Monaco	
Director of Curriculum	Deborah Lowry	
Director of Federal Funds	Margaret McBride	
Principal	Al Somma	
Teacher	Meylin Sosa	
Special Education Teacher	Cindy Rogasis	
Library Media Specialist	Melody Connell	
Guidance	Dorothy Caulfield	
Board Member	Paul Castelli	
Parent	Denise Sroczynski	
Student	Gabriel Garcia	
Community Member	Margaret Biondo	
Business Sector Representative*	George Sode	

Do not use a business member who may wish to provide the district with e-rate services. Providers of e-rate services should not be part of the committee's make-up. Follow district and state ethics policy as it relates to conflict of interest.

Notes: Signatures on File

II. EXECUTIVE SUMMARY

Describe the school district's or charter school's vision or mission statement.

EXECUTIVE SUMMARY

In the fall of 1996, the Kearny Board of Education, Superintendent of Schools and the Director of Curriculum formed the Kearny Distance Learning & Technology Committee. The Committee's immediate goal was to satisfy the State's requirement to develop a district distance learning and technology plan. The long-term goal was to build a cost-effective technological infrastructure for the Town of Kearny School District which incorporated the latest advances in personal computing, digital telecommunications, and electronic collaboration and provided an effective and efficient learning environment for our students. We continue to expect that technology will impact all aspects of the curriculum, teaching strategies and learning processes. In the spring of 2010, the Kearny District once again convened to examine and extend our long-term technology plans through 2013.

This plan will be reviewed, evaluated and modified, as needed, to ensure that our district is providing the best possible teaching and learning environment for our students, teachers and community.

MISSION

"As we move through the 21st Century, the mission of this committee is to provide students, teachers, and administrators of the Kearny School District with a technologically sound and reliable teaching and learning environment."

In this information-rich era, we realize that most jobs will require a working knowledge of information technologies. Young people who leave school without the knowledge and skills required to find and hold a good job will pay a high price throughout their working lives, as will our society as a whole. The challenge is clear: we must provide the students, teachers, and administrators of the Kearny School District with a learning environment for the 21st Century. To meet this challenge we must integrate technology into every facet of the teaching and learning process.

The rapid pace of technological change in today's economy has created a unique challenge for educational institutions. Put simply: how do we keep up? As practical knowledge gravitates from books to periodicals to television to the Internet to eBooks, how do we provide the tools our learners need to make sense of this new world? Fortunately, the very advances that have created this fast-moving environment also provide us with the means to tame the chaos they have created. By seamlessly integrating technology with education, and developing effective learning and teaching strategies, we can create a learning environment that meets this challenge.

In order to maximize the efficient use of services and related costs, we will explore cooperative ventures among the Public Library, the Town of Kearny, Hudson County and other interested agencies, businesses and corporations to find ways to optimize functionality and costs.

Technological literacy is a requirement in today's world, along with reading, writing and arithmetic. Rapidly changing technologies and increasing international economic competition made possible by a worldwide communications network have transformed our economy. These same forces have created a society that grows ever more complex, diverse, and mobile. Our success as educators will be measured by our students' ability to acquire the skills and knowledge necessary for high-technology work and informed citizenship.

"As we enter the 21st century, sophisticated digital technologies and the promise of exploding bandwidth will create a virtual convergence that will change our lives more dramatically than anything we have witnessed so far. It [technology] will deliver the power of the information age into the hands of everyone, anytime, anywhere."

> Bill Gates, Former Chairman and Chief Software Architect
> Microsoft Corporation

Our emphasis, during the years covered by this technology plan, will be to tap the power and potential of the wired and wireless access technologies to influence teaching strategies and learning processes.

VISION

We are in agreement with the priorities identified by the Forum on the Future of Technology in Education and we envision our local educational technology environment to continue to incorporate these priorities throughout this technology plan.

All students and teachers will have universal access to effective information technology in their classrooms, schools, communities, and homes.

Much of the promise of the use of technology in education, including the notion of fostering learning anytime anywhere, hinges on the universal availability of learning tools for students and teachers and on their effective use. In addressing this issue, it is important to pay attention to individual learner characteristics and needs, as well as the social context of using technology.

All teachers will effectively use technology.

There is universal support for devising ways to encourage teacher use of technology aligned with instructional goals—whether delivered through pre-service education or in-service professional development or both. Given the continual changes and advances in technology, the need for training is ongoing and must not only be about how to use technology, but also about how to support student learning.

All students will be technologically literate and responsible cybercitizens.

Today's world is marked by increasingly rapid social, political, and technological change—change that is becoming increasingly more difficult to predict. As a consequence, in addition to being academically, socially, and emotionally prepared, students will need to be technologically savvy—understanding how to locate information, determine its relevance, determine its accuracy, and integrate it with other sources. In addition, we must help students to remain vigilant in safeguarding personal information and from accessing inappropriate materials.

Research, development and evaluation will shape the next generation of technology applications for teaching and learning.

As the use of technology in education becomes more commonplace, it becomes critical to understand what we are learning about what works and what does not. Too often individual schools and districts are left without good information that could guide them in making appropriate investments in technology—investments that could result in tremendous changes to the educational experience for both teachers and students.

Education will drive the E-learning economy.

The Internet is fast becoming an engine of innovation in education. As it is revolutionizing business through e-commerce, the Internet is on a course to redefine education. E-learning, or the delivery of education and related services over the Internet, is being touted as the next most innovative application of the Internet, and private investment in education organizations is rapidly expanding. Fostering innovation in education—from the provision of digital learning, digital content, assessment services, tutoring, distance learning, data warehousing, and other forms of instructional technology – is important. Other areas ripe for innovation include ways of: establishing collaboration among schools, libraries, museums, higher education, and industry; evaluating the quality of educational materials and content; and, archiving public domain historical, cultural, and scientific resources.

> *"In order for our students to have the skills necessary to succeed academically, professionally, and personally in the 21st Century, every student, teacher and administrator will have access, from both inside the classroom and at home, to an information-rich environment of real-time electronic data, voice, and audio/video content. Distance learning academic research, daily communications, attendance, grading and other administrative functions will all take place on powerful multi-media computers connected to a high speed electronic network spanning every desktop of every school in the District and, through the Internet, connecting them to the world."*

The integration of advanced computer and communications technology with education is the single most important step in our effort to bring technological literacy to our learners. Technological literacy, however, is not only knowing how to use technology for word processing, spreadsheets, and Internet access; it comes from using the powerful learning opportunities afforded by technology to increase learning in academic subjects and increase students' skills. In a world of rapid technological change, intellectual adaptability and flexibility is paramount. Never before has the need for lifelong learning and education been so acute. Through the application of new communications technology, the Kearny School District hopes to pioneer a new paradigm for teaching that enables life-long and empowered learning for the residents of Kearny. We welcome new opportunities to enhance and revolutionize learning through technology.

Successful implementation of this plan requires the commitment of the local Board of Education and Superintendent of Schools to the ongoing professional development of teachers. This commitment has begun through the participation of teachers, staff and administrators in the development of this plan. Technical training must be provided for teachers, staff and administrators to introduce them to the capabilities of new technologies. If educators understand technology, they will be able to more effectively integrate it into the learning environment. This plan will provide all educators with equal access to a significant range of technological and human resources. Learning

opportunities will be available any time and from anywhere for all the learners within the Town of Kearny.

All long-range plans, especially technology efforts, are works in progress. Before we can refine and improve this plan, its impact on the learners must be measured. To do this, the educational leaders in Kearny expand its role to include ongoing assessment of the changes made within the teaching and learning environment.

The ultimate goal of this effort is to provide the learners of Kearny with the best life-long learning opportunity we can. We hope to create an environment that will enable them to succeed in all aspects of their lives. We will succeed if we can expand the life-long learning opportunities for our residents through technology resources to enable learning to occur at any time, at any place, by anyone on any topic.

BELIEFS

The Kearny District's Technology Mission and Vision evolved from a foundation of beliefs.

- We must be "learner centered". Our success as educators is ultimately measured by the future success of our younger students as they become full-privileged members of our society. It is also measured in the continued and enhanced success of our adult students as they rise to face new challenges in their lives.

- We are all life-long learners. Self-sufficient, life-long learning must be a goal for all of us. We, as educators, must introduce all learners to the benefits of a commitment to life-long learning by providing educational opportunities to all segments of our population.

- Technology expands our learning opportunities. Technology, through its ability to enhance all learning styles, is a crucial component of efficient and effective modern education.

- Professional development is the key to our success. Successful implementation of our distance learning and technology plan is contingent upon providing ongoing professional development opportunities for all teachers, staff and administrators. We must become life-long learners through these opportunities.

- All the constituents of our population (residents, educators, businesses and government) have a stake in this process. We must include all constituents of our community in our planning and implementation process as both learners and resources. We must seek out local community and business leaders and learn their needs to better prepare our learners for future employment.

- All must have equal access to these educational opportunities. Access to information and technology resources should be equally available to all learners. Distance learning should create an environment where opportunities for learning are accessible to all students and complement similar and unique curricula across districts.

TERMS AND DEFINITIONS

Throughout this plan, the following terms and definitions are assumed.

Distance Learning: the delivery of learning opportunities through a combination of electronic data, voice and video media. These learning opportunities include the delivery of quality curriculum and instruction to schools, professional development for teachers, staff and administrators. The means of delivering this instruction can include—but is not limited to—the Internet, local area computer networks, school media centers and school and public libraries.

Technology: any electronic tool used to improve and enhance the teaching and learning environment.

Distance Learning Network Aid: sources of funding available through the State of New Jersey Department of Education that require the development of county and local distance learning and technology plans.

The development of the Kearny Schools Technology Plan Committee was intended to satisfy the initial requirement for the local school district to receive Distance Learning Aid. The on-going goal, however, is to apply cost-efficient technology to enhance educational opportunities for all learners in the Town of Kearny.

PLANNING PROCESS AND OVERVIEW

The Kearny District Technology Committee developed this three-year plan. This committee was formed in the spring of 2010 and worked throughout the year under the direction of Neil Brohm, Director of Technology. The members serving on the Executive Technology Committee are Mike Barbone,Vice Principal Curriculum – Kearny High School, Neil Brohm, Director of Technology, Mary Costello, Principal of Washington K-8 Junior High School, Deborah Lowry, Supervisor of Curriculum K-8, Arthur Monaco, Director of Special Services, Margaret Mc Bride, Director of Federal Funds, Robert Sprague, Assistant Superintendent of Schools and Frank Digesere, Superintendent of Schools.

The Kearny Three-Year Technology Plan Committee consists of approximately twenty participants from the community, the Board of Education and school district staff. Each school in the district has an advisory technology committee addressing the technology-related vision and needs of the school and reports their recommendations to the building principal. The building principals and other district administrators provide helpful and timely input to the executive committee.

Each level of the committee meets, as needed, and provides input and all participants on the committee have submitted contributions to the formation of this plan.

The committee's first task was to establish and affirm a common knowledge base to form a mission, a vision statement, and a set of beliefs. The committee set targets and technology priorities to help the district achieve the goals. Committee members sifted through current research regarding the future of technology and its application to education. During this research phase it became increasingly clear that no meaningful district-wide technology initiative could succeed without maintaining and upgrading computer network infrastructure in each of the schools. The committee studied existing technology programs both within the Kearny school district and outside, taking tours of technology facilities in other school districts. Representatives from computer software and network integration firms were invited to give demonstrations of their wares to educate committee members on the current and future state of the art in learning technologies.

Once a common knowledge base was agreed upon, the committee established a baseline for technology in the district by taking an inventory of the computer hardware installed in all schools. This technology plan was developed to establish milestones and priorities and attach costs to achieving plan goals.

Currently we have successfully implemented a major upgrade to our infrastructure. We are a school district with seven school buildings. The high school serves as our main, central hub, receiving a T3 line. Each of the other six buildings has a 10MB Ethernet line connecting them to the high school. We have an internet-capable, networked computer in

every classroom with a high-speed internet connection. Each of our four junior high schools has a networked computer lab. All six of the elementary schools have a networked computer lab. A component of our three-year technology plan calls for maintaining and ensuring that we keep our computer labs running the best available software for the students using the computer and upgrading the computer labs as needed.

The network closets in our schools are equipped with 10/100/1000 switching devices. Our previous three-year plan recommended all backbone devices in a gigabyte switched environment, providing for faster and more reliable throughput. We have achieved that goal.

Most of our classroom computers are currently less than five years old. We expect to receive at least five years of service from a computer before considering it obsolete, so we are going to need to upgrade and/or replace computers soon. During this three year plan, most of our classroom and lab computers will have been in service for at least five years. Although we are committed to keeping these computers working, we are aware that we will need to replace these units to accommodate the changes in software and internet content. We are expecting to either increase the capabilities of these end-user computers or replace them with newer, more capable workstations.

Our high school has fifteen computer labs. Additionally, the high school's administrative system runs on its own LAN handling scheduling, grade reporting, attendance, athletics, and medical. We will be implementing new software for our K-12 administrative environment. As a school district, we will need a well-integrated, comprehensive administrative software package to manage all the data requirements. Our existing administrative packages address the high school needs and the K-8 needs as two separate entities. We will be combining the whole district under one consolidated system.

We have an Internet-connected computer in every classroom. We would like to provide more computers in the hands of our students. Our solution to this problem, to be implemented during our three-year plan, is to provide additional mobile carts of wireless computers that can be shared by classrooms on an as-needed basis. This will give us greater security, use, and flexibility with the workstations while saving space and money.

The high school library has forty-five student workstations. All are internet-connected and have the Microsoft Office Pro Suite. Shared cameras and flatbed scanners are available for student and teacher use.

All of the internet access in the school district is content-filtered through the use of a content filter appliance at the front end of the main feed. All internet traffic flows through this filtering device. As internet usage continues to increase, we expect to add an additional internet cache server in each school building, allowing for faster delivery of data to the end-users.

We have included in our services for our faculty members a district-wide e-mail initiative. All teachers have received training and we are expanding the uses to include

class pages and web pages for each teacher as well as teachers posting homework and other assignments. Teachers post their lesson plans on line. We will continue to offer our teachers training in creating class pages to increase communication to our community. Each school posts articles of interest and calendars of events.

During the late spring and summer of 2010, our WAN will complete a major upgrade. Our conversion to a private fiber 10GB WAN network will give us the opportunity to grow with technology without outgrowing the infrastructure's broadband pipeline. Our three-year plan calls for implementing the use of this broadband pipeline more effectively and efficiently.

The high school currently has an administrative package that handles all the attendance, assessment reports, grade reporting, scheduling, medical and athletic needs. This current system is not presently designed to incorporate the other schools in the district. We have involved a team of administrators, teachers and counselors investigating administrative packages that will seamlessly integrate all grades, schools and administrative functions in our district. Our three-year plan calls for implementing a PK-12 consolidated system.

Our priorities incorporated in this three-year plan call for improved desktop and technical support, improved data throughput by replacing shared devices with high-speed switched devices; delivering video to all classrooms via our network; upgrading our older, less-capable computers; implementing an administrative system supporting all schools and grade levels; and offering professional development sessions that address the needs of our staff and encourages them to continue to infuse technology into the delivery of the learning process.

III. TECHNOLOGY OVERVIEW

A. Technology

1. *Provide an inventory of current technology networking and telecommunications equipment.*

We are a comprehensive school district providing telecommunication and data technology services to seven school buildings. On the telecommunications side, this currently includes 355 phone lines, 70% of the lines are centrex lines, 30% are non-centrex lines. There are 12 wireless phones used in the district. On the data side, there are 10 routers, 60 network switches, 1 DS3 line, and the WAN is comprised of six 10 MB point-to-point ethernet lines and two frame-relay circuits. The WAN is currently being improved to a 10GB private fibre network. There are a number of wireless hotspots in each school building to support wireless communication for the mobile labs.

Inventory Table

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for 2010-11**	**Describe for 2011-12**	**Describe for 2012-13**
Technology Equipment	**Desktop Computers: 1,400 Laptop/Netbook Computers:930 Smartboards: 160 Projectors: 175 Printers: 410 Senteo Systems: 20**	**Desktop Computers: 1,500 Laptop/Netbook Computers:1100 Smartboards: 175 Projectors: 190 Printers: 425 Senteo Systems: 25**	**Desktop Computers: 1,600 Laptop/Netbook Computers:1200 Smartboards: 190 Projectors: 205 Printers: 425 Senteo Systems: 25**
Software used for curricular support and filtering	**Content Filtering: M86Security Appliance w/software Curricular Support: Microsoft Office Professional, Kid Pix, Printshop, Holt textbook software, Quia, Study Island, Starry Night, test preparation software for standardized tests, writing software, science lab**	**Content Filtering: M86Security Appliance w/software Curricular Support: Microsoft Office Professional, Kid Pix, Printshop, Holt textbook software, Quia, Study Island, Starry Night, test preparation software for standardized tests, writing software, science lab**	**Content Filtering: M86Security Appliance w/software Curricular Support: Microsoft Office Professional, Kid Pix, Printshop, Holt textbook software, Quia, Study Island, Starry Night, test preparation software for standardized tests, writing software, science lab**

	simulation software, Quark, Photoshop, Creative Suite, GradeKeeper and world languages. The K-3 elementary grades use a variety of learning software packages which are age and topic appropriate	**simulation software, Quark, Photoshop, Creative Suite, GradeKeeper and world languages. The K-3 elementary grades use a variety of learning software packages which are age and topic appropriate**	**simulation software, Quark, Photoshop, Creative Suite, GradeKeeper and world languages. The K-3 elementary grades use a variety of learning software packages which are age and topic appropriate**
Technology maintenance policy and plans	**-Desktops and Laptops: 3yr NBD - Servers: 4-hr Same Day - Network gear: routers, switches: 4 hr Same Day**	**-Desktops and Laptops: 3yr NBD - Servers: 4-hr Same Day - Network gear: routers, switches: 4 hr Same Day**	**-Desktops and Laptops: 3yr NBD - Servers: 4-hr Same Day - Network gear: routers, switches: 4 hr Same Day**
Telecommunications Services	**Verizon Centrex Systems: Approx 407 lines.**	**Verizon Centrex Systems: Approx 407 lines.**	**Verizon Centrex Systems: Approx 407 lines.**
Technical Support	**- In-house Technology Support staff. - In-house Network Engineer. - SIS desktop support**	**- In-house Technology Support staff. - In-house Network Engineer. - SIS desktop support**	**- In-house Technology Support staff. - In-house Network Engineer. - SIS desktop support**

	- Print Press software and hardware maintenance - Internet Integration Support from ISP -	**- Print Press software and hardware maintenance - Internet Integration Support from ISP -**	**- Print Press software and hardware maintenance - Internet Integration Support from ISP -**
Facilities – infrastructure including central telephone & security systems	**-WAN: 10Gb private fiber - LAN: 1Gb fiber backbone -Centrex System - Video Surveillance w/central server**	**-WAN: 10Gb private fiber - LAN: 1Gb fiber backbone -VoiP System - Video Surveillance w/central server**	**-WAN: 10Gb private fiber - LAN: 1Gb fiber backbone -VoiP System - Video Surveillance w/central server**
Other Services:			

2. *.Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to Technology equipment and networking capacity*

In order to provide the networking capacity needs of our school district, we will be improving our infrastructure, moving to a private fiber 10 GB WAN. Appropriate network equipment will be installed to ensure we maximize the potential of the infrastructure. New switches and routers, including a new core switch will provide a gigabit backbone. Every classroom and office in every school building has at least one networked, high speed Internet-connected computer. We will be constantly replacing computers in the classrooms throughout the next three years to ensure fully functional systems. Some classrooms will receive more than one computer, based on the instructional needs in that classroom. Additionally, we maintain computer labs in each school that are utilized by all students. Every library in the school district is provided with at least 25 networked, Internet-connected computers. The high school library has 45 work stations. Every school has several laptops/netbooks and/or tablet computers on presentation mobile carts that may be utilized as needed. Each school also has several Mobile Labs that move from class to class, as needed, to provide netbook/laptop access to the students. The mobile labs have anywhere from 8 to 24 laptops/netbooks each. The platforms for the computers in the district are a blend of

Windows-based computers, Mac OS based computers. We currently have approximately 1,400 desktop computers and 930 laptop/netbookp computers. We expect to add to that number, as needed, by increasing the number of computers in selective classrooms to accommodate the instructional needs.

- *Technology Equipment*

  Our technology equipment needs for the next three years includes replacing obsolete computers, printers and other equipment as it approaches end-of-life. We also need to include additional smartboards, projectors, scanners, document cameras and other peripherals that enhance the curriculum and educational process.

- *Networking capacity*

  Our networking capacity is scheduled for a major overhaul and we expect it to be completed by the summer of 2010. This includes a 10GB private fiber WAN between all buildings and a GB fiber backbone for all LAN connections. All network closets will be upgraded to include high-speed connectivity. We will also be incorporating a wireless controller to coordinate, monitor and secure all the wireless hotspots in the district. A consolidated, district-level virtual server environment will be implemented. A video security system will be installed covering designated locations in all school buildings. A district-wide unified VoiP communications system will be installed, to replace our outdated existing phone system. Increased tech support for the classrooms and administration will be added as needed. Ongoing training will be provided for teachers and administrators to ensure effective use of technology in the classrooms.

- *Software used for curricular support and filtering*

  We utilize content filtering provided byM86Security for our Internet filtering This software permits blocking by category and by inappropriate words, as well as individual manual overrides at the district level. The filtering software will be reviewed and evaluated each year. Other software currently in use includes Microsoft Office Professional, Kid Pix, Printshop, Holt textbook software, Quia, Study Island, Starry Night, test preparation software for standardized tests, writing software, science lab simulation software, Quark, Photoshop, Creative Suite, GradeKeeper and world languages. The K-3 elementary grades use a variety of learning software packages which are age and topic appropriate. We will continue to use the library of software packages currently in use and will add more text book software as well as packages that assist in the learning process. The libraries will continue to use Follett software, InfoLink and other resources to assist in research projects as well as a variety of search engines and databases.

  As our network is upgraded to provide faster connectivity, we will be increasing the use of web applications and content areas. We are using many web-based sites

like Study Island, Quia, Textbook Publisher software and sites, search engines, encyclopedias, and the like to provide up-to-date research as well as learning and teaching aides.

Each computer in the elementary classrooms has the following software installed: Adobe Reader, Adobe Flash, Adobe Shockwave, Adobe Acrobat, Quicktime, Java, MS Silverlight, Windows Media Player, SmartBoard Essentials, Kidspiration, Inspiration, Photot Story, Print Shop, Kid Pix, Teacher Express, Prentice Hall, Holt Calendar Planner, Gradekeeper, Examview, and TestGenerator, and Microsoft Office Pro.. In the secondary classrooms, the following list describes the software in use by department. BUSINESS DEPT.:Microtype 5, Micropace 3 with Building Skills, Office 2007 (Excel, Word, Access, Powerpoint), SmartSync, Automated Accounting 8.0, Packet Tracer 5.2.1, Frontpage 2003, ArchCad 12, ArchCad 13, ArchCad Essentials, ArchCad GDL Object, Bently Microstation XMedition, Bently PowerCivil, Blender 2.46, Google Sketchup Pro; ENGLISH: Smart Notebook, Smart Response, Gradekeeper, Microsoft Office, eChalk (web-based), Follett Destiny, textbook/resource management (web-based, annual fee), Microsoft Outlook, Quia (web-based), Adobe Creative Suite, Adobe Acrobat Pro, Prezi (web-based, free), Chalk and Wire (web-based, nominal membership fee); LIFE SKILLS: Working With Young Children, Guide to Good Food, Modern Dental Assisting, Today's Medical Assistant, The Language of Medicine; MEDIA CENTER: Destiny, Student Data System, Smart Notebook, Smart Response, SmartSync, GradeKeeper, The Print Shop, Picasa2, VLC media player, Windows Media Player 11, RealPlayer, QuickTime, Microsoft Office Suite 2007, Abode Reader, Pearson Prentice Hall, Holt Calendar Planner, Holt Exam View, Holt Puzzle Pro, Holt Puzzle Pro2, CyberLink Power2Go (Lite), Photo Story, Exam View, FSCreations, Malwarelytes Anti-Malware, iTunes, iPhoto, GarageBand, iMovie, iWork, StudyIsland, Quia, VideoConferencing System (CODEC); PHYSICAL EDUCATION DEPARTMENT: Fitnessgram, Glencoe Human Sexuality Test Generator, Glencoe Responsible Driving Test Generator; READING: CCC – Orchard-Mathematics and Language Arts Word Q, Microsoft Office Grade Keeper SDS Offices, Study Island Quia; SCIENCE: Synergistic Labs, Study Island, Orchard Software, On-Line texts, One-Stop Planners (CD's) for texts, Microsoft Office; SOCIAL STUDIES: Quia Program; SPECIAL EDUCATION DEPT: Quia, Study Island, Gradekeeper, Powerpoint; WORLD LANGUAGES DEPARTMENT: Quia, Descubre Online Textbook – Vista Higher Learning, Discovering French Online Textbook – McDougall Littell, Ciao 6th Edition EBook (Italian) – Holt McDougall, Microsoft Multi-Language Pack, 2007 (Japanese), Discovering French – Easy Planner CDROM, Excel, Senteo, Notebook, Class Pages, Powerpoint, Notebook 10, Gradekeeper, Echalk – Lesson Plans.

- *Technology maintenance policy and plans*

We have an in-house staff that maintains our equipment and the functionality of software. We also have annual contracts with outside vendors to support our

network infrastructure and networking equipments, our servers, and all critical applications.

We have an excellent technology support staff that is highly skilled and certified on Cisco, Dell, Apple and other products. Our first level of support is in-house. We also maintain on-going contracts on all critical networking equipment and servers. Our computers and printers are covered by at least three years of service contracts. We replace equipment that is no longer providing adequate service. Most computers are in service for 7-8 years before they are taken out of service. The extended length of service is possible due to the care and use by the students and faculty and the excellent support and repair skills of the tech staff.

- *Telecommunications services*

  Our telecommunications maintenance is supported by and maintained by contracts with Verizon.

  We currently are a traditional phone installation but we expect during the 2011 year to install VOIP phone system. We have an in-house staff certified as VOIP engineer and expect to implement this project as soon as possible.

- *Technical support*

  Our in-house tech-support staff provides technical support at the first level and we offer sessions for additional support and training as needed. The second level support utilizes third party support for software uses as well as hardware. For areas such as use of laptops and smartboards and the like, we use in-service times, after school sessions and third party trainers. Whenever possible, we encourage the use of the turn-key training model.

  As the district's use of technology increases, we will provide the necessary support staff to provide timely and effective solutions. This may require increasing the availability of support staff by improving part-time workers to full-time or increasing the number of part-time workers.

- *Facilities infrastructure*

  We use our in-house tech support staff to implement infrastructure systems. We contract through our telecommunications vendor and/or other third party vendors, as needed, for our facilities infrastructure support. Electrical needs have been evaluated in each building and additional service has been provided to meet the electrical demand requirements.

  We will be adding a fiber backbone to all facilities as well as increasing the number of network drops in classrooms, offices and other needed areas. This

may require additional electrical work and each building will be upgraded to meet the projected energy requirements.

- *Other Services*

  We look first to in-house staff resources to provide tech support for any area needing attention. We have provided funding to contract out any needs that arise to support our systems, instruction and implementation projects.

  We will be implementing On-line Lesson Plans for September 2010. This will require training provided by the vendor and then turn-key by our own staff. This will include class pages for teachers, web pages for teachers. We will contract with our Lesson Plan vendor for the initial training sessions and they will support the system on an annual contract. This product integrates email services, class pages, web sites, attendance, grade reporting and NJDOE State reporting under the same vendor. We will also be implementing a new Student Information System for the district in the summer of 2010 and will contract necessary training and support services for teachers, counselors and administrators.

3. *Describe how the district integrates assistive technology devices into the network to accommodate student needs.*

The Kearny School District utilizes a variety of assistive technology devices to accommodate the needs of its special education students. Among them are laptops, smart boards, enlarged key boards for visually impaired students and FM systems for students with auditory defects.

All of our computer labs and classrooms are equipped to accommodate the various software programs in use by special education students. Some of these programs include Word Q which is designed to assist students with dyslexia and Zoom Text which is designed to assist students who are visually impaired. Other accommodations are implemented as needed.

4. *How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs*

In order to provide educators access to the educational technology in their instructional areas, every classroom in every school building has at least one networked, high speed Internet-connected computer. We will be constantly replacing computers in the classrooms throughout the next three years to ensure fully functional systems. Some classrooms will receive more than one computer, based on the instructional needs in that classroom. Additionally, every library/media center in the school district is provided with at least 25 networked, Internet-connected computers. The high school media center has 45 work stations. Every school has several laptops/netbooks and/or tablet computers on presentation mobile carts that may be utilized as needed. Each school also has several Mobile

Labs that move from class to class, as needed, to provide netbook/laptop access to the students. The mobile labs have anywhere from 8 to 24 laptops/netbooks each. In most classrooms, we provide a smartboard and projector. Also available for teachers to borrow are Senteo student response systems, scanners, video cameras, document cameras and presentation slates.

Each mobile lab is equipped with a printer and its own wireless access point.

(**NOTE:** For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)

5. *How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).*

   Administrators have a desktop computer and printer in their offices. Additionally, the administrators have a tablet laptop as well as a webcam equipped netbook to assist with teleconferencing needs. Training is provided as needed and as requested.

6. *Describe how the district's web site is* accessible to all *stakeholders (for example using Federal Accessibility Standards)*

   The District participates in the National Instructional Materials Access Center. (NIMAC). The webmaster regularly has the web site analyzed for compliance and seeks to ensure it is modified whenever an aspect of the website is flagged.

7. *Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.*

   Equipment, software and other technology-related tools are constantly under review for functionality and operability. Every effort is made to keep equipment functioning properly for as long as possible. Computers, printers and other equipment is repaired immediately or replaced if a repair is not possible. We will replace computers at least every five years. Computers will be replaced sooner if they become functionally obsolete - meaning that they will not run the software needed. Computers may be left an additional year if they are performing well and are able to run the required software packages. We do not replace on a strict cycle. As technology changes, we are committed to adjust to the new demands and requirements.

B. Cyber Safety

1. *List the filtering method(s) used.*

   We use four levels of filtering methods. Our Internet uses are filtered by a software package provided by M86Security. This permits us to filter websites by category. The M86Security package also permits us to filter by words, thus

adding a second level of filtering. The third level of filtering is associated with e-mail, provided by Sophos, which filters spam messages and bad words. All of our filters have local manual overrides, performed at the district level, as needed. The fourth level of filtering involves the use of "social" filtering where the instructors challenge the students to use solid, well-founded values when they are surfing the internet and utilizing e-mail or other forms of electronic communication. Assembly programs are presented that explain the important issues concerning Internet safety, Cyber-bullying, sexting, chat rooms, social networking sites and other areas of concern. Students, parents and teachers are encouraged to use good judgment when using any technology or electronic communication methods.

*(**NOTE:** Be specific as this is a federal mandate.)*

2. *Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.*

KEARNY BOARD OF EDUCATION **File Code: 6142.10**
Kearny, New Jersey 07032
Policy

TELECOMMUNICATIONS GUIDELINES AND CODE OF CONDUCT

STUDENT ACCESS TO NETWORKED INFORMATION RESOURCES

The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of the society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. Telecommunications, because they may lead to any publicly available fileserver in the world, will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages.

Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and

that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the Guidelines for Instructional Materials contained in Board Policy 6161.1 and will honor the goals for selection of instructional materials contained therein.

Independent student use of telecommunications and electronic information resources will be permitted upon submission of permission forms and agreement forms by parents and by students themselves. Regional networks require agreement by users to acceptable use policies outlining standards for behavior and communication.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Kearny Schools support and respect each family's right to decide whether or not to apply for independent access.

INTERNET SAFETY POLICY

The technology and computing resources in the Kearny School District support the instructional and administrative activities of the school district. These technology and computing resources include all computing facilities and capabilities, local and wide-area, as well as electronic mail, web services, video services and access to the Internet.

It is appropriate for all users of these resources to behave in a responsible, ethical and legal manner. In addition to the Acceptable Use Policy and the guidelines and rules in Policy 6142.10 titled, *Telecommunications Guidelines and Code of Conduct*, appropriate use implies respecting the rights of others and the integrity of the physical facilities. Appropriate use additionally includes honoring and maintaining the intent and integrity of passwords and other security measures. Unauthorized installation, modification or removal of software is not permitted. Games, videos and music not integral to the educational process are not permitted. Unauthorized access or attempting to access another's files or data is not permitted. Unauthorized access or use or unauthorized attempted access or use of any computing or technology equipment or any attempt to hack is prohibited.

All computer workstations accessing the Internet shall have filtering technology. This is accomplished through the use of a filtering firewall designed to block obscene images and sites, pornographic sites, inappropriate sites and other sites harmful to minors. The types of sites blocked by the filtering firewall include violence, profanity, nudity, sexual acts, gross depictions, gambling and sites promoting illegal activities. As needed, additional sites are added to the filter list to

supplement the list of sites filtered by the firewall. It should be noted that when the firewall has blocked a site determined to be appropriate, it can be removed from the firewalls list of blocked sites. Filtering technology depends upon constant updates and revisions. Therefore, in addition to manual supplements to the filter list, the entire firewall filter list is updated on a regular basis.

The use of electronic mail throughout the district is subject to the Acceptable Use Policy and the guidelines and rules in Policy 6142.10 titled *Telecommunications Guidelines and Code of Conduct*. The following guideline should be followed for all users of electronic mail in this district.

Do not respond via e-mail to an inappropriate or confrontational e-mail message. If the message is from a student or a students parent/guardian, contact the students guidance counselor or the building principal and suggest a conference with the parent/guardian. The issues presented in the e-mail message will then be handled in a traditional manner. If the e-mail message is not from a student or parent/guardian, you should notify your supervisor who will help determine the appropriate next step.

GUIDELINES AND CODE OF CONDUCT

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is provided to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege, not a right. Access entails responsibility.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

During school, teachers will supervise and guide students toward appropriate materials based on the age of the child and the task. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

The following are not permitted:

Sending or displaying offensive messages or pictures
- **Using obscene language**
- **Harassing, insulting or attacking others**
- **Damaging computers, computer systems or computer networks**

Violating copyright laws
Using others passwords
Trespassing in others folders, work or files
Intentionally wasting limited resources
Employing the network for commercial or political purposes

SANCTIONS

1. Violations may result in a loss of access.
2. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
3. When applicable, law enforcement agencies may be involved.

_____The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

Adopted: February 17, 1998
Amended: October 17, 2001

KEARNY BOARD OF EDUCATION

Acceptable Use Policy

I _____ have read and understand the Telecommunications Guidelines and Code of Conduct as outlined by the KEARNY BOARD OF EDUCATION and will abide by those rules. I also understand that any inappropriate conduct will be dealt with as deemed appropriate by the administration and this may include, but is not restricted to, immediate revocation of Internet access rights, detention, suspension, or legal prosecution. Neither the administrators of the network, nor the Kearny Board of Education is responsible for any misconduct or harm that I commit. I am held fully responsible for all my actions. In using the districts network, I agree to:

1. **Follow the Telecommunications Guidelines and Code of Conduct approved by the KEARNY BOARD OF EDUCATION.**
2. **Be respectful of the rights, the ideas, the information, and the privacy of others.**
3. **Neither send nor solicit information that can be hurtful or harmful to others. This includes discrimination by race, religion, ethnic origin, sex and sexual orientation. (I understand that this includes the intentional sending or receiving of sexually explicit material).**

4. Neither solicits nor distributes unauthorized copies of copyrighted software.
5. If I am aware of a security problem on the system, I will promptly notify a teacher or system administrator. I will not demonstrate the problem to other users.

I _____ being the parent/guardian of the above student have read and understand all the policies outlined in the attached Internet Policy adopted by the KEARNY BOARD OF EDUCATION. I understand complete blockage of unauthorized material is not guaranteed and I will not hold the school or its representatives responsible for the students access of unauthorized material. By signing here, I give my child permission to access the Internet through his/her school.

***Signature of Student*_____ *Date* _____**

***Signature of Parent/Guardian* _____ *Date* _____**

3. Describe the district's Internet safety policy that addresses the

a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are

(I) obscene; or
(II) child pornography; or
(III) harmful to minors; and

We use four levels of filtering methods. Our Internet uses are filtered by a software package provided by M86Security. This permits us to filter websites by category. The M86Security package also permits us to filter by words, thus adding a second level of filtering. The third level of filtering is associated with e-mail, provided by Sophos, which filters spam messages and bad words. All of our filters have local manual overrides, performed at the district level, as needed. The fourth level of filtering involves the use of "social" filtering where the instructors challenge the students to use solid, well-founded values when they are surfing the internet and utilizing e-mail or other forms of electronic communication. . Assembly programs are presented that explain the important issues concerning Internet safety, Cyber-bullying, sexting, chat rooms, social networking sites and other areas of concern. Students, parents and teachers are encouraged to use good judgment when using any technology or electronic communication methods

b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act

Building level Media Specialists and classroom teachers assigned to students at each grade level teach and disseminate information on Code of Conduct. The students accept responsibility in class as described in the Code. They respect the facilities and capabilities of the technical resources and the rights of others.

4. *Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (**Note**: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.*

   Parents are provided with a copy of the Telecommunication Code of Conduct and a copy of the Code is provided in the Parent's Handbook and the Code is also posted on the web site. Internet safety is discussed at PTA meetings each year and throughout the year, as needed.

Adopted: February 17, 1998
Amended: October 17, 2001

Resource:
Information from Universal Service Code**:**
http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html

C. Needs Assessment

1. *Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.*

   a. *Evaluate educators' current practices in integrating technology across the curriculum.*

      Our staff currently integrates technology across the curriculum in a comprehensive mixed environment. We have at least one computer in every classroom with the standard productivity software, Microsoft Office Professional, which provides word procession, spreadsheets, database access, presentation software, etc. Depending on the grade level, additional software is available through packages such as print shop and Kid Pix. Each school has a lab available for teachers to send their students for work as a class. Additionally, each teacher may use a laptop on a roll cart in their classroom. SmartBoards are available for use throughout the

building and can be rolled into a classroom as needed. Some classrooms have a mounted SmartBoard and projector. All the media centers have a lab and SmartBoard. This hybrid approach allows the teacher to select the most practical and beneficial method when integrating technology. We expect to provide more laptops/netbooks, carts and smartboards over the next three years. Another important aspect of the use of technology is the implementation of web-based Class pages for every teacher. Teachers will prepare their lesson plans on-line and the pertinent information is automatically posted to their classpage for viewing by the students and parents. A future expansion of this use of technology and communication will be to provide grades and report cards online to students and parents via a secure web interface. Each computer in the elementary classrooms has the following software installed: Adobe Reader, Adobe Flash, Adobe Shockwave, Adobe Acrobat, Quicktime, Java, MS Silverlight, Windows Media Player, SmartBoard Essentials, Kidspiration, Inspiration, Photot Story, Print Shop, Kid Pix, Teacher Express, Prentice Hall, Holt Calendar Planner, Gradekeeper, Examview, and TestGenerator, and Microsoft Office Pro.. In the secondary classrooms, the following list describes the software in use by department. BUSINESS DEPT.:Microtype 5, Micropace 3 with Building Skills, Office 2007 (Excel, Word, Access, Powerpoint), SmartSync, Automated Accounting 8.0, Packet Tracer 5.2.1, Frontpage 2003, ArchCad 12, ArchCad 13, ArchCad Essentials, ArchCad GDL Object, Bently Microstation XMedition, Bently PowerCivil, Blender 2.46, Google Sketchup Pro; ENGLISH: Smart Notebook, Smart Response, Gradekeeper, Microsoft Office, eChalk (web-based), Follett Destiny, textbook/resource management (web-based, annual fee), Microsoft Outlook, Quia (web-based), Adobe Creative Suite, Adobe Acrobat Pro, Prezi (web-based, free), Chalk and Wire (web-based, nominal membership fee); LIFE SKILLS: Working With Young Children, Guide to Good Food, Modern Dental Assisting, Today's Medical Assistant, The Language of Medicine; MEDIA CENTER: Destiny, Student Data System, Smart Notebook, Smart Response, SmartSync, GradeKeeper, The Print Shop, Picasa2, VLC media player, Windows Media Player 11, RealPlayer, QuickTime, Microsoft Office Suite 2007, Abode Reader, Pearson Prentice Hall, Holt Calendar Planner, Holt Exam View, Holt Puzzle Pro, Holt Puzzle Pro2, CyberLink Power2Go (Lite), Photo Story, Exam View, FSCreations, Malwarelytes Anti-Malware, iTunes, iPhoto, GarageBand, iMovie, iWork, StudyIsland, Quia, VideoConferencing System (CODEC); PHYSICAL EDUCATION DEPARTMENT: Fitnessgram, Glencoe Human Sexuality Test Generator, Glencoe Responsible Driving Test Generator; READING: CCC – Orchard-Mathematics and Language Arts Word Q, Microsoft Office Grade Keeper SDS Offices, Study Island Quia; SCIENCE: Synergistic Labs, Study Island, Orchard Software, On-Line texts, One-Stop Planners (CD's) for texts, Microsoft Office; SOCIAL STUDIES: Quia Program; SPECIAL EDUCATION DEPT: Quia, Study Island, Gradekeeper, Powerpoint; WORLD LANGUAGES

DEPARTMENT: Quia, Descubre Online Textbook – Vista Higher Learning, Discovering French Online Textbook – McDougall Littell, Ciao 6th Edition EBook (Italian) – Holt McDougall, Microsoft Multi-Language Pack, 2007 (Japanese), Discovering French – Easy Planner CDROM, Excel, Senteo, Notebook, Class Pages, Powerpoint, Notebook 10, Gradekeeper, Echalk – Lesson Plans.

b. *Provide a summary of educators' proficiency in the use of technology within the district.*

Our teachers and media personnel completed Technology-Related Skills Survey and the results showed that 60% have average to above average skills in the use technology in the classrooms. Approximately 10% were rated as expert while 30% were considered "not yet proficient"

c. *Determine the current educational environment and barriers by describing how:*

i. Educators are assured access to technology to facilitate technology integration across the curriculum,

Staff are polled often throughout the year and the principals, in conjunction with the district technology director and the Federal Funds Title director, work together to provide the needed technology equipment in the schools. Special care is given to provide equity throughout the district. All schools have internet access in every classrooms, computer labs with internet access, content software that is grade level appropriate, test preparation software as needed, cameras, laptops, Tablet PCs, projectors and SmartBoards can be borrowed for specific uses, as needed. Implementing wireless internet access will enable the increased use of wireless devices by teachers and students, as they use mobile labs, laptops and other wireless equipment.

ii. *Often students have access to technology to support the use of 21st century skills in their learning environment,*

Students have access to the computer(s) in their classrooms, libraries and computer labs. Many classrooms have the use of presentation software, projectors, cameras and smartboards. Implementing wireless internet access will enable the increased use of wireless devices by teachers and students, as they use mobile labs, laptops and other wireless equipment.

iii. *The needs of educators are evaluated,*

Each school has an appointed media specialist or technology teacher that functions as a technology facilitator in the school building. Staff members as well as the administration in the building utilize this person as a resource for requesting instruction on how to use equipment, to report equipment needing repair and to request new equipment. This facilitator reports needs to the building principal and to the district tech support to resolve issues/needs as soon as possible. The staff is surveyed throughout the year to determine their needs. The principal is in communication with the Federal Title Funds Director the

Technology Director to try and satisfy established needs and to plan for the following year. Each school principal has created a local school technology committee, comprised of teachers in the building, to advise them on all current and future needs. Some of the committees also include parents and students.

iv. *The needs of students are evaluated,*

The teachers are polled throughout the year to determine the needs of the students. The Curriculum Supervisor works with the building principals to address any areas that are reported as needing improvement based on standardized tests results. Remediation strategies are developed to address the areas needing improvement.

v. *Past professional development addressed the educators' and students' needs for technology integration,*

After school courses, usually 6 weeks in duration, one day a week, were offered for staff desiring to improve their skills in technology integration. These programs were offered by the district and the presenters were instructors from the district. Course guides were submitted to the curriculum supervisor for approval and the fees were covered by the Federal Title Funds director. Some of the programs (courses/workshops) offered included a) Use of the Apple eMac computer; b) Use of Windows-based computers; c) Use of SmartBoards in the classroom; d) Use of Digital Cameras; e) Use of LCD projectors; f) Harcourt Social Studies grades 3-6; g) Harcourt Language Arts Grades PreK-5; h) Harcourt Science grades 3-5; i) Test Analysis grades 3-8; j) Follett Destiny Software-Media Specialists.

Several key elements of previous professional development that will continue to be incorporated into ongoing professional development which includes: 1. Vertical Articulation has become a regular in-service program. The collaboration that takes place at these in-services is and will continue to be valuable. Also, technology is always a focus of professional development opportunities in our building and district. Finally, suicide prevention and gang awareness is in-serviced on a fairly regular basis. This is also presented to the students. Vertical articulation really opens up the line of communication so that we can begin to work as a learning community. The insight gained on both sides helps teacher to better understand what our students need, whether in be in the form of the information to be taught or simply the sharing of best practices. Technology is an ever growing force in today's workplace; therefore, this should also be true in the classroom. By learning how to use technology our teachers can use it in the classroom to enhance lessons and develop an appreciation of technology within the students.

Suicide prevention and gang awareness is important for teachers to spot early warning signs. One of the goals of any educator is to provide a safe environment for the students. Needs assessment surveys have dictated our school and district priorities and goals. Planned in-services are a result of the survey findings.

Logistics and scheduling are always a challenge in that it is very hard to find a time and place to get everyone together. There has also been somewhat of a disconnect in the communication process between our school and other schools in the district. We also face the challenge of limited funds to do what we would like, or bring in programs. We plan on using in house resources such as the SAC counselor and each other to meet these challenges. By collaborating and sharing best practices we hope to increase efficiency and student learning. To help streamline our vertical articulation sessions we plan on opening up communication and increasing organizational plans for those days.

vi. *Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,*

Training sessions for each administrator were provided to demonstrate how technology can be used as a personal productivity device, to improve the delivery of instruction and how learning can take place in a lab environment The district's own media specialists and selected teachers demonstrated the use of technology in their areas. The district strongly encourages the integration of technology in the learning process and this is fully supported and encouraged by the Superintendent, central office and the principals.

vii. *Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,*

After school courses, usually 6 weeks in duration, one day a week, were offered for staff desiring to improve their skills in technology integration. These programs were offered by the district and the presenters were instructors from the district. Course guides were submitted to the curriculum supervisor for approval and the fees were covered by the Federal Title Funds director. . Programs (courses/workshops) offered included a) Harcourt Language Arts grades PreK-5; b) Librarian/Media Specialist turnkey Language Arts Literature grades PreK-5; c) Use of LCD projectors, digital cameras, Smartboards, Tablet PCs, eMacs, PCs, PowerPoint; d) Turnkey teacher training for a variety of current technology applications in preparation for in-service for all PreK-8 staff. Also included were sessions in Class Pages, Mobile Laptops, TI 73 Graphing Calculators, Online Lesson Plans and Formative Assessments PK-G3.

viii. *Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,*

Training sessions for each administrator were provided to demonstrate how technology can be used as a personal productivity device, to improve the delivery of instruction and how learning can take place in a lab environment. Each administrator was issued a Gateway Tablet PC for their own use and trainers from Gateway held several workshops. The district's own media specialists and selected teachers demonstrated the use of technology in their areas. The district strongly encourages the integration of technology in the learning process and this is fully supported and encouraged by the Superintendent,

central office and the principals. Also included were Online Lesson Plans, Formative Assessments PK-G3 and Class Pages.

ix. *Supports were provided for educators other than professional development,*

As the district moves to integrate technology in new ways, many administrative tasks, normally completed manually by the office staff members, were automated and are now completed via a web interface software solution. Training sessions were completed to ensure that all office were able to complete the necessary tasks.

x. *Professional development needs and barriers relating to using educational technology as part of instruction have been identified.*

A survey of educational technology was completed by all staff members, including administrators and the following needs have been identified: 17% need PD on how integrate the use of Smartboards into a lesson; 15% need PD on developing presentations such as PowerPoint; 14% need PD on creating and posting web pages; 12% need PD on the use of video streaming (i.e. UnitedStreaming). Barriers identified through a teacher/administrator survey included a) funds allocated in budget for technology; b) limited technology support staff; c) technology facilitators only available part of the time in the school because they are assigned to teach in other school buildings; d) need for additional computers, cameras, smartboards, projectors; e) improved wiring; f) limited capacity of system servers; g) limited time designated for teacher training; h) limited student school schedule for integrated technology training.

2. *Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.*

   The district needs to provide additional and timely tech support in each building, improved bandwidth and faster computers. New textbooks have been ordered that have software developed to work along with the textbook and this will be installed on all the affected classroom and media center computers. Training will be provided to the teachers that will use the software. Test preparation and remediation of skills software will be provided to each school.

3. *Prioritize the identified needs*

   Improve the bandwidth speed and reliability of the network and computer equipment – replace or improve obsolete computers. b) Improve the tech support skill sets and response times. c) Install textbook related software on all classroom computers. d) Increase the number of SmartBoards and laptops and wireless access availability in each building. e) provide training to all on the use of available software and technology equipment.

IV. THREE-YEAR GOALS AND OBJECTIVES

A. History

Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.

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

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

GOAL 3: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings such as community centers.

GOAL 4: New Jersey school districts will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

1. Significant progress was made in the area of infusing into the curriculum instructional activities. Emphasis was placed in the area of ensuring that all curriculum is aligned with the Core Content Curriculum Standards. Each school and every classroom has technology and software available for student use and research. Each classroom, library and office has internet access.

2.. Professional development to assist the educators has been offered throughout the three years of the plan to demonstrate and model the effective use of educational technology. This goal remains a priority in our district as we continue to adapt to new technologies and to incorporate more learning activities with the adoption of textbooks that are geared to apply the activities into the curriculum. These training sessions need to be continued.

3. All teachers have access to technology with an internet-ready computer in every classroom, laptops and projectors available on roll carts and smartboards available for use. Each library has computers has computers, scanners, cameras and other equipment for teacher use, as needed. We will continue to expand the availability of technology to the teachers.

4. Our existing infrastructure includes 1 GB service to each computer. Our WAN and our LANs throughout the district have been improved to provide faster and better service. When applications such as UnitedStreaming were used, we noticed significant stress on the overall speed of data traffic. We are completing a major

upgrade to the WAN and all networking equipment to address this concern.

We have been pleasantly surprised to see the broad acceptance of technology for use in the classrooms. As a result, we continue to stress and outgrown the capacity of our infrastructure and we are taking the necessary steps to increase capacity, speed and reliability. These steps are described elsewhere in this plan.

B. Goals and Objectives for 2010-2013

Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.

- *Students will attain the educational technology and information literacy* skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21st century.*

- Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content

- Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings such as community centers.

- New Jersey school districts will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

The state has suggested that they will be writing a series of new goals and objectives during the summer of 2010. We will review their goals and we expect to incorporate them into our 2010–2013 plan.

The New Jersey Department of Education has developed the document "Working Toward the Future with Our Children" which contains The Education Technology Plan for New Jersey. **Our district's technology plan supports the New Jersey Education Technology Plan and is consistent with the stated ideas, goals and objectives that follow and are incorporated into this technology plan.**

All students, no matter which district or school they attend, will be able to achieve the Core Curriculum Content Standards because they will have unlimited access to people, to a vast array of curriculum and instruction, and to information and ideas -- no matter where they exist.

-- This Belief Statement is the ultimate goal of all
New Jersey Educational Technology programs and grants.

Goal 1: Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21st century.

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.

Goal 3: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings, such as community centers.

Goal 4: New Jersey school districts will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

"Principals and other key school leaders should help teachers and other stakeholders build effective teams by developing new organizational structures and creating a shared vision that focuses on authentic student learning."

(Newmann, 1993; Maeroff, 1993).

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

Suggested benchmarks for Goal 1:

1.1 Educational technology will be infused into every school district's curriculum and instructional activities.

1.2 All school districts will adopt curricula that include information literacy and educational technology standards aligned with the Core Curriculum Content Standards and accepted national standards.

1.3 All students will demonstrate proficiency in using educational technology and information literacy skills to enhance learning, increase productivity and promote creativity.

1.4 All students will have equitable and easy access to effective and engaging software, CD ROMs and online resources for content delivery as an integral part of every school curriculum. Content materials will meet universal design standards to assure access for students with disabilities.

1.5 All students will have equitable and easy access to the Internet and other distance learning technology to obtain information and resources from remote locations to collaborate, publish and interact with peers, experts and other audiences.

1.6 All students will use technology tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning.

1.7 All students will act responsibly and ethically when obtaining and using onsite and online information resources.

*Information literacy refers to the need for information, how to access, evaluate, synthesize and communicate it.

State

Examples of assistance that will be provided by the New Jersey Department of Education to enhance the achievement of Goal 1:

- Maintain the New Jersey Department of Education's Web site with useful and pertinent information to inform the educational community in New Jersey and to provide online learning activities for students and educators.
- Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills.
- Conduct research to identify both emerging and promising practices in educational technology implementation and disseminate this information to districts and schools.
- Identify resources from the federal, state, county and local government, and the private sector to support necessary and effective implementation of educational technology.
- Identify and reward established projects and programs at the state, county, and local levels that are exemplary practices for the application of technology in teaching, learning, and collaboration.
- Encourage innovative programs and fill gaps in implementation through targeted grant programs at state levels.
- Conduct the annual public school technology survey and report on the results.
- Make available the results of national technology surveys and research with emphasis on New Jersey's results and related educational technology assessment information to the state's educational community and the public.
- Model the use of technology (Web site, video-conferencing, data collection, etc.).

Local

Indicators demonstrated by local school districts to enhance the achievement of Goal 1:

- Achieve student to multimedia computer ratio of 5:1 or less to provide access where and when it is needed for students and staff.
- Provide high-speed access to Internet for distance learning, communication and research-based activities.
- Develop grade-appropriate curricular processes in conjunction with staff (i.e. technology coordinator, media specialists and teachers) that support technology literacy (the use of word processing, databases, spreadsheets and presentation programs) as essential for all students.
- Encourage administrators participation in the New Jersey Exemplary Leadership Institute for Technology in Education (NJ ELITE) or similar professional development program.

The following concepts should be included in planning at the curricular levels.

- Develop a means for ongoing assessment of student progress in the use of technology literacy skills.
- Model and maintain lesson plans demonstrating infusion of technology into daily school activities.
- Apply the appropriate technology tool to the learning experience in all curricular areas.
- Demonstrate mastery of 21st century skills for all students.

- ISTE: (http://cnets.iste.org/index2.html)
- New Jersey Technological Literacy Standards (Draft 11/02)

  - Use technology to evaluate mastery of technology skills in multiple formats and progressively challenging experiences.
  - Provide all students with the opportunities to achieve, master and excel by utilizing technology anytime, anyplace.
  - Understand Internet safety issues.
  - Recognize the ethics involved with using online materials.
  - Apply and understand copyright laws.
  - Use appropriate search techniques and have the skills to evaluate and ethically use results.
  - Produce multimedia projects (PowerPoint, FLASH, HyperStudio etc.) by the end of 8th grade.
  - Guide students in developing grade-appropriate products that incorporate the use of technology.

Demonstrate and assess student progress through activities such as:

- Student interviews
- Student portfolios
- Observations
- Standards-based scoring guides
- Surveys
- New Jersey Statewide Assessments
- Ongoing performance-based assessments of computer literacy skills.
- Evaluation using AECT (Association for Educational Communications and Technology) and AASL's (American Association of School Librarians) Information Literacy Standards for Student Learning.

Student research, products and presentations demonstrating:

* Efficient information retrieval skills
* Use of materials evaluated for reliability and usefulness

- Improved student attendance

- Improved student retention

- Local Improvement Plan

- Community partnerships

- Local Foundations

- Grants where applicable at federal, state and local levels.

Perspectives

Assessment tools measure the effectiveness of practices, provide feedback for ongoing planning, and build accountability into the system. Electronic assessment tools — online or locally

based -- have the ability to provide timely, efficient results in flexible formats that allow schools and districts to focus on results. Assessment tools can document the current status of students' and teachers' use of technology. The results support further alignment of educational process for students and the development of a shared vision for curricular progress and staff development.

The results also demonstrate current evaluation of the alignment of assessment, standards, curriculum and instruction. Using technology's tools to do assessment provides the ability to develop individual learning plans and statistically view the effectiveness of curriculum processes on an ongoing basis.

Student achievement will be viewed through multiple measures in the school, such as teacher observations, portfolio, class work, assignments and New Jersey standardized tests.

To determine the status of the educational technology goals and benchmarks statewide for the 2006 timeline, the department will gather data, conduct technology surveys and participate in evaluation activities on an ongoing basis.

New Jersey's School Technology Survey is done annually and provides data on the status of infrastructure both human and technological. Survey results based on a 90 percent return rate have indicated a growing infrastructure. For example, the student to multi-media computer ratio is 4.4 to 1. Survey results indicated that teachers' skill levels in using technology's tools place 81% of our teachers at an intermediate level or above.

New Jersey currently has several relevant data collections – Grade Eight Proficiency Assessment (GEPA), Elementary School Proficiency Assessment (ESPA), High School Proficiency Assessment (HSPA) and the New Jersey School Technology Survey. We are looking very closely at additional sources for gathering student achievement data and developing strategies to collect data to analyze for different, but related, aspects of educational technology in New Jersey as follows:

- The level of teacher proficiency in infusing technology into the curriculum;
- The needs of each school in terms of developing its technology programs to assist us in continuous decision-making and program development;
- The level of student achievement; and
- The level of student technology literacy.

New Jersey School Technology Survey 2002 is the most recent data available. [http://www.state.nj.us/njded/techno/survey/results/] The 2002 data from this survey is based upon a response rate of 90 percent from New Jersey's public schools.

Highlights:

93% of the public schools have technology coordinators
90% of the public school classrooms have Internet connectivity
95% of the public schools have Web sites
94% of the public schools are using Internet filtering software/monitoring software
Student to multimedia computer ratio is 4.4:1.

This annual survey will continue to provide the New Jersey Department of Education with an assessment of technology's use in schools. Current research will assist in developing a method to determine the technology literacy of New Jersey's students and the level of technology implementation in schools.

The New Jersey Department of Education will continue to direct school districts and – in appropriate circumstances – direct schools to implement and update their local technology plans to address core elements of successful school educational technology activities, including facilities planning, maintenance and equipment upgrades, implementation strategies, staff development, curricula revision, spending and evaluation plans. These technology plans will be submitted to the county-based committees for approval.

"When teachers have access to high-quality results-driven, content-specific staff development their students' academic achievement increases."

—National Commission on Teaching and America's Future

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.

Suggested benchmarks for Goal 2:

2.1 All educators will participate in high-quality professional development activities and attain, at a minimum, intermediate proficiency levels in utilizing educational technology to enhance student achievement.

2.2 All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards.

2.3 All educators will use technology tools and applications that provide opportunities for authentic, student-centered, project-based learning.

2.4 All educators will have access to e-mail and other interactive tools to communicate with parents, students and other educators.

2.5 All educators will act responsibly and ethically when obtaining and using onsite and online information resources.

2.6 All schools will have technology coordinators for educators that offer timely, onsite guidance and modeling to enhance teacher and administrator proficiency in using and managing technology-based resources.

State

Examples of assistance that will be provided by the New Jersey Department of Education to enhance the achievement of Goal 2:

- Continue relationship with the Educational Technology Training Centers to ensure high quality technology integration into the curriculum. (http://www.state.nj.us/njded/techno/techtran.htm)
- Assist districts in assessing the progress of teachers in infusing technology into their curricular processes.
- Develop initiatives with institutions of higher education to improve and enhance educational technology experiences for preservice teachers and integrate it into continuing professional development offerings.
- Provide grant opportunities that will contribute to the achievement of the Core Curriculum Content Standards, encourage innovative programs, fill gaps in implementation and support ongoing sustained professional development.

- Continue support of professional development activities, workshops and educational technology conferences that demonstrate technology skills and infusion of technology into the curriculum. Examples [of co-sponsorship] of technology conferences, [and] workshops, and resources [across the state]:

➢ NJAET- New Jersey Association of Educational Technology
http://www.njaet.org
➢ NJECC- New Jersey Educational Computing Cooperative
http://njecc.org
➢ ETTCs- Educational Technology Training Centers
http://www.state.nj.us/njded/techno/techtran.htm
➢ NJPEP- New Jersey Professional Educational Port
http://www.njpep.org
➢ New Jersey's Statewide Systemic Initiative
http://njssi.rutgers.edu/

- Supports the Technology Standards for School Administrators (TSSA) developed by ISTE and devised as a collaborative effort among many organizations. (http://cnets.iste.org/tssa/)
- Ensure that recipients of educational technology grant programs expend 25 percent of awards on staff development.
- Maintain the New Jersey Department of Education's Web site with useful and pertinent information to inform the educational community in New Jersey and to provide online learning activities for students and educators.
- Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills.
- Conduct research to identify both emerging and promising practices in educational technology implementation and disseminate this information to districts and schools.
- Identify and disseminate resources from the federal, state, county and local government and the private sector to support necessary and effective implementation of educational technology.
- Identify and reward established projects and programs at the state, county, and local levels that are exemplary practices for the application of technology in teaching, learning, and collaboration.

Local

Indicators demonstrated by local school districts to enhance the achievement of Goal 2:

- Lists of available current professional development activities and evaluations of those offered through the district or by approved professional development providers and disseminate to educators through the district to support ongoing, effective and relevant staff development programs.
- On-going performance-based assessment of computer literacy skills.
- District and or school technology plans demonstrating a high-achieving learning environment through technology and professional development plans supported by a technology coordinator or staff member specifically assigned the task of supporting skill development and technology infusion into the curriculum for staff and students.
- Professional Improvement Plans for teachers, media specialists and administrators individualized to develop skills necessary to infuse technology into daily practice.
- Technology inservices -- attendance by all staff.
- Administrators, faculty and staff modeling appropriate use of technology.
- Curriculum guides supporting 21st century workplace skills.

- Lesson plans evidencing infusion of technology into daily curricular activities.
- Certificates for professional development hours.
- Intradistrict certification for achieving core proficiencies developed by ISTE (standards for teachers) and TSSA (standards for administrators).
- Technology coordinators supporting skill development and infusion of technology into curricular processes.
- Observations.
- Classroom-based access to technology for all staff.
- Teacher and administrator mentoring programs dealing with technology skills and/or infusion skills.
- Prescriptive teacher assessments of technology skills (ex. LoTi).
- Surveys of teacher needs supporting the development of need-specific professional development to provide the ability of a skill continuum from drill and practice to applications that support authentic, student-centered, project-based learning.
- Teacher evaluation checklists supporting basic technology skill development
- Online evaluations
- Budgetary items expended for staff development.
- Development of a local foundation
- Staff development opportunities and support for all teachers to learn, use, and infuse 21st century skills into their daily processes.

➢ International Society for Technology Education (ISTE):
(http://cnets.iste.org/index3.html)
➢ ETTC Technology Proficiency Courses:
(http://www.somsd.k12.nj.us/~ettc/webpage.htm)
➢ Educational Information and Resource Center (EIRC)
(http://www.eirc.org)

Perspectives

On the national level, John Bailey, director of educational technology for the U.S. Department of Education spoke of the importance of the administration in bridging the gap between access and implementation.

As the country continues moving toward a technology agenda based not just on access to technology but use of technology, leadership becomes pivotal. Technology is just a tool, and as such its value is derived from how it is used. Leaders assign technology its purpose by aligning the appropriate tools with the appropriate goals in order to overcome specific challenges. Without this alignment, technology will simply be another 'add-on' that tinkers around the edges of the classroom, instead of empowering teachers and students.

Leadership's challenge to successfully integrate technology with the many levels of education goals and standards might be seen as analogous to a conductor with an orchestra. The conductor relies on well-trained musicians to use the right instruments at the right time in order to make music instead of noise. If we as a nation are going to make 'music' instead of 'noise' from our technology tools, it will require strong leaders who are coordinating the appropriate technology tools with well-trained teachers to solve real educational challenges.

On the state level, recognizing the need for specific organizational strategies to maximize the use of technology in New Jersey schools, the New Jersey Principals' and Supervisors' Association (NJPSA), the New Jersey Association for School Administrators (NJASA) and the New Jersey Department of Education (NJDOE) with the support of the Bill and Melinda Gates Foundation have joined forces to develop the NJ ELITE program. The purpose of this partnership is to establish a series of orientations, institutes, seminars and ongoing support activities

dedicated to enhancing principals' and superintendents' technology leadership skills and achieve educational goals and systemic change. (2000-2003)

NJPSA and NJASA will continue to provide leadership-centered events for principals and superintendents and expand to include technology activities. There will be involvement of public

and private sector partners to achieve educational goals beyond the grant-funded period.

On the local level, administrative leadership is key to effective change. In the document *Lessons Learned: Factors Influencing the Effective Use of Technology for Teaching and Learning, 2001*, it is stated that "the single most important factor affecting the successful integration of technology into schools is leadership". Effective administrators lead by example. Principals are the most visible administrators in the schools and need to use technology effectively in order for teachers to embrace the technology. The schools with great impact have great leaders.

In addition to what exists currently, New Jersey will require that all teachers involved with an educational technology grant program utilize a pre- and post-testing product that will assess the levels of technology implementation and usage in the classroom.

Professional Development

All teachers and media specialists must have the ability to use information technologies to enhance and expand teaching and learning. In order to do so, technology needs to be accessible when and where needed by faculty and students. Training should identify teaching strategies that support the successful integration of technology into the curriculum. Training can be accomplished by activities such as: inservice, co-mentoring, virtual communities of practice, workshops in-person or online and conferences.

Intense professional development means ongoing, sustained training that may include a series of workshops on one topic, in-class mentoring, online mentoring, mentoring in district or within the school, online workshops and courses, and regularly scheduled workshops that directly pertain to recognized needs. Skill development must be reinforced through in-class assistance and support. Additional guidance with lesson plans, teaching strategies, and problem-solving is needed in class. A mentor whether in-class, online or via videoconference, is an individuals that will lend support to the classroom teacher. The mentor has expert knowledge with using technology in the classroom and can help teachers informally through one-on-one partnerships. A mentor will provide advice and support to the teacher and might assist in dealing with challenges in the classroom where an outside perspective is helpful.

Teachers will be in a position to gain knowledge on infusing technology and have the opportunity to implement the newly acquired knowledge in the classroom. The students will benefit from the teachers' knowledge and develop their technology literacy skills as the teachers' proficiency skills progress. It is expected that the pattern and the end result will be evident with technology infused into regular curricular processes and higher student academic achievement.

"As long as the computers are down the hall and up the stairs to the lab, they are irrelevant to education."

–Elliot Soloway

GOAL 3: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings such as community centers.

Suggested benchmarks for Goal 3:

3.1 All students and educators will have regular and equitable access to technology equipment (both desktop and portable) when needed in all learning environments. This includes access to technologies with universal design features or other design modifications that assure access for students with educational disabilities.

3.2 All school districts will provide a ratio of five students or less to one multimedia computer in all instructional classrooms, with each of these classroom computers connected to the Internet.

3.3 All districts, schools and classrooms will be connected to broadband, high-speed voice, video and data networks in all learning environments.

3.4 All schools will have Local Area Networks (a system or network of interconnected computers within a school building), and all districts, where appropriate, will have Wide Area Networks (a network that electronically interconnects multiple school networks -- usually within a school district).

3.5 All districts and schools will have high-quality, highly informative, user-friendly Web sites.

3.6 All educators will have easy access to technical support via a technician and/or electronic assistance that is necessary to maintain operating technology equipment (e.g., help desks, hot lines, electronic monitoring, and troubleshooters).

3.7 All school districts will establish relationships with appropriate partners, including, but not limited to, other public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments.

3.8 All districts and schools will identify and support the needs of students who do not have access to technology in their homes to enable them to continue their learning through technology when school is not in session.

3.9 All school districts will adopt an Acceptable Use Policy and other means to ensure that all students, teachers and administrators are able to use technology systems, online resources and software in a safe, ethical and secure manner.

State

Examples of assistance that will be provided by the New Jersey Department of Education to enhance the achievement of Goal 3:

- Encourage innovative programs and fill gaps in implementation through targeted grant programs.
- Web site with information on safety on the Internet for students, parents and schools.
- Maintain samples of Acceptable Use Policies (AUPs) on the state Web site as a resource for schools.
- Post sites for community access and adult literacy training centers.
- Facilitate partnerships exemplified by the NJ ELITE grant, the New Jersey Association for Educational Technology, the New Jersey Educational Computing Cooperative, the Business Partnership for Excellence in Education and Verizon's AccessNJ, etc.
- Maintain the New Jersey Department of Education's Web site with useful and pertinent information to inform the educational community in New Jersey and to provide online learning activities for students and educators.

- Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills.
- Conduct research to identify both emerging and promising practices in educational technology implementation and disseminate this information to districts and schools.
- Identify and disseminate resources from the federal, state, county and local government, and the private sector to support necessary and effective implementation of educational technology.
- Identify and reward established projects and programs at the state, county, and local levels that are exemplary practices for the application of technology in teaching, learning, and collaboration.

Local

Indicators demonstrated by local school districts to enhance the achievement of Goal 3:

- Student-to-computer ratio should allow easy access when and where needed by students, administrators and staff.
- Student access to multimedia-capable computers with Internet access in classrooms and media centers.
- Student access to wireless handheld devices.
- Established high speed LANs (Local Area Network).
- Established high speed WANs (Wide Area Network).
- E-mail use.
- Technology-infused lesson plans.
- Productivity software.
- Inventory of hardware and software.
- Monitoring daily access to target technical support.
- Administrative software.
- A safe Internet environment for students to work in.
- Acceptable Use Policies (AUP) for all users.
- Maintenance of records that authorize use of a student's personal information on district- or school-based Web sites. (Bill A592).
- Lists of resources for students and parents through Web-based information, community centers, homework hot lines, teacher e-mail, teacher-developed Web sites and training/workshops provided by various districts.
- Education of administrators, teachers, media specialists and students in the ethical use of computers.

Perspectives

On Access:

New Jersey's Vision for Educational Technology:

All students, no matter which district or school they attend, will be able to achieve the Core Curriculum Content Standards because they will have unlimited access to people, to a vast array of curriculum and instruction, and to information and ideas -- no matter where they exist.

New Jersey's vision focuses on the ability of the student to access technology anywhere, anytime. In aligning locally with this vision, schools should provide additional access for students when feasible, such as before and after school in labs or classrooms, during lunchtime, in the school library or media center, community centers and after-school programs that expand

classroom instruction. With technology infused at the school levels comes the responsibility to provide continued access. Partnerships should be investigated to support further access for students and community with limited or no home access when school is not in session.

On Collaboration:

Partnerships are advantageous for both the schools and the communities they serve. The relationship is rich in resources and benefits. Community involvement contributes expertise and skills that are needed by the school in order to successfully educate students. The student benefits from the skills and expertise introduced in the school system, which contributes to improvement of the community. The New Jersey Department of Education and local schools and districts should continue to research and facilitate partnerships.

On Parental Involvement

New Jersey has already taken steps to assist parents in understanding technology and the relationship to the curriculum.

The ACE grant program (http://www.state.nj.us/njded/techno/ace/abstract.htm) was designed to provide technology resources in public locations such as libraries, community centers, housing complexes or in school-based locations with extended hours. The centers began as a grant program whose purpose was to increase student achievement of the Core Curriculum Content Standards and family involvement in their children's education with the provision of staff-supported "off-hour" access to additional educational opportunities through technology. These centers provide an extension of a district's educational program for students and their families and resources that support participation in educational activities. Local projects funded through the ACE grant program develop and deliver programs that help to close the "digital divide" between those who have access to technology and those who do not. The department continues to support the centers by providing partnerships with the Chamber of Commerce and National Executive Service Corp.

All schools should strive for parental involvement. Research shows that parental involvement is critical to the successful academic achievement of the child. There are many ways schools can get parents involved in school activities using technology, such as having an active and current Web site that includes informative items for the parents, (e.g. test dates, in-service days, sports schedules, health alerts.)

"Substantial change programs do not run themselves. They need active orchestration and coordination."

-- Louis and Miles (1990)

GOAL 4: New Jersey school districts will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

Suggested benchmarks for Goal 4:

4.1 All school districts will obtain and maintain broadband, high-speed networks and reliable Internet access that enables students and educators to support their curricula activities.

4.2 All school buildings will have the equipment necessary to provide distance learning

opportunities when and where it is needed in the school.

4.3 All schools will maintain quality hardware/software with adequate capacity and capability to support successful learning in classrooms, media centers and throughout the learning environment.

State

Examples of assistance that will be provided by the New Jersey Department of Education to enhance the achievement of the Goal 4:

- Provide leadership and support for key initiatives such as the Educational Technology Training Centers, the state's NJ ELITE program, the federal e-rate program, bridging the digital divide and Verizon's *Access New Jersey* program.
- Identify and disseminate resources from the federal, state, county and local government, and the private sector to support necessary and effective implementation of educational technology.
- Encourage innovative programs and fill gaps in implementation through targeted grant programs.
- Maintain the New Jersey Department of Education's Web site with useful and pertinent information to inform the educational community in New Jersey and to provide online learning activities for students and educators.
- Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills.
- Conduct research to identify both emerging and promising practices in educational technology implementation and disseminate this information to districts and schools.

Local

Indicators demonstrated by local school districts to enhance the achievement of Goal 4:

- High-speed connectivity to global and local resources through:

- High speed WANs (Wide Area Networks)
- High speed LANs (Local Area Networks)—wired or wireless
- Multimedia computers

- Current productivity software (administrative, staff and student)
- Lesson Plans.
- Access to e-mail.
- Access to Internet.
- Budget/TCO (Total Cost of Ownership).
- Technical support for both infrastructure and teachers.
- Maintenance plan to keep current infrastructure fully operational.
- Replacement plan for obsolete equipment.
- After-school access through classes, labs and student programs that support and expand classroom instruction.

Perspectives

Technology integration is closely tied to the infrastructure in place. In order to have access to technology when and where it is needed, the school must have a high-speed, well-maintained

Internet-connected infrastructure, multimedia-capable hardware and software and capacity to use the technology where and when it is needed in the learning environment.

Schools need to plan the development of high-speed voice, video and data networks that offer secure high-speed connectivity throughout the learning environment.

High-speed connectivity is the backbone for most educational technology services. Maintaining this infrastructure and providing technical support are essential. The infrastructure whether wired or wireless, supports the goal of developing a well-rounded student prepared with 21st century skills.

The technology infrastructure must not only address the physical plant's needs but also the needs of a secure system. A secure system maintained by skilled technical staff would include such items as:

- Emergency data retrieval tools supporting the educational technology network.
- Regularly scheduled backup of all data stored off site.

A firewall or other suitable means of security in place to protect against unwarranted intrusion into system

V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)

A. *Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.*

The use of technology in the Kearny School District remains a priority and must be at the core of the educational experience. Our goals for technology in education represent an updated, high-level strategy for ensuring that all students will benefit from enhanced learning opportunities afforded by new and emerging communications and information technologies. In support of these goals, a commitment to provide equipment, training and instruction strategies to our teachers remains a priority throughout the plan.

Three-Year Technology Implementation Activity Table				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
1.1	Educational technology will be infused into every school district's curriculum and instructional activities	2010-2011; then ongoing	Director of Curriculum/Testing PreK-8 Curriculum and KHS VP of Curriculum and Instruction	Course guides, mapping modules, lesson plans
1.2	All school districts will adopt curricula that include information literacy and educational technology standards aligned with the Core Curriculum Content Standards and accepted national standards.	2010-2013	VP Curriculum; Director of Curriculum/Testing PreK-8; Assistant Superintendent of Schools	Mapping, course guides, lesson plans
1.3	All students will demonstrate proficiency in using educational technology and information literacy skills to enhance learning, increase productivity and promote creativity	2010-2013	Principals, Director of Curriculum/Testing, VP Curriculum	Portfolios, Test Scores
1.4	All students will have equitable and easy access to effective and engaging software, CD ROMs and online resources for content	2011-2013	Director of Curriculum/Testing PreK-8; Director of Special Services	NIMAC rules and guidelines followed

	delivery as an integral part of every school curriculum. Content materials will meet universal design standards to assure access for students with disabilities.			
1.5	All students will have equitable and easy access to the Internet and other distance learning technology to obtain information and resources from remote locations to collaborate, publish and interact with peers, experts and other audiences	2010-2013	Director of Technology; Principals	All classrooms, library and labs have working computers and Internet access.
1.6	All students will use technology tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning	2010-2013	Director of Technology; Principals	All classrooms, library and labs have working computers and Inte
1.7	All students will act responsibly and ethically when obtaining and using onsite and online information resources	2010-2013	Principals; Director of Technology	Content Filtering in place for all electronic communications and Internet uses.
2.1	All educators will participate in high-quality professional development activities and attain, at a minimum, intermediate proficiency levels in utilizing educational technology to enhance student achievement	2010-2011, 2011-2013	Professional Development Chairperson, Dir of Federal Funds, Dir Curr PreK-8, Assistant Superintendent	InService Programs offered and attendance required
2.2	All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards	2010-2013	Principals, Vice Principals, Asst Superintendent, Director of Curriculum/Testing PreK-8	Procedures established and evaluation forms completed
2.3	All educators will use technology tools and applications that provide	2010-2013	Principals and Department Chairs	Observations and surveys

	opportunities for authentic, student-centered, project-based learning			
2.4	All educators will have access to e-mail and other interactive tools to communicate with parents, students and other educators	2010-2013	Director of Technology	Stat usage reports
2.5	All educators will act responsibly and ethically when obtaining and using onsite and online information resources	2010-2013	Principals, Vice Principals	AUP Consent forms
2.6	All schools will have technology coordinators for educators that offer timely, onsite guidance and modeling to enhance teacher and administrator proficiency in using and managing technology-based resources	2010-2013	Principals, Director of Technology, Superintendent of Schools	Positions created and filled
3.1	All students and educators will have regular and equitable access to technology equipment (both desktop and portable) when needed in all learning environments. This includes access to technologies with universal design features or other design modifications that assure access for students with educational disabilities	2010-2013	Director of Technology; Director of Special Services	Inventory and feedback from students, teachers
3.3	All districts, schools and classrooms will be connected to broadband, high-speed voice, video and data networks in all learning environments	2010-2013	Director of Technology	Inventory
3.4	All schools will have Local Area Networks (a system or network of interconnected computers within a school building), and all districts, where appropriate, will have Wide Area Networks (a network that	2010-2013	Director of Technology	Inventory

	electronically interconnects multiple school networks -- usually within a school district).			
3.5	All districts and schools will have high-quality, highly informative, user-friendly Web sites	2010-2013	Superintendent; Webmaster	Evidence of Website
3.6	All educators will have easy access to technical support via a technician and/or electronic assistance that is necessary to maintain operating technology equipment (e.g., help desks, hot lines, electronic monitoring, and troubleshooters)	2010-2013	Director of Technology	Tech Support Staff headcount
3.7	All school districts will establish relationships with appropriate partners, including, but not limited to, other public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments	2010-2013	Superintendent; Principals	Relationships established
3.8	All districts and schools will identify and support the needs of students who do not have access to technology in their homes to enable them to continue their learning through technology when school is not in session	2010-2013	Superintendent; Public Library Director; Principals	Availability of after hours use of school labs, libraries and public libraries
3.9	All school districts will adopt an Acceptable Use Policy and other means to ensure that all students, teachers and administrators are able to use technology systems, online resources and software in a safe, ethical and secure manner.	2010-2013	Superintendent; Principals	Policy forms posted on website and in Parent and Student handbooks

4.1	All school districts will obtain and maintain broadband, high-speed networks and reliable Internet access that enables students and educators to support their curricula activities.	2010-2013	Director of Technology	Inventory
4.2	All school buildings will have the equipment necessary to provide distance learning opportunities when and where it is needed in the school.	2012-2013	Director of Technology	Inventory
4.3	All schools will maintain quality hardware/software with adequate capacity and capability to support successful learning in classrooms, media centers and throughout the learning environment.	2010-2013	Superintendent, Director of Technology, Principals	Inventory, Surveys

B. *Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.*

There are plans to send two turnkey teachers to assistive technology training during 2010-2011. Turnkey teachers will develop Inservice programs for 2011-2012 program for teachers of challenged learners. Three language arts and two math educators will attend integrated technology workshops in the Spring of 2010 and will develop Inservice workshops for Language and Math during 2010-2011 for Inservice sessions to all faculty in 2011-2012.

C. *Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.* Help

During the 2009-2010 school year, a standardized process of determining technological proficiency in eighth grade was utilized throughout the district. The process is being expanded throughout grades PreK-7 during the 2010-2011 school years with the possibility of adopting a researched based assessment. Funding permitting, the district will continue to expand new technologies to improve student academic achievement, including technology literacy. Students will continue to have access to laptop labs and programs throughout their elementary and middle school years.

D. *Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.*

Increased bandwidth will be implemented at the start of the 2010-2011 school year and will be evaluated throughout the year for performance. A system has been selected that will allow the bandwidth to be increased as needed. Additional funds will need to be allocated each year to provide the additional bandwidth capacity. Network equipment to accommodate the increased demand for speed will be installed, as needed. The use of IP phones has been analyzed, and there is a specific plan in place at this time to implement an IP phone system.

VI. FUNDING PLAN (July 2010 – June 2011)

A. *Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. 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. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.*

Anticipated spending for 2010-2011 is approximately $1.1M which includes replacing and/or upgrading obsolete equipment in the classrooms, labs, mobile labs and media centers, maintaining a NIMAS compliant website, print media, computer and printer supplies, network infrastructure equipment, bandwidth capacity, content filtering and spam filtering, software for instruction and test preparation, maintenance agreements for network and telecommunications equipment and services, WAN and LAN support equipment and services, tech support staff payroll, as well as other related required services.

This plan will be reviewed, evaluated and modified, as needed, on a regular basis, to ensure that our district is providing the best possible teaching and learning environment for our students, teachers and community

B. *Indicate the federal, state, local and other sources of funds used to help ensure that students have access to technology and ensure that educators are prepared to integrate technology effectively into curricula and instruction*

Budgeted monies for 2010-2011 are $1,030,939 which includes replacing and/or upgrading obsolete equipment in the classrooms, labs and media centers, maintaining a NIMAS compliant website, print media, computer and printer supplies, network infrastructure equipment, bandwidth capacity, content filtering and spam filtering, software for instruction and test preparation, maintenance agreements for network and telecommunications equipment and services, WAN and LAN support equipment and services, tech support staff payroll, as well as other related required services. These costs will be funded from the following sources. 1) the annual e-rate reimbursement of $150,000.00, federal Title IID funds of $10,200.00. Projected funding for the 2011-2013 school years will include a decrease in the e-rate reimbursement of approximately $25,000.00.

Title IID funds are expected to remain at the same level and the local funding is anticipated to remain the same.

This plan will be reviewed, evaluated and modified, as needed, on a regular basis, to ensure that our district is providing the best possible teaching and learning environment for our students, teachers and community

C. *Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan*

(See Page 67)

D. *A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.*

E. *Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.*

May 26, 2010

Those elements are:

- *Goals and strategies for using telecommunications and information technology;*
- *A professional development strategy;*
- *An assessment of telecommunications services, hardware, software, and other services needed;*
- *Budget resources; and*
- *An ongoing evaluation process.*

VII. PROFESSIONAL DEVELOPMENT

A. *Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.*

Ms. Hester-Fearon, an elementary school teacher in the district, is chairperson of the Professional Development Committee and works closely with Ms. Deborah Lowry, The Director of Curriculum/Testing Grades PreK-8 as they guide and direct the activities of the PD Committee. This year's committee is comprised of the following: Ms. Hester -Fearon, Faculty member and Chairperson of the Professional Development Committee; Ms. Deborah Lowry, Director of Curriculum/Testing Grades PreK-8; Mr. Robert Sprague, Assistant Superintendent of Schools; Mr. Neil Brohm, Director of Technology; Mr. Michael Barbone, KHS Assistant Principal, Curriculum; Ms. Margaret McBride, Director of Federal and State Funds; Mr. Arthur Monaco, Director of Special Services; Ms. Flora Encanaceo, Language Arts Literacy Master Teacher; Ms. Elaine Lipani, Mathematics Master Teacher, Ms. Tracey Proscia, Early Childhood Master Teacher.

B. *Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:*

Teachers and library media personnel have access to educational technology in their instructional areas through the following methods: a) Every classroom has at least one internet-connected desktop computer complete with the standard district software; b) Each school has a limited number of single laptops (tablet PC) on a cart, with a projector, that may be borrowed for use in the classroom; c) Smartboards are in many classrooms. d) Wireless devices are used in selected areas and will be expanded as needs assessments indicate. No PDA's are provided to teachers or students. e) Each library has at least 24 desktop computers and a smartboard and projector. f) Round-robin inservice sessions will be provided for all teachers and media center personnel on integrating technology in their learning environments. g) Additional topics included use of online lesson plans, class pages, content related software, use of formative assessment and Google docs.

1. *How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.*

Each administrator has an Internet-ready desktop computer in their office and a laptop tablet PC. Several administrators use PDA devices and all administrators have a wireless netbook with webcam capabilities allowing video teleconferencing as needed.

Each administrator has access to educational technology in their areas through the following methods: a) Every administrator has an internet-connected desktop computer complete with the standard district software; b) Administrators have a laptop computer (Tablet PC); c) Projectors may be borrowed, as needed, from the school's media center; d) Wireless devices are used in selected areas and will be expanded as needs assessments indicate; e) Some PDA devices are provided to principals and district level administrators; f) Round-robin in-service sessions will be provided for all teachers and media center personnel on integrating technology in their learning environments and the administrators will attend similar sessions offered during a special meeting, just for them, throughout the year.

2. *How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.*

Round-robin in-service sessions will be provided for all teachers and media center personnel on integrating technology in their learning environments. These will include topics such as use of digital cameras, use of smartboards, use of UnitedStreaming, use of Powerpoint, using Apple eMac computers and Windows computers, use of LCD projectors, utilizing the Holt and Harcourt

textbook CDs, use of district-level web-based software for attendance, grades, e-mail, lesson plans, etc

3. *The professional development opportunities and resources that exist for technical staff.*

Technical staff receives training on an on-going basis. Senior members teach, by example the junior members. Additionally, outside vendors are brought in to present to the technical staff members. On-line sessions are available and certifications are achieved through on-line testing.

4. *How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.*

All staff members are encouraged to attend workshops, trade shows etc. at the districts expense regarding assistive technology. Flyers, pamphlets and information regarding such workshops is distributed to the staff. Those who attend then turnkey the information to the other staff members. Professional development sessions are set up as needed

C. *Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.*

Planned technology round robin In-service sessions for the 2010-2011 year will include SmartBoard training provided by the vendor trainers, use of laptops, netbooks and Tablet PCs, and use of projectors. Areas determined to enhance integrated student learning in all content areas for in-class support includes 1) technology integration facilitators (aka network facilitators); 2) Library media specialists; 3) Technology teachers; 4) Technology consultants; 5) Master teachers; 6) Turnkey trained teachers in assistive technology, language arts, math, science, social studies. Technology provided by publishers of texts or board of education adopted professionals.

The district will utilize District Title IID funds to provide training. The Board of Education will provide the time resources for In-service sessions as one full day and five two-hour sessions. Out of district professional training days are available and encouraged. Training is provided by the professionals listed above.

Professional Developments opportunities will be provided by the Kearny High School Professional Development Committee and the district.

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
Teachers will integrate E-Chalk Lesson Planner	Teachers will be in-serviced on the use of E-Chalk planner	Support will be provided by each trainer per department and E-Chalk support
Teachers will be trained in the use of Class Pages	Teachers will be in-serviced on the use of Class pages. The use of technology in the classroom will be modeled.	Support will be provided by trainers and Media Specialists.
Teachers will be trained in use of Gradekeeper	Teachers will be in-serviced on the use of GradeKeeper.	Support will be provided by trainers and Media Specialists.
Teachers will integrate SmartBoard and SmartBoard tools into their curriculum.	Teachers will be in-serviced in the use of Smartboard and SmartBoard Technologies. The integration of this technology will be modeled.	Support will be provided by trainers and Media Specialists.
Teachers will learn to integrate Smart Response into their curriculum	Teachers will be in-serviced in the use of Smart Response. The integration of this technology will be modeled	Support will be provided by trainers and Media Specialists.
Teachers will integrate databases and Warpath, found within the KHS Media Center into their curriculum.	The integration of databases and Webpath will be modeled for teachers.	Support will be provided by trainers and Media Specialists.
Teachers will be trained in the classroom use of Mobile Laptop Carts.	Teachers will be in-serviced in the use of Mobile Laptop Carts. Classroom integration of this technology will be modeled for the teachers.	Support will be provided by trainers and Media Specialists.

D. *Project professional development activities that will continue to support identified needs through 2013, including all partners.*

Training and in-service sessions will be needs based and will include a continuation of similar topics listed previously. Planned technology round robin In-service sessions through 2010 will include SmartBoard training provided by

the vendor trainers, use of laptops and Tablet PCs, and use of projectors. Areas determined to enhance integrated student learning in all content areas for in-class support includes 1) technology integration facilitators (aka network facilitators); 2) Library media specialists; 3) Technology teachers; 4) Technology consultants; 5) Master teachers; 6) Turnkey trained teachers in assistive technology, language arts, math, science, social studies. Technology provided by publishers of texts or board of education adopted professionals.

Through the implementation of the Professional Development Plan, there will be a continuation of teachers obtaining hours through one-day and in-service workshops to opportunities that are sustained and promote the achievement of the NJCCCS, building objectives, New Jersey Professional Standards for Teachers, and No Child Left Behind Legislation. With the exception of teachers attending graduate school, the majority of the teachers in the district will accrue most of their hours through professional development opportunities offered on-site.

Among the positive aspects of the plan are opportunities for teachers to accrue professional development hours:

- On-site in collaboration with Elementary school teachers to increase vertical articulation.
- Ongoing workshops offered for beginning and intermediate/advance technology users
- More workshops presented by district personnel.
- Workshops specific to individual staff needs, these include sessions on "Right to Know" and "Suicide Prevention"
- Workshops designed to improve student achievement through Inclusion, Instructional Strategies and motivational techniques were also offered.

The high school specifically defines student achievement when our students:

- Have acquired skills to obtain and evaluate information.
- Have learned to think critically.
- Have learned to communicate effectively.
- Have become proficient in technology.
- Have acquired entry level job skills transferable to a wide variety of occupations.
- Understand the role of a good citizen based on democratic ideas and beliefs.
- Practice acceptance and tolerance of others
- Have become responsible contributors to the community and society.

The members of high school Professional Development Committee assess the professional development needs of shool staff by constructing and administering in-depth surveys. Based upon the results of the professional development surveys, review of the schools goals and analysis of the NJ PASS and HSPA results and the NJCCCS, the PDC has determined that the needs for professional development opportunities in the areas of interdisciplinary collaboration, cultural diversity, identification of at-risk students, improving technology integration and infusion of the new core-curriculum content standards.

The professional development goals for the school are:

- To engage staff in extended, meaningful professional development activities driven by the NJCCCS that target the New Jersey Professional Standards for Teachers and increase their content knowledge in an effort to improve student achievement.
- To increase the number of job embedded opportunities for colleagues to collaborate, interact, analyze and construct learning strategies aligned with current educational theories and practices.

Through In-services, focus groups, department meeting, curriculum meeting and by setting up collaborative school teams and requiring a quick synopsis of what occurred at the meeting, these professional development goals will be met.

To ensure that professional development learning is ongoing the following resources will be used, funding, district personnel to run workshop, In-service days, department supervisors, teachers to develop and facilitate workshops, computer labs for training, and expert teachers in various disciplines.

The PDC will use the following as means to gather data to evaluate the professional development opportunities:

- Administer updated surveys to teachers, administrators and students.
- Continue the use of surveys for on-sited workshops that gather information about the relevancy of the workshop to improve student academic achievement.
- Continue to evaluate students progress by examining and analyzing data gathered from standardized test scores and teacher observations.

The PDC will develop and revise the survey to be administered to attendees of all professional development activities offered on and off-site. The professional development plan will focus on the use of technology to help reach students of various modalities and learning styles to increase student achievement. The members of the PDC will use all of these evaluations to refine future professional development plans.

VIII. EVALUATION PLAN

Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in

The administrators in the district have direct contact with the faculty to communicate goals and objectives. The high school has additional support and oversight with the departmental chairpersons in each discipline and communicates with faculty members on a weekly basis. In turn, the faculty is directly involved and an integral part of the continual process of monitoring, evaluating and adjusting curriculum. Each school has an established Instructional Technology Committee comprised of the principal and teachers. This committee meets regularly to discuss and recommend the needs of the teachers and students. The district Director of Technology uses this valuable input to determine the needs of the classrooms and schools. Software purchases are evaluated by a software review committee comprised of the Curriculum Directors and master teachers. This organizational structure allows for the effectiveness in :

1. *Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,*

   By enhancing programs with the use of the internet and having the students experience various software applications by infusing it into their assignments and projects. Software selection is relevant to the established needs.

2. *Enabling students to meet challenging state academic standards, and*

   By students meeting their individual academic potential and skill level. Use of software and technology is based on student need and is designed to assist the student in improving their skills in the appropriate content area. Also, the course offerings and counseling services allow for personal goals to be achieved.

3. *Developing life-long learning skill*

   Due to the mapping of curricula as well as the blending of departmental and school benchmarks, students are afforded the advantage of extra-curricular activities, intern and externships and community relationships to build career opportunities.

This approach has produced impressive state testing scores and an increase in post-secondary endeavors at all academic levels.

(see table below)

Kearny High School
HSPA Scores

		2007	**2008**	**2009**
General Education:	Math	85.5	81.6	77.3
	Language Arts	94.7	93.3	90.0
Total Student Body:	Math	76.1	71.1	66.6
	Language Arts	85.3	83.5	79.0
ESL:	Math	41.0	35.5	12.1
	Language Arts	37.5	35.5	15.2
Economically Disadvantaged:	Math	73.8	72.7	56.4
	Language Arts	84.6	86.3	67.3
Special Education:	Math	27.6	19.5	22.5
	Language Arts	53.2	43.9	40.0

CERTIFIED TO BE A TRUE COPY OF THE RESOLUTION AS IT APPEARS IN THE MINUTES OF THE JUNE 21, 2010 REGULAR MEETING OF THE KEARNY BOARD OF EDUCATION

BY: _____

Business Administrator/Board Secretary

The following resolution was moved by Mrs. Santos, seconded by Mrs. Mc Donald and unanimously carried:

THREE-YEAR TECHNOLOGY PLAN

The Board has approved the Three-Year Technology Plan for the Kearny School District for the 2010/11, 2011/12, and 2012/13 school years.

Part 1

County: Hudson **District/Charter School:** Kearny School District

Print LEA Superintendent's/CS Lead Person's name: Frank Digesere

Phone number: 201-955-5021 **ext:** _____ E-mail: fdigesere@kearnyschools.com

Board of Education/Board of Trustees Date of Approval/Resolution: June 21, 2010

Part 2

Please indicate below the person to contact for questions regarding this technology plan:

Print name & Title: Neil Brohm

Phone number: 201-955-5063 **Extension:** _____ E-mail: nbrohm@kearnyschools.com

Part 3

Review Approval by the County Coordinating Council for Distance Learning and Technology:

Print Name & Title: DAVID MINARD DIRECTOR OF TECH

Signature: David Minard Date: 5/26/10

Print Name & Title: Elizabeth Billetter CHAIR TECH COMMITTEE

Signature: Elizabeth Billetter Date: 5/26/10

Print Name & Title: Jacqueline Ragliano TECH COORDINATOR

Signature: Jacqueline Ragliano Date: 05/26/10

Print Name & Title: _____

Signature: _____ Date: _____

Print Name & Title: _____

Signature: _____ Date: _____

Print Name & Title: _____

Signature: _____ Date: _____

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Frank Digesere
Superintendent of Schools

Robert C. Sprague
Assistant Superintendent of Schools

June 23, 2010

RE: 2010 – 2013 TECHNOLOGY PLAN

To Whom It May Concern:

I have reviewed and approve the overall Three Year Technology Plan (2010 – 2013), as well as its budgetary requirements.

Very truly yours,

Frank Digesere
Superintendent of Schools

FD:gpl

CC: Neil Brohm, Director of Technology