

South Plainfield Public Schools



A Plan for Technology

July 1, 2010 - June 30, 2013



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Mr. Leo Whalen, Grant School Principal

Mrs. Ellen Decker-Lorys, Franklin School Principal

Mrs. Lisa Parker, Kennedy School Principal

Mr. Allen Czech, Riley School Principal

Mr. Robert Diehl, Roosevelt School Principal

Dr. Sophia Domogala, Pre-school Principal

District Technology Stakeholders

Title	Name	Affiliation	Signature
Superintendent	Jose Negron	District	
Assistant Superintendent	Dr. Lorraine Cella	District	
Supervisor of Technology	Russell Mattoon	District	
Building Principal	Leo Whalen	Grant School	
Board of Education	William Seesselberg	Member	
Staff Developer	Mary Rodger	District	
Library Team Leader	Pat Massey	District	
Computer Teacher	Annemarie Stoeckel	Roosevelt Elementary	
Teacher	Laura Smith	Elementary Grades k-4	
Teacher	Cathy Coyle	Grant Grades 5-6	
Teacher	John Hanlon	Middle School Grades 7-8	
Teacher	John Dreher	High School Grades 9-12	
Parent	Mary Muglia		
Student	William Hartmann		

The stakeholders met separately and collectively to discuss different portions of this technology plan. Several district committees, to include, the Professional Development Committee, the Curriculum and Instructional Council, the Administrative Council, the BOE Curriculum, Technology and Student Activities Committee, and the BOE Finance Committee, discussed and provided input to specific sections of the total plan.

Original Signatures are filed with the
Technology Plan
submitted to the County Office

District Technology Committee

John	Angeline	High School
Lorraine	Cella	District Office
Cathy	Coyle	Grant School
Kathleen	Del Vecchio	High School
John	Dreher	High School
John	Hanlon	Middle School
Alan	Hook	Kennedy Elementary
Sharon	Hunt	Franklin School
David	Landy	High School
Shannon	Lorenzo	High School
Pat	Massey	High School
Russ	Mattoon	District Office
Gloria	Naso	High School
Kathleen	Reilly	High School
Mary	Rodger	District Office
William	Seesselberg	BOE Member
Ken	Skillman	High School
Laura	Smith	Kennedy Elementary
Annemarie	Stoeckel	Roosevelt Elementary
Andrew	Veiss	Middle School
Roger	Vroom	High School

II. Executive Summary

Introduction

The No Child Left Behind (NCLB) Act, signed by President Bush in January of 2002, has had a major impact on public education. The legislation's goals to end the achievement gap between rich and poor and white and minority students and improve the academic performance of all students by 2014, are requiring the South Plainfield Board of Education to reexamine our standards, set targets for improvement, introduce rigorous testing and give options to parents.

To enable such important and sweeping changes to take place, we recognize that the District's Technology Plan will require not only a rethinking and realignment of our curriculum, but an examination of the tools available to support the changes. Our schools will need to effectively employ technology to better meet the needs of students, parents, teachers and administrators.

The South Plainfield Technology Plan is meant to help motivate and incite technology driven transformation. It takes a look at what our students are telling us about their educational needs. It evaluates the progress our district has made as a result of

increased investments in connecting classrooms to the Internet, providing students with computers, and equipping teachers with the skills they need to use technology as an instructional tool. The plan provides a set of action steps and recommendations that the district needs to address as we continue to meet our technology goals.

Vision

Educational technology will be incorporated into the curriculum and utilized throughout the district. The learning community will be technologically literate life-long learners who will be able to interact successfully in a technological environment to achieve personal, educational, and workplace goals. Our students will use technology to access, retrieve and use information from school, community, national and international resources. In addition to classroom computers, students and staff will have access to additional technology resources. Staff members will be technologically proficient so as to facilitate student learning utilizing resources available electronically. Students will use technology as an integral tool in their academic and nonacademic development. Students will be comfortable and competent with present technology.

Mission

The mission of the South Plainfield Public Schools' Technology Plan is to educate all students in response to our diverse community expectations by ensuring relevant and focused educational programs that will prepare responsible and creative individuals to become productive citizens in a global society with life-long learning skills.

III. Technology Overview

A. Technology

The South Plainfield Public Schools have made significant improvements and upgrades to the facilities and computer inventory since the last Technology Plan was developed during the 2006-2007 school year.

The South Plainfield School District has a network that encompasses eight buildings: the High School (grades 9-12), the Middle School (grades 7-8), the Grant School (grades 5 & 6), four elementary schools (grades K – 4) and the Administration Building with pre-school classrooms. The Middle School and Grant School are connected via 18-stran fiber optic cable to the High School where the Network Control Center (NCC) is located. The District now utilizes a MPLS network that doubled the bandwidth speed to all connections during the 2009-2010 school year. The three elementary schools are each connected to the Network Control Center through a 3MB MPLS connection. The Roosevelt Elementary School is connected to the Administration Building via 12-stran fiber optic cable. The Administration Building is connected to the Network Control Center via 6 MB MPLS connection. The MPLS lines between the buildings handle data and a VoIP phone system. The lists of network and telecommunication equipment that

support the District's Data Network and Voice over Internet Protocol (VoIP) telephone system can be found in Appendix A.

Access to the Internet is provided from the NCC by DS3 for MPLS connection at a port speed of 45 MB. In addition, a separate PRI line handles the 24 lines associated with our VoIP telephone system.

Every classroom and administrative office in all eight of our buildings is wired with category 6 cable for connection to our network, thus allowing access to the Internet. Each classroom has a minimum of 5 data connectors, while the offices have enough connections to support the appropriate number of computers and telephones. We have replaced all our hubs and switches with Cisco Electronics capable of gigabytes bandwidth.

This infrastructure provides 100mb switched technology to individual computers. The telephone system has been upgraded to a voice over IP (VOIP) System which allows us to connect a telephone through any data port in any room.

The local area network is served from the Network Control Center which is located in the High School. Servers include a primary & secondary server, application server, web server, and exchange server all running Windows Server 2003.

All of the staff and faculty have reserved storage space on our server as well as an e-mail directory. Since every classroom in the district has a computer and Internet connection, faculty and staff can access their district e-mail account through any district computer or through any computer with an Internet connection through our web site. Our fifth through twelfth grade students have individual network logons with reserved storage space on the network. The district has selected the Microsoft Office suite as the standard software for word processing, spread sheet, and presentation applications. In addition, specific software is used to supplement Microsoft Office for applications such as Geometry, Literature, Computer-Aided Design/Drafting, and Reading and Mathematics at the elementary levels. Teachers use Cognitive Tutor, Accelerated Math, Acellus and Study Island to support the Mathematics curriculum and Accelerated Reading to compliment the Language Arts curriculum. Our child study Teams and teachers have access to TieNet, a web-based program to facilitate student IEP development and monitoring.

Every faculty member in grades 5-12 and all administrators have access to our student management software to view student schedules and electronically input student grades. The Student Information System Gradebook program allows the faculty in Grades 5-12 to post assignments and evaluation results online. Parents and students can access grades from any computer that has Internet access. Our transportation office has implemented a new software program that will allow them to graphically direct and monitor bus routes. Websense is the filtering software and Norton Anti-Virus protects the entire district network against viruses.

Every classroom in each of our schools has at least one computer that has a connection to the Internet. Many classrooms have more than one computer. In addition, each of the four elementary schools has a 25 computer lab and a 20 laptop mobile cart with

wireless access to the network and Internet. Each elementary school library has 4 computers for student use. The Grant School has one computer lab of 29 computers and one mobile laptop cart with 20 computers. The library at the Grant School has 4 computers for student use. At the Middle School, there are two computer labs, each with 24 computers and a mobile cart of 25 laptops. The Middle School Library has 24 computers for student use. The High School has a computer lab in the mathematics area, a computer lab in the language arts area and three business education classrooms all with 20 computers each. The high school also has three mobile computer carts (two with 20 computers, one with 16 computers) with wireless access to the network and Internet. The High School library has 44 computers for student use. Teachers in the High School and Middle school schedule time for their classes to use technology in the library and open computer labs.

Each school has a minimum of 4 mobile interactive white boards. The interactive white boards are complete with a cart that contains a laptop computer and LCD projector. Wherever possible these carts are shared between teachers and classes, however some have been mounted in specific classrooms.

Assistive technology is used in our Special Education classrooms, as well as in each classroom where in-class support is provided, to augment abilities and, bypass or compensate for barriers that are created by traditional hardware. The Supervisor of Technology meets regularly with the Supervisor of Student Personnel Services to discuss technology needs of our classified students.

For our students with disabilities, assistive technologies are the tools that extend their physical, social and communicative abilities. They also provide the means for academic and cooperative inclusion.

Assistive technology includes those applications, both software and hardware, that provide a way for our students with disabilities to better access classroom instructional materials provided as part of the general curriculum. These are devices that adapt the tools or activities used by general education students. They compensate for limitations experienced by students with sensory, cognitive and/or physical disabilities. In all of our Special Education classrooms, the teachers and students have access to computers that are supplemented with extra large keyboards or touch screen monitors. Alternate keyboards and pointing systems change how a software program is used. Specific classrooms are equipped with an electronic page turner. This device will hold a book for a student, thus allowing the student to focus on reading & comprehending the material in the book. A page turns when the students presses a switch. The district also utilizes notebook computers along with specialized software, like Naturally Speaking, a speech recognition software, and Kurzweil page scanning and read aloud software as support software in specific areas. Our SMARTBoards are a great asset for our visual/tactile learners. The students embrace the opportunity to work interactively with the special needs software. Where necessary, classrooms are equipped with a Phonic Ear audio system to facilitate the hearing impaired.

The District's Technology Department consists of a Supervisor of Technology, a network manager and two technicians. Each technician has primary responsibility for maintenance at assigned schools and secondary responsibility to support the entire district. Each member is the lead person for certain aspects of the department and

provides backup for all assignments of the department. The technicians assure that each computer and peripheral is operating efficiently and that each computer receives the most current updates for the operating system and application software. The Supervisor is responsible for the budget which includes maintenance contracts for hardware, network switches and routers, software licenses, subscription for Internet and e-mail filtering, updates to the Student Information Management system, the Accounting and Personnel software and the Special Services IEP software. The Technology Department is responsible for the district's web site which is available to the entire community. The district site provides links to all the district's administrative offices as well as links to each individual school's web site. These sites provide news about schools as well as general information links for students, parents and the community. Links on the home page are provided for staff and parents. Parents can access the district calendar of events, individual school event calendars, announcements for the entire district, and Board of Education minutes, schedules and policies. A direct link is provided for parents to access the online grade book program.

The District's policy for replacing computers has been on a five year cycle. The Supervisor of Technology meets with each building principal to plan a budget for computer replacement. When new computers are purchased, the older computers are updated and recycled to classrooms as additional computers for students to use for research through Internet access or to be utilized for word processing. The newest computers are used for the latest software applications, while the older computers continue to support the simpler tasks like word processing for reports.

The District Technology Committee feels that, within the limits of the district's budget, the current technology is adequate to provide opportunities to improve student achievement. The district must provide greater access to Web 2.0 tools by reducing some of the restriction to Internet access. With the increase of bandwidth to each building more students and staff will be able to take advantage of the extensive information that is available.

B. Cyber Safety

The district uses Websense Enterprise v6.1 in combination with a Cisco PIX Firewall to prevent students and staff from accessing Internet sites that are not appropriate for educational environments. Websense provides a very comprehensive list of blocked sites, while allowing the District's staff the flexibility to add additional sites or open sites that may be of educational value. Our district policy requires that teachers and staff fill out a request to have a filter removed from sites that they would like to use in the classroom. The site URL is sent to the District's network administrator, where it is previewed for educational value. If there is any doubt, the site is forwarded to the Supervisor of Technology and the Superintendent for further approval. The decision is then made as to allow access to the site or continue to block access. Certain sites are "opened" for short periods of time to allow a timely project, and then closed again to the school's population.

The district's students are educated and reminded about online safety at a number of different levels. At the elementary schools, the students are instructed about the dangers of online information early in the school year. Since the elementary students (grades K-4) are never in the computer lab alone, our teachers provide the supervision of online access. The elementary student does not sign an Acceptable Use Policy. Parents, however, are provided with a Parental Consent Form. It must be signed before any district staff member or teacher, uses a picture of a student on the Internet.

In addition, using the NetSmartz For Kids website during computer class as a whole group instruction activity, the teacher is able to discuss with the students how they should behave when they are on the Internet and receive feedback from the students to see if they understand what is being taught. Then the students work independently on the safety activities from the website. Throughout the year, the students are reminded about safety whenever the Internet is used.

The goal of the NetSmartz Workshop is to extend the safety awareness of children to prevent victimization and increase self-confidence whenever they go online. These goals include to

- enhance the ability of children to recognize dangers on the Internet
- enhance the ability of children to understand that people they first "meet" on the Internet should never be considered their friend
- encourage children to report victimization to a trusted adult
- support and enhance community education efforts
- increase communication between adults and children about online safety

The NetSmartz Workshop teaches children the rules for online safety.

- I will tell an adult I trust if anything makes me feel scared, uncomfortable, or confused.
- I will ask my parents or guardian before sharing my personal information.
- I won't meet in person with anyone I have first "met" online.

Regular, formal computer instruction in a computer lab environment begins at the fifth grade level. The computer teacher informs each class, again, of the dangers of the Internet and the students and parents sign an AUP. Formal instruction continues at the Middle School (grades 7 & 8) where the computer teacher provides Internet instruction and the AUP is signed again. When the students reach the High School, the AUP is distributed through the Language Arts Classes and the Librarian along with the Technology Department monitor the status of the signed AUP. Each ninth grade Language Arts class is given an orientation to the Information Center that includes the safe and authorized use of computers and the Internet. If an AUP is not signed by a student and/or parent, the student logon ID may be removed from the authorized list. The student will not be able to access the District's network and therefore not be able to access the Internet.

In addition to the instruction that is provided in the classroom and computer labs, the District also participates in the i-SAFE Inc. Internet safety education program. i-SAFE is a non-profit foundation whose mission is to educate and empower youth to make their Internet experiences safe and responsible. The goal is to educate students on how to avoid dangerous, inappropriate, or unlawful online behavior. i-SAFE program accomplishes this through K-12 curriculum and community outreach programs to parents, law enforcement, and community leaders. I-Safe offers free, multimedia Internet safety presentations that our teachers can use with their classes. The Supervisor of Technology has arranged meetings and seminars for faculty and parents with regard to both the i-SAFE and NetSmartz curriculum. A program and informational table is presented at each "Back to School" night at each building. The Supervisor of Technology uses the i-Safe curriculum and support materials for each program. The district's web site home page also provides links to Internet safety information for the community. The district's revised Use of the Internet Policy was adopted at the September 18, 2008 Board of Education Meeting. The policy was advertised and placed on the BOE agenda's for the two months prior to the adoption. Public discussion of the policy resulted in some minor changes to be incorporated prior to adoption.

C. Needs Assessment

Needs assessment surveys focusing on professional development were distributed in March 2010. The survey was completed by 226 of the teaching staff. Results of the teachers' surveys can be found in Appendix D.

In addition to the staff development needs assessment survey, the State Department of Education Technology Survey is also used each year as a vehicle to assess the educational technology status of our faculty. Each building principal provides input with regard to the skill level of their staff. The June 2009 survey reported the following results to the item, "Identify the percentage of teachers in your school at each level in the use of technology in instruction." The figures represent the district wide totals.

Beginner:	16%
Basic:	32%
Intermediate	39%
Advanced	28%

The district is committed to the premise that ongoing staff development will improve both the delivery of instruction and direct student services, which will, in turn, significantly improve student achievement. Furthermore, in order for staff development to be effective, it must be planned, systematic, and relevant. The Office of Staff Development with the cooperation of the Technology Department has continued to provide relevant training in the area of technology to improve the level of proficiency of all staff members. Each summer, technology workshops are offered based on the staff development survey. Classes are offered multiple times to accommodate the summer schedules of faculty members. As the school year begins, courses are offered after school and on professional development days.

District administrators are invited to attend any of the technology development courses that are offered. In addition special sessions are designated as unit of the Administrators' Roundtable professional development monthly meetings. When ever a new item of equipment or software program is added to support classroom instruction, administrators are provided with training sessions so as to become familiar with the addition and how it will be used in the classroom. The Administrators' Roundtable sessions serve as the forum for this instruction.

The district uses a commercial web-based program, Learning.com, for 21st Century Skills Assessment. The program provides valid data on how well our elementary and middle school students are prepared for critical 21st century skills. The program is fully aligned to the ISTE NETS-S 2007 standards and the Partnership for 21st Century Skills Student Outcomes. Students will be tested in the third and fourth grades and again in the seventh and eighth grades. The results from the third grade and seventh grade assessments will be used to determine if modifications are necessary for the fourth and eighth curriculum.

District bandwidth continues to create a barrier to professional development beyond traditional classroom instruction. Our Staff Development has secured many on-line offerings that can only be viewed at certain time of the day as a result of network traffic. To accommodate, the Technology Department and Staff Development have and will continue to schedule group session for professional development on-line and or webinar session at times when the network bandwidth will accommodate the usage.

Results to our technology assessments have shown that students have become proficient as long as there is formal instruction in technology usage. The last formal instruction for all students is at the seventh grade level. The district will be working closely with the Curriculum and Instructional Council to assure that there is greater emphasis on technology usage and assessment across the curriculum.

Specific Responses to Needs Assessment

1a. Evaluate educators' current practices in integrating technology across the curriculum. **Through the use of an online survey, educator's current practices in integrating technology across the curriculum were examined.**

1b. Provide a summary of educators' proficiency in the use of technology within the district. **Educators' proficiency in the use of technology within the district is as follows:**

Beginner:	16%
Basic:	32%
Intermediate	39%
Advanced	28%

1c. Determine the current educational environment and barriers by describing how:

i Educators are assured access to technology to facilitate technology integration across the curriculum. **Teachers have access to technology both in their classroom and in computer labs as well as a laptop cart. In addition, teachers in the Middle School and High School can schedule time for their classes to use technology in the library/information centers.**

ii. Often students have access to technology to support the use of 21st century skills in their learning environment. **Students have access to technology to support the use of 21st century skills weekly in the lab at the elementary level and the rest of the time it is up to the individual classroom teachers.**

iii. The needs of educators are evaluated. **The needs of the teachers are evaluated annually through a needs assessment as well as their input at the monthly technology meetings.**

iv. The needs of students are evaluated. **The fourth grade check list and the eighth grade assessment as used to determine the needs of the students.**

v. Past professional development addressed the educators' and students' needs for technology integration, **Staff members were trained on the following programs: Microsoft Office, Learnia, Study Island and Acellus.**

vi. Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center. **Administrators attend in-district sessions on the Student Information System, MMS, the Special Education Software, TieNet, and are invited to training sessions when new software is implemented.**

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. **Staff members receive small group and/or individualized instruction on using online databases and interlibrary loan services that are available through the library/information centers. School library media specialists provide instruction.**

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. **As requested, staff members receive small group and/or individualized instruction on using online databases and interlibrary loan services that are available through the library/information centers. School library media specialists provide instruction.**

ix. Supports were provided for educators other than professional development. **At the elementary level, teachers accompanying their students to computer class in an effort to assist the teachers with how computers can best be integrated into their lessons. Teachers work with the computer teachers to come up with curriculum-related technology lessons and they assist the computer teachers in the lab with the applications. Teachers also collaborate with the school library media specialist to create assignments that use technology. Support is provided when classes are in the information centers. The Supervisor of Technology provides independent study sessions with teachers that are focused on specific disciplines and how technology can be infused their subject areas.**

x. Professional development needs and barriers relating to using educational technology as part of instruction have been identified. **Based on the needs assessment needs and barriers to using educational technology are as follows: the need for more training, more time to be able to incorporate technology, better internet access, less restrictive filtering system, more equipment as well as more reliable equipment**

2. The need to increase bandwidth continues to be the number one barrier for teachers and staff to take advantage of web 2.0 technology to assist in instruction. Most web 2.0 technologies add to bandwidth overhead. Sites like Google Video or YouTube which can be extremely use tools in the classroom create a genuine cause of frustration among our teachers. The next barrier teachers indicate that need improvement is the lack of technical support. Not only are there too few technicians to repair/address problems with hardware, but assistance with implementation in the classroom is minimal. Periodic instruction is appreciated, but it must be ongoing and particular to specific needs. Someone to “handhold” initially until the teachers become more comfortable is a frequent request. The absence of sufficient LCD projectors for the classrooms limits the proficient teacher from conveniently sharing a PowerPoint presentation or exciting web site with an entire class.

3. After evaluating and prioritizing the needs of the district mentioned above to improve academic achievement for all students, it is identified that:

- a) Increased network bandwidth is listed as the most critical, thus the highest priority. Web 2.0 technology represents a change in how our students will use the Internet. The Internet isn’t simply a place to retrieve information anymore; it is a place to interact and communicate with others. Web 2.0 is a design that is aimed to facilitate and enhance creativity, information sharing and collaboration among users. It includes social networking sites, video sharing sites, blogs and online communities. These are all applications that require sufficient bandwidth to be able to function without degradation.
- b) The second item is the need for additional projection devices. Students are very visual learners and a number of faculty have developed lessons that incorporate PowerPoint presentations and interactive activities. Projection devices will

facilitate the viewing of these lessons by larger groups as opposed to having students gather around a single computer monitor.

- c) Third on the priority list is the need to increase the technical support with regard to implementing the use of technology in the classroom. Teachers receive instruction in the form of professional development classes on the operation or use of technology, however are reluctant to use it in the classroom without the time to practice or knowing that there will be help if something fails or doesn't work correctly. They have indicated that they can do all the practice they want, but that all changes when they are in front of the class. Their request is to have someone available, at least for the first session. This will require an increase in technical staff, which may be difficult to accommodate in the near future.

IV. Three Year Goals and Objectives

A. History

Goals and Objectives from 2007-2010

Some of the goals that were developed for the 2007-2010 Technology Plan will be applicable for the next three years. Following is an evaluation of the success of the previous goals

1. Technology will continue to be driven by the curriculum and learning.

The District's Curriculum and Instructional Committee has made many suggestions with regard to the necessity of technology to support student learning. Technology has been added within the limits of the financial budget of the district.

2. The South Plainfield School District will continue to improve teacher and student access to technological resources in classroom and other learning centers through equitable distribution of grants, equipment, and software.

Technology has been provided, again, within the limits of the financial status of the district. Although each classroom has at least one computer, the limited access to LCD projectors prohibit teachers from taking advantage of the use of PowerPoint lessons and displaying Internet sites in the classroom. Internet filtering has been a problem and fewer restrictions and filtered sites must be addressed for the next school year and beyond.

3. Expand training programs and establish incentives to enhance training and learning in the area of educational technology.

After school and summer staff development classes/courses have been offered for the staff. The financial situation of the district will limit the number of classes that will be provided in the future.

4. Technology planning will continue to be an ongoing process.

The Technology Committee met more regularly during the 2009-2010 school year and in conjunction with the District Curriculum and Instructional Council, planned for increased implementation of technology to assist classroom instruction.

5. Ensure that the technology infrastructure supports current and future district needs.

The Board of Education has made a commitment to support the technology infrastructure to support the existing needs, however, with major cuts to the educational budget, the existing infrastructure will only be maintained and not be able to expand. Many advantages of Web 2.0 technology cannot be addressed, mainly because of the limited bandwidth of the current infrastructure.

6. Continue to evaluate policy and procedure for evaluation and purchasing of software.

The District has not had a formal procedure for the evaluation and purchasing of software. The Assistant Superintendent will explore procedures that will require the District Technology Committee and the District Curriculum and Instructional Council to work together to accomplish this in the future.

7. Develop district-wide policies for purchasing and maintaining of hardware.

Because of the site-based management of the District's budget, it has been difficult to coordinate much of the spending for Technology. The Supervisor of Technology is consulted whenever possible for recommendations and to check compatibility of equipment before it is purchased. A better procedure must be developed.

B. Goals and Objectives for 2010-2013

The keys to achieving the goals for this three year plan will be directly related to the district's financial situation each year. Three district committees, Instructional and Curriculum Council, the Technology Committee and the Professional Development Committee will guide the decisions. The Curriculum and Instructional Council has developed a timeline for the review and modification of courses to assure that they meet the NJ Core Curriculum Content Standards and the goals of the New Jersey Educational Technology Plan. Technology will continue to be a supplemental tool to support instruction in the classroom. Following are the goals for the 2011-2013 Technology Plan.

1. Technology will continue to be driven by the curriculum to support 21st century skills

- a. Continue to incorporate the integration of technology into the curriculum which will be reflected in student learning.
The National and State Technology Goals as well as the 21st Century Skills and Information Literacy Skills will serve as guidelines.
 - b. Continue to assess the technology needs our students will require entering the work force.
The 4th grade and 8th grade assessment will provide indicators of the technological development of our students. The current curriculum beyond 7th grade is not sufficient and will be addressed during the District's curriculum revision cycle.
 - c. Continue to coordinate the use of technology with the NJ Core Curriculum Content Standards.
 - d. Develop a process to evaluate impact of technology on student achievement.
Administrative observation and evaluation will be modified to provide a better indicator of student achievement.
 - e. Integrate and apply the computer and information literacy standards in all of the content areas of the Core Content Curriculum Standards.
2. The South Plainfield School District will continue to improve teacher and student access to technological resources in classroom and other learning centers.
 - a. Continue to actively pursue grants and other funding.
 - b. Continue to place greater emphasis on selecting software to be used across the entire district.
 - c. Continue to follow the replacement program that was developed for the purpose of replacing computers older than five years.
3. Expand training programs and establish incentives to enhance training and learning in the area of educational technology.
 - a. Continue to use the National Educational Technology Standards as a guide for integrating curriculum technology, technology support, and standards for student assessment and evaluation of technology use.
 - b. Continue to provide training sessions based on ability and appropriate content area for all staff members.
 - c. Continue the program that will enable teachers to receive credit and/or compensation for training in educational technology.

4. Continue to evaluate policy and procedure for evaluation and purchasing of technology.
 - a. Continue to document meetings with Assistant Superintendent, Supervisor of Technology and technology teachers to review requests for software purchases.
 - b. Continue to utilize software evaluation materials developed for evaluation purposes.
 - c. Reinforce minimum software requirements that have been developed for the district so that there is equity among the schools.

5. Provide guidance and recommendations for purchasing and maintaining of hardware.
 - a. Continue to provide for proper technical support at each school so inoperative computers may return to classroom use as quickly as possible.
 - b. Evaluate options to existing network and telecommunication technologies to facilitate student achievement.
 - c. Provide ongoing training to technical support staff.

V. Implementation Activities Tables

1. Technology will continue to be driven by the curriculum to support the 21st century skills.
 - 1.a Document the use of technology within the curriculum by having administrators observe and report.
 - 1.b Research colleges and businesses to determine what technology is currently being used and what will be necessary for future.
 - 1.c Review K-12 curriculum to address educational technology and the resources available on the Internet relevant to Mathematics, Language Arts, Science, Social Studies, and World Languages.
 - 1.d Investigate and develop rubrics that will be used to evaluate student achievement at the 4th grade and 8th .
 - 1.e Assure that administrators assess lesson plans and use classroom observations for inclusion of Educational Technology and Literacy Standards.

2. The South Plainfield School District will continue to improve teacher and student access to technological resources in classroom and other learning centers.
 - 2.a Research and disseminate to faculty and staff, all avenues for grant opportunities.
 - 2.b Incorporate funding for technology into all bond referendums and building projects.
 - 2.c Maintain and develop extensive partnerships with businesses, local government, and the local library.
 - 2.d Continue to incorporate technology uses in the curriculum, especially the Internet.
3. Expand training programs and establish incentives to enhance training and learning in the area of educational technology
 - 3.a Acquaint teachers with the National Educational Technology Standards (NETS) initiative of the International Society for Technology (ISTE) in Education and help them to realize the importance of taking advantage of technology workshops.
 - 3.b Refine our needs-assessment survey to evaluate level of training necessary to help staff meet standards. Include: levels of proficiency, desire to use technology, areas of interest and/or subject area.
 - 3.c Continue to offer training activities to teachers in departmentalized settings to fit the needs of the department.
 - 3.d Offer group-training sessions for office and administrative personnel.
 - 3.e Train all staff in the use of peripherals such as printers, scanners, digital cameras, large screen monitors, interactive white boards and projectors.
 - 3.f Encourage all staff to integrate educational technology into their daily lessons.
4. Continue to evaluate policy and procedure for evaluation and purchasing of technology
 - 4.a The district technology status will continue to be reviewed monthly by each district instructional committee to monitor progress of the technology plan.
 - 4.b Each district instructional committee will revise/update the technology plan annually.
 - 4.d The district Professional Development Committee will continue to issue survey questionnaires as support of revisions or updating of the technology plan.

4.e All school reform will be reviewed for recommendations on the use and integration of technology. All new construction and/or renovation will include facilities sufficient to integrate present-day technologies.

5. Provide guidance and recommendations for purchasing and maintaining of hardware

5.a The Supervisor of Technology will meet regularly with the Superintendent and Business Administrator to address advances in networking and telecommunications, so as to formulate a budget to allow for such advances.

5.b Continue to promote communications among students, staff, and the community via e-mail.

Goal 1: Technology will continue to be driven by the curriculum to support the 21 st century skills.					
Activity	Person/Committee Responsible	Evaluation	Year*		
			1	2	3
1.1	Principals Asst. Superintendent	Lesson Plans and Classroom Observations	x	x	x
1.2	Dir of Guidance CIE/COE	Instr and Curr Comm Survey	x	x	x
1.3	Asst. Superintendent Principals Team Leaders	Curriculum Guides	x	x	x
1.4	Asst. Superintendent Teachers	Analysis of Assessment	x	x	x
1.5	Asst. Superintendent	Observations Evaluations	x	x	x

Goal 2: The South Plainfield School District will improve teacher and student access to technological resources in the classroom and other learning centers					
Activity	Person/Committee Responsible	Evaluation	Year*		
			1	2	3
2.1	Asst. Superintendent Supervisor of Technology	Analysis of Results	x	x	x
2.2	Supervisor of Technology Principals Business Admin	Budget Proposal Budget Adoption	x	x	x

2.3	Supervisor of Technology Principals	Minutes of Advisory Meetings Presentations	x	x	x
2.4	Asst. Superintendent Supervisor of Technology	Observations Surveys	x	x	x

Goal 3: Expand training programs and establish incentives to enhance training and learning in the area of educational technology.					
Activity	Person/Committee Responsible	Evaluation	Year		
			1	2	3
3.1	Asst. Superintendent Supervisor of Technology	Workshop Reports	x	x	x
3.2	Asst. Superintendent Supervisor of Technology	Survey Results	x	x	x
3.3	Supervisor of Technology Staff Developer Principals	Course Offering Brochure	x	x	x
3.4	Supervisor of Technology Staff Developer	Course Offering Brochure	x	x	x
3.5	Supervisor of Technology	Posted Web Sites	x	x	x
3.6	Supervisor of Technology	Course Offering Brochure	x	x	x
3.7	Supervisor of Technology	Lab		x	x
3.8	Professional Development Committee	Develop Guide			x
3.9	Asst. Superintendent Principals	Lesson Plans	x	x	x

Goal 4: Continue to evaluate policy and procedure for evaluation and purchasing of technology					
Activity	Person/Committee Responsible	Evaluation	Year		
			1	2	3
4.1	Supervisor of Technology District Committees	Review minutes of meetings	x	x	x

4.2	Supervisor of Technology	Review minutes of meetings	x	x	x
4.3	Supervisor of Technology Professional Development Committee	Survey Results	x	x	x
4.4	Supervisor of Technology Bldgs & Grnds Committee	Review minutes of meetings		x	x

Goal 5: Provide guidance and recommendations for purchasing and maintaining of hardware.					
Activity	Person/Committee Responsible	Evaluation	Year*		
			1	2	3
5.1	Supervisor of Technology	Presentation at DTC meeting		x	x
5.2	Supervisor of Technology	Monitor E-mail addresses	x	x	x

VI. Funding Plan

The District Technology funding is separated into two categories. The Supervisor of Technology is responsible for the district-wide expenditures of services and software and those computers, peripherals and supplies required by entire district and the Administration Building. In addition, the Supervisor's budget includes all telecommunication expenses which include local and long distance telephone charges, network upgrades and Internet access and MPLS fees and subscriptions.

Site-based management has been in effect in the district since the 2002-2003 school year. As a result, the district's directors and principals are responsible for technology funding within their respective department/buildings. The principals budget for new computers and peripherals, as well as software and printer supplies specific to their grades are budgeted as general supplies. During a meeting early in school year, the Assistant Superintendent, Supervisor of Technology, Director of Athletics, Director of Guidance, Director of Adult Education, Supervisor of Student Personnel Services and the Principals, meet to evaluate possible software purchases for the upcoming school year. If a product is selected and will benefit the entire District, the Supervisor of Technology will request it in the District Technology Budget. If a director or principal feels that a software program would benefit a particular school, program or grade, that

program will be accounted for in the administrator's budget. The Supervisor of Technology and Assistant Superintendent work closely with the building principals to assure all elementary schools progress as evenly as possible and that all schools, and thus all students, receive equal advantages of Technology.

As a result of the State's Funding Plan for schools and the termination of monies that were designated for technology, the funding for this plan will be difficult. The Supervisor of Technology will continue to be responsible for the telecommunications expenditures. Those costs will continue to be budgeted for as to assure that there is no interruption to the Wide Area Network and Internet services. Only those software programs that will be identified as absolutely necessary are the ones that will continue to be used during the 2010-2011 school year. Programs for exploration or that are supplementary will have to be postponed. With the approval of this Technology plan at the April 14, 2010 Board of Education meeting, the following funding guidelines will be implemented.

During the first year of this plan a total district budget of \$168,305 has been proposed for technology purposes at the District level. (appendix F) This represents an \$89,000 or 35% reduction from the 2009-2010 budget. This will include \$105,500 for purchased technical services for regular instructional programs. Items such as e-mail and SPAM filtering subscriptions, software maintenance and licenses for classroom computers are included in this category. \$8067 has been budgeted for Educational Media Services and School Libraries. Subscription databases are included in this budget line. \$46,738 has been budgeted for Undistributed Administration Information Technology. Telephone and Internet access subscription are included in this budget line.

As we look at the additional years of this plan, 2011 - 2013 school years, the Technology Office and Board of Education's Finance and Technology Committees will evaluate the status of computers and develop a budget to attain our goal of at least three computers in each classroom. Since Distance Learning Aid monies are no longer earmarked directly for Technology, the budgets have been developed to make adjustments. The District will, however, continue to seek grants and partnerships that may supplement the proposed spending. Should additional funding become available, the district will add computers to our classrooms on an accelerated schedule.

Funding from parent organizations (PTA, PTSO, and PTO) at the various school levels and from the South Plainfield Education Foundation have been received for the advancement of technology. We will continue to solicit funding from these organizations as well as from local and national resources. Grants are available from major technology vendors, such as Dell Computer, Apple Computer, Verizon, Cisco, Etc. Applications will continue to be submitted for competitive technology monies. Local businesses have also been a valuable resource for computers. We will continue to take advantage of donations to supplement the purchase of computers for our classrooms.

VII. Professional Development

The district is committed to the premise that ongoing staff development will improve both the delivery of instruction and direct student services, which will, in turn,

significantly improve student achievement. Furthermore, in order for staff development to be effective, it must be planned, systematic, and relevant. The Professional Development Plan is coordinated by the Assistant Superintendent, Dr. Lorraine Cella and assisted by the district's full time Staff Developer, Mary Rodger. The Supervisor of Technology participates as advisor for technology applications. The Assistant Superintendent chairs the district's Professional Development Committee which provides the direction of professional development.

The Office of Staff Development will continue to provide relevant training in the area of technology to improve the level of proficiency of all staff members. Purchasing hardware and software is only the first step of technology implementation. To make effective use of technology, teachers need ongoing training and support to learn new applications and refine their technology and information literacy skills. Training should encourage educators to bring new dimensions to learning through technology and telecommunications.

Ongoing sustained staff development continues to be the chief focus. That involves multiple-day sessions on given topics during either recess or release time, with follow-up to ensure successful classroom implementation.

The district plans to continue to provide existing resources in the form of in-district workshops and include any resources available from the Middlesex County Educational Technology Training Center, Middlesex County Regional Services Commission Professional Development Academy and courses offered by the New Jersey Educational Computer Consortium.

All Faculty and Staff have a district network logon which provides access to all our district software resources and Internet access. Every classroom in each school building has at least one computer, with many having multiple computers. In addition, each school has at least one computer lab with a minimum of twenty-five computers. Each school also has a mobile laptop cart with a minimum of twenty-five computers. These carts are circulated throughout the classrooms on a as need basis. Faculty and staff have access to the classroom computers, the laptops and the computers that are in the information centers on a regular basis.

Each summer, technology workshops are offered based on the staff development survey. Classes are offered multiple times to accommodate the summer schedules of faculty members. As the school year begins, courses are offered after school and on professional development days.

The Supervisor of Technology has and will continue to budget for advanced technical training for department members. He will recommend specific training based on specific areas of expertise. In addition, technology staff members may request training opportunities.

District administrators are invited to attend any of the technology development courses that are offered. In addition special sessions are designated as unit of the Administrators' Roundtable professional development monthly meetings. When ever a new item of equipment or software program is added to support classroom instruction,

administrators are provided with training sessions so as to become familiar with the addition and how it will be used in the classroom. The Administrators' Roundtable sessions serve as the forum for this instruction.

The following Staff Development Workshops will be offered on an "as needed" basis over the life of this plan. Course offerings will be determined as a result of staff surveys.

Microsoft Word	Integrating the Internet in the Classroom
Microsoft Excel	Creating and Managing a Class Website
Microsoft Access	Project-Based Learning
Microsoft PowerPoint	Integrating Technology into the Curriculum
Microsoft Outlook	Specific Application Software
Windows XP	Audio/Video Conferencing
Integrating Interactive Whiteboard in the Classroom	Distance Learning
Cognitive Tutor	Accelerated Reader
Intro to the Internet	Accelerated Math
Creating blogs, wikis,	Online Library Databases

VIII. Evaluation Plan

The District Curriculum and Instruction Council and the Board of Education Curriculum and Technology Committee will meet monthly to develop and implement guidelines for evaluating this plan. The June meeting will allow each committee to review the academic year and develop plans for summer delivery of new equipment and to schedule preventive maintenance when the students are not in school. The January meeting will focus primarily on budget development in preparation for the budget submission in March.

The Assistant Superintendent and the Supervisor of Technology will be responsible for coordination of each of the following areas:

- Evaluation- monthly evaluation reports shall be submitted by each committee and then discussed at the monthly Board of Education, Curriculum and Technology Committee meeting. The Superintendent, Assistant Superintendent and each building principal will discuss classroom observations with regard to the implementation of technology. Student test scores, State Report Card data and the number of students that continue their education after graduation will be the indicators that our students are meeting the academic standards set by the state and are developing life-long learning skills in accordance with our mission..

- Public Relations- increase communications in the form of monthly publications and reports will be available to students, staff and the community.
- Training and Staff Development- the Staff Development and Technology Offices shall ensure that training is evaluated and updated on an annual basis.
- Finances- the Supervisor of Technology shall present budget requests to the Board of Education, Finance Committee and Curriculum and Technology Committee.
- Implementation- will be the responsibility of the Curriculum and Instructional Council.

IX. Closing Statement

Although technology planning occurs at multiple “levels,” many principles are identical. Planning will need to engage the services and assistance of all stakeholders. Efforts of all participants in the planning process need to be monitored in order to meet established timelines, delegate responsibilities, and evaluate progress along the way. We must encourage planning at the local, district, and state levels to share the relatively unlimited resources of global information systems. Through this process of open and willing sharing, all learners – those attending our schools as well as the community at large – will benefit from the advantages of computer technology and will be prepared for the challenges of this century.