

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

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

County: Cape May County Code: 09

District/Charter School or Affiliation: Lower Cape May Regional School District

District Code: 2820

Grade Levels: 7-12

Web Site: www.lcmrschools.com

Date Technology Plan approved by school board or governing body April 29, 2010

Is the district compliant with the Children's Internet Protection Act (CIPA)? (Y/N) Y


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

Name: (print) Mr. Christopher H. Kobik

Title: Director of Curriculum and Instruction

E-mail: kobikc@lcmrschools.com

Phone: (609) 884-3475


Signature:  Date: May 6, 2010

**Superintendent/Lead Person Technology and Funding Plan Approval:**

District Superintendent/Lead Person: (print) Mr. Jack J. Pfizenmayer

E-mail: pfizenmayerj@lcmrschools.com

Phone: (609) 884-3475

Signature:  Date: May 6, 2010

**County Coordinating Council Approval:**

Lead Agent: (print): \_\_\_\_\_ Camden County Technology Coordinating Council \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name & Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name & Title: \_\_\_\_\_

County Superintendent Approval, letter attached

Date:

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

July 1, 2010 through June 30, 2013

Directions: Indicate in the *PAGE #* column of the template, the page number from the district technology plan where the corresponding information can be found.

Page #	
<b>I. Stakeholders</b>	
1	<i>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.</i>
<b>II. EXECUTIVE SUMMARY</b>	
2	<i>Describe the school district's or charter school's vision or mission statement.</i>
<b>III. TECHNOLOGY OVERVIEW</b>	
<b>A. Technology</b>	
3	1. <i>Provide an inventory of current technology networking and telecommunications equipment.</i>
3	2. <i>Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:</i> <ul style="list-style-type: none"> <li>▪ <i>Technology equipment</i></li> <li>▪ <i>Networking capacity</i></li> <li>▪ <i>Software used for curricular support and filtering</i></li> <li>▪ <i>Technology maintenance policy and plans</i></li> <li>▪ <i>Telecommunications services</i></li> <li>▪ <i>Technical support</i></li> <li>▪ <i>Facilities infrastructure</i></li> <li>▪ <i>Other services</i></li> </ul>
5	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>
5	4. <i>How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.</i>  <i>(NOTE: For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)</i>
6	5. <i>How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i>
6	6. <i>Describe how the district's web site is accessible to all stakeholders (for example using Federal Accessibility Standards)</i>
6	7. <i>Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.</i>
<b>B. Cyber Safety</b>	
7	1. <i>List the filtering method(s) used.</i> <i>(NOTE: Be specific as this is a federal mandate.)</i>

7	2. <i>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.</i>
7	3. <i>Describe the district's Internet safety policy that addresses the</i> a) <i>technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—</i> (I) <i>obscene; or</i> (II) <i>child pornography; or</i> (III) <i>harmful to minors; and</i> b) <i>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 21<sup>st</sup> Century Act.</i>
16	4. <i>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.)</i>  <b>Resource:</b> Information from Universal Service Code: <a href="http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html">http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html</a>
<b>C. Needs Assessment</b>	
16	1. <i>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.</i>
16	a) <i>Evaluate educators' current practices in integrating technology across the curriculum.</i>
17	b) <i>Provide a summary of educators' proficiency in the use of technology within the district.</i>
18	c) <i>Determine the current educational environment and barriers by describing how:</i>
18	(I) <i>Educators are assured access to technology to facilitate technology integration across the curriculum,</i>
18	(II) <i>Often students have access to technology to support the use of 21<sup>st</sup> century skills in their learning environment,</i>
18	(III) <i>The needs of educators are evaluated,</i>
18	(IV) <i>The needs of students are evaluated,</i>
18	(V) <i>Past professional development addressed the educators' and students' needs for technology integration,</i>
18	(VI) <i>Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</i>
18	(VII) <i>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,</i>
18	(VIII) <i>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,</i>
18	(IX) <i>Supports were provided for educators other than professional development,</i>
18	(X) <i>Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>


22	2. <i>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.</i>
22	3. <i>Prioritize the identified needs</i>
<b>IV. THREE-YEAR GOALS AND OBJECTIVES</b>	
<b>A. History</b>	
22	<i>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.</i>
<b>B. Goals and Objectives for 2010-2013</b>	
23	<i>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.</i>
<b>V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)</b>	
28	<b>A.</b> <i>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.</i>
32	<b>B.</b> <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21<sup>st</sup> century learning communities.</i>
32	<b>C.</b> <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>
32	<b>D.</b> <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>
<b>VI. FUNDING PLAN (July 2010 – June 2011)</b>	
33	<b>A.</b> <i>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 <a href="#">NIMAS</a> 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.</i>
33	<b>B.</b> <i>Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>educators</u> are prepared to integrate technology effectively into curricula and instruction.</i>
37	<b>C.</b> <i>Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.</i>
37	<b>D.</b> <i>A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.</i>
37	<b>E.</b> <i>Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan. Those elements are:</i> <ul style="list-style-type: none"> <li>• <i>Goals and strategies for using telecommunications and information technology;</i></li> <li>• <i>A professional development strategy;</i></li> <li>• <i>An assessment of telecommunications services, hardware, software, and other services needed;</i></li> <li>• <i>Budget resources; and</i></li> <li>• <i>An ongoing evaluation process.</i></li> </ul>
<b>VII. PROFESSIONAL DEVELOPMENT</b>	

38	<b>A.</b> 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.
38	<b>B.</b> Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:
38	1. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.
39	2. How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21 <sup>st</sup> century skills and demonstrates global outreach and collaboration in the classroom or library media center.
39	3. The professional development opportunities and resources that exist for technical staff.
39	4. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.
40	<b>C.</b> 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.
42	<b>D.</b> Project professional development activities that will continue to support identified needs through 2013, including all partners.
<b>VIII. EVALUATION PLAN</b>	
43	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 <ul style="list-style-type: none"> <li>1. Integrating technology into curricula and instruction to promote 21<sup>st</sup> century skills and global collaboration and outreach,</li> </ul>
43	2. Enabling students to meet challenging state academic standards, and
43	3. Developing life-long learning skills.

## Three-Year District Technology Plan July 1, 2010 through June 30, 2013

### 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.

Stakeholder Table		
Title	Name	Signature
Superintendent	Jack Pfizenmayer	
Principal	Greg Lasher	
Technology Coordinators	Steve Mueller Gina Girone	
Curriculum Director/Curriculum Committee Member	Christopher Kobik	
Teacher	Kathy Parker	
Assistant Superintendent for Support Services	Dr. Ethel Lippman	
Library Media Specialist	Janice Utsch	
Guidance	Dana Markovitz	
Board Member	Richard Hooyman	
Parent	James Mendicino	
Student	Susan Booth	
Community Member	Frank Onorato	
Business Sector Representative*	Brett Matthews	

**\* 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.**

## II. Executive Summary

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

### **Vision Statement**

The technological initiatives, as described in this document, are directed by our vision for educational reform.

**We believe that all students – regardless of gender, economic status, cultural heritage or individual level of ability and interest--can and must possess the habits of mind that demonstrate an understanding and appreciation for the interrelationships of all curricular areas and technology. We believe that their command of these content areas and processes is aided by the infusion of technology and is critical to their becoming productive citizens and life-long learners in an increasingly technical and global society.**

This vision is based on the District's realization that:

- Knowledge is expanding faster than it can be assimilated.
- Schools must expand their delivery systems to include all technological communication resources.
- Instructional technology and telecommunications are an effective means of bringing needed world resources to the classroom.
- The use of educational technology is not an end in itself, but can expose students and teachers to a variety of tools for processing information, visualizing and solving problems, exploring and testing conjectures, accessing and synthesizing data, verifying solutions, thinking critically and making clear, concise decisions.
- Continuous, systemic staff development is essential to creating meaningful change and increasing student achievement.
- The classroom is not the only environment where students learn, nor are the teachers the only source of information.
- The goals of the stakeholders who comprise our community (i.e., students and parents; teachers, education support staff and administrators; business representatives; and concerned citizens) can neither be adversarial nor mutually exclusive. All must work together to ensure that students adapt and change to possess the necessary skills for success in a rapidly changing society.
- The development of partnerships with businesses and institutions of higher education will provide the necessary support structure to insure that the curriculum and methodologies used are relevant for all students. An alliance of business partners must be built to support educational objectives for students, parents and staff to access the Internet from home and link each classroom in the Lower Cape May Regional School District with the world.
- Reform that is truly systemic requires all stakeholders to rethink the importance of the curriculum in everyday life and the relevance of technology in the curriculum. This three-year Technology Plan will improve student achievement; improve the quality of instruction; provide equitable access; increase parent

involvement in their child's learning; and become a model for supporting life-long learning among parents and other community members. It will also empower the community to become an active partner in educational improvement.

### III. TECHNOLOGY OVERVIEW

#### A. Technology

1. **Provide an inventory of current technology networking and telecommunications equipment. (See Appendix)**
2. **Describe the technology inventory needed to improve student academic achievement through 2013 including, but not limited to:**
  - **Technology equipment**
  - **Networking capacity**
  - **Software used for curricular support and filtering**
  - **Technology maintenance policy and plans**
  - **Telecommunications services**
  - **Technical support**
  - **Facilities infrastructure**
  - **Other services**

<b>Three-Year Technology Plan Inventory Table</b>			
<b>Area of Need</b>	<b>Describe for 2010-11</b>	<b>Describe for 2011-12</b>	<b>Describe for 2012-13</b>
Technology Equipment	Maintain inventory of one to one teacher laptop ratio, Maintain student computer ratio with net books, laptop and desktop replacements, upgrade 1 Desktop Publishing lab, outfit PLTW Digital electronics course hardware and desktops, continue to outfit classrooms with projectors, interactive whiteboards and peripherals 10 per year. Purchase I Pads for Language Arts and News Media courses. These will also be used by BOE to begin paperless initiative	Business program desktops for MOS certification classes, Maintain inventory of one to one teacher laptop ratio, Maintain student computer ratio with net books, laptop and desktop replacements, upgrade 1 Desktop publishing labs, continue to outfit classrooms with projectors, interactive whiteboards and peripherals 10 per year. Expand I pad inventory and pilot teacher use.	Upgrade Video editing lab for HS TV Media productions, Maintain inventory of one to one teacher laptop ratio, Maintain student computer ratio with net books, laptop and desktop replacements, upgrade PLTW engineering design course hardware and desktops, continue to outfit classrooms with projectors, interactive whiteboards and peripherals 10 per year. Expand I pad inventory and expand teacher and administrative use
Networking Capacity	Cisco 3825 Router Server Virtualization	Increase bandwidth from 8 to 10mb	Server Virtualization and Wireless upgrades

## Three-Year Technology Plan Inventory Table

Area of Need	Describe for 2010-11	Describe for 2011-12	Describe for 2012-13
Software used for curricular support and filtering	Interactive student response systems in all Math classes, purchase and implement Naviance career inventory and planning program, Autodesk CAD, Rivet, Inventor for STEM program, renew Criterion or other standards based writing and evaluation software	Desktop lab virtualization in media centers for anywhere anytime access, Interactive student response systems access in all Language Arts classes, Discovery Media standards based video subscription	Additional thin client applications in classroom desktop labs, Interactive student response systems access in all Social Studies classes, upgrade and/or renew standards based Math, LAL and remedial software
Technology maintenance policy and plans	SOPHOS spyware/anti-virus, Barracuda Web Filter annual subscription, Spam filter annual subscription, PowerSchool support agreement, Systems 3000 support agreement, annual renewal of Dell and e-mail server licensing certifications enabling hardware maintenance in-house	SOPHOS spyware/anti-virus, Barracuda Web Filter annual subscription, Spam filter annual subscription, PowerSchool support agreement, Systems 3000 support agreement, DNA or Destiny inventory control software, Dell and e-mail server licensing certifications enabling hardware maintenance in-house	SOPHOS spyware/anti-virus, Barracuda Web Filter annual subscription, Spam filter annual subscription, PowerSchool support agreement, Systems 3000 support agreement, Dell and e-mail server licensing certifications enabling hardware maintenance in-house
Telecommunications Services	Purchase VOIP PBX upgrade and replace existing phones	Add VOIP phones to classrooms	Complete VOIP system
Technical Support	In-house by Tech support team PD for tech and instructional staff on site , virtually and off site	In-house by tech support team PD for tech and instructional staff on site , virtually and off site	In-house by tech support team, PD for tech and instructional staff on site , virtually and off site
Facilities – infrastructure including central telephone & security systems	Phone system as above, begin deployment of Solar energy facility	Video conferencing equipment for PC lab in High School media center, expand solar energy facility and implement real time data feed for math and science classes	Complete solar energy facility
Other Services:	Maintain tech support staff	Maintain tech support staff	Maintain tech support staff

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

The Lower Cape May Regional School District currently uses several different assistive technology devices and software to help meet the needs of its student population. Currently among them, but not limited to, are Cast e-Reader, Kurzweil 3000, Co-Writer, Intellitalk, Pixwriter and Dragon Naturally.

Cast e-Reader is a text-to-speech software program that specializes in reading Web pages to students through its own built-in browser. It can be used with students who are below reading level in inclusion classes to help special needs students stay on pace with the rest of the class or in a Special Education Resource environment to help teach reading skills.

Kurzweil 3000 is a text-to-speech software program designed to take any written text and convert it into an audio file through its OCR scan software. It will also convert any digital document such as a Word or PDF file. It can be used with students who are below reading level in inclusion classes to help special needs students stay on pace with the rest of the class or in a Special Education Resource environment to help teach reading skills.

Co-Writer is a word prediction software that helps students with limited vocabulary or writing skills write at a higher grade level. It is primarily used in a Resource classroom to help improve the writing skills of students who are significantly below level.

Dragon Naturally is speech-to-text software that the student uses to transcribe their dictated speech into written text.

Intellitalk is an assistive technology tool for curriculum access for students with disabilities. It is a talking word processor that allows students to combine graphics, text, and speech to support and enhance writing and communication skills.

The Pixwriter device is a self-contained device using the Picture Exchange Communication System (PECS) to aid in the verbal communication of a student with severe disabilities that prevent the student from being audible.

Through an IEP, 504 or counselor conference, a plan is developed that includes the integration of technology. Parents are involved whenever possible. School staff receive professional development on Assistive Technology through summer in-service, team and department meetings, and faculty meetings.

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

All classrooms are outfitted with wireless and hard wire internet connections, cable television, and sufficient power supply. Every teacher is assigned a mobile laptop computer for completing daily tasks and responsibilities including, attendance, grading, lesson planning, and communicating through e-mail. Roughly forty percent of the classrooms are outfitted with interactive whiteboards and projectors. Thirty-one wireless laptop carts are used by teachers frequently as students engage in electronic learning activities. Seventh and Eighth grade staff use LEARNIA to create and administer formative and benchmark assessments in LAL and Math. All staff use a wide variety of internet sites in all

subject areas. More than a dozen classrooms have tailor made configurations of desktops and equipment that help facilitate on line learning, (accounting, computer applications, desktop publishing, digital photography, media communication, TV media production) and software based learning (remedial language arts and math, engineering design, drafting).

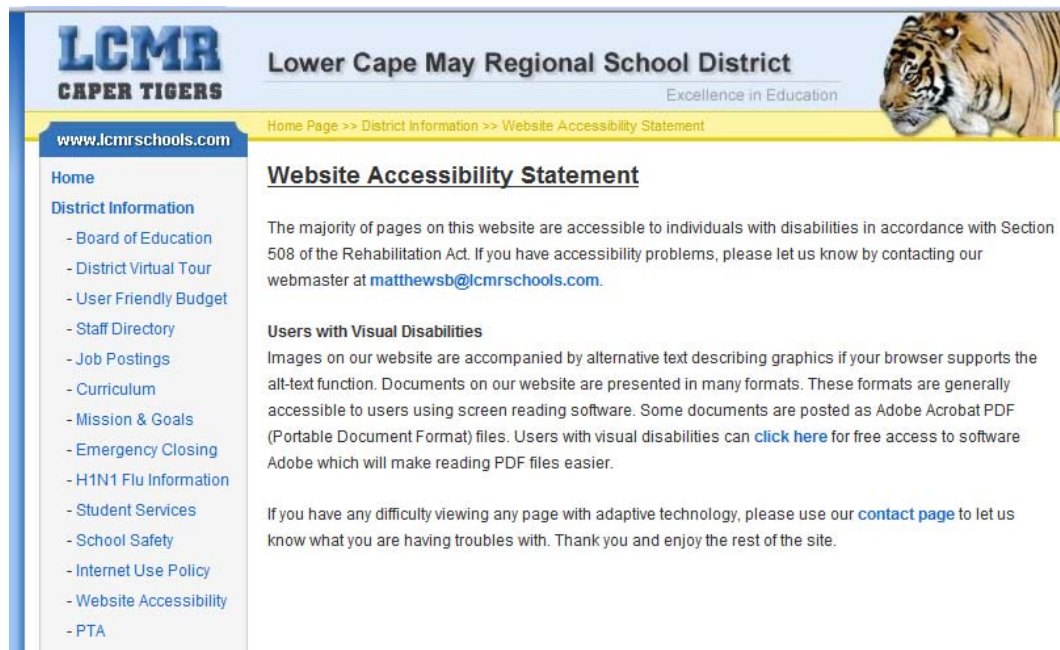
Media specialists provide a variety of resources as they use their individual mobile laptops, and administer to students working at one of the many desktop computers.

Guidance counselors and case managers also use personally assigned wireless laptops to conduct business and provide services. Our high school guidance suite includes a career center complete with desktop computers, career and learning plan software and internet access.

**5. How administrators have access to technology in their workplace.**

Administrators also use laptop or desktop computers as a primary means of conducting their work and all the related communication.

**6. Describe how the district’s web site is accessible to all stakeholders.**



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

The District purchases new computers/technology each year. The newest computers are placed in areas of highest use or located to fit specifically identified needs. The redistributed computers are then imaged and placed in a less demanding environment until they are deemed unsuitable for that use. They are relocated several times before eventually reaching obsolescence.

There is no set hardware requirement for determining obsolescence. Computers/technologies remain in service until the District can no longer find a use for them.

A desktop computer is considered to be obsolete when it can no longer meet the minimum hardware requirements to run the current software the District is using. For most desktops, this is about six years of service. A laptop computer is considered to be obsolete when it is two years beyond warranty. New laptops are purchased with a three-year warranty. This limits a laptop to a five-year life expectancy.

Some computers are removed early and used as parts to support the remaining computers. When computers/technologies are completely obsolete, our District contacts local recycling for proper disposal.

## **B. Cyber Safety**

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

Web content is filtered using Barracuda Web Filter 610, filtered at the Internet gateway with a firewall appliance. The Barracuda filters based on categories, custom black and white lists, file type, and port usage. Active Directory is used to enforce that all student Internet traffic is routed through the filter and network settings can't be changed. Student activity is periodically monitored using NetSupport School to find holes in the filter. NetSupport can also be used to filter the Internet to only approved sites or temporarily deny access for specific computers. A separate SPAM filter, Barracuda, is used to filter inappropriate material distributed through e-mail. Northern Quota Server is used to filter student files saved on the network, based on file types.

### **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.**

Lower Cape May Regional School District Board of Education Policy 2361: Acceptable Use of Computer Network/Computers and Resources, Adopted 21 October 2008 and Policy 5512.02: Cyber-Bullying, Adopted 18 December 2008.

### **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**

Lower Cape May Regional School District Board of Education Policy 2361 specifically details the District's CIPA compliance measures reported above in B.1 (see 2361, second page "Internet Safety/Protection").

#### **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 21<sup>st</sup> Century Act.**

All seventh-grade students (first year in our district) receive a thirty-day course that encompasses New Jersey Core Curriculum Content Standards 8.1.4.B.2-4 and 8.1.8.B.3-5. The course also introduces students to their own

student network folder and requires students to demonstrate awareness of social networking hazards, cyberbullying awareness and procedures for responding to incidents.

Key courses throughout the curriculum at each grade level (7-12) reinforce these principles. All instructional staff have specific, written guidelines in their faculty manuals that provide guidance on how to support on-line safety policies and procedures. Additional periodic in-service ensures that staff are cognizant of safety issues and capable of addressing them. The District also provides parents with written correspondence, Web resources, parent orientation evenings, video tutorials and an annual special evening program on cyberbullying and Internet safety.

# POLICY

## LOWER CAPE MAY REGIONAL BOARD OF EDUCATION

Program  
2361/Page 9 of 52  
ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS  
AND RESOURCES (M)

### 2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

#### M

The Board of Education recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

#### Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
  - 1. Intentionally disrupts network traffic or crashes the network;
  - 2. Degrades or disrupts equipment or system performance;

3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this policy; and/or
11. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

#### Internet Safety/Protection

The school district is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The school district will certify on an annual basis, that the schools, including media centers/libraries, in the district are in compliance with the Children's Internet Protection Act and the school district enforces the requirements of this policy.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the visual depictions prohibited in the Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors. The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly board meeting or during a designated special board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361.

## Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they shall have filed a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

## Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act.

Adopted: 21 October 2008

# INTERNET USE AGREEMENT

## STUDENT

I understand and will abide by the Internet Use Agreement. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. In addition, access privileges may be revoked, school disciplinary action (including suspension and removal from present courses with a failing grade) and/or appropriate legal action may be taken.

Student's Name (*PLEASE PRINT*): \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PARENT/GUARDIAN

As the parent or guardian of this student, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes. Lower Cape May Regional School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the Lower Cape May Regional School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent's/Guardian's Name (*PLEASE PRINT*): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SPONSORING TEACHER (*Must be signed if the applicant is a student.*)

I have read the Internet Use Agreement and agree to promote this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student use of the network. As the sponsoring teacher I do agree to instruct the student on acceptable use of the network and proper network etiquette.

Teacher's Name (*PLEASE PRINT*): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## EMPLOYEE

As an employee of the Lower Cape May Regional School District, I have read and understand the Internet Use Agreement. I also understand that this access is designed for educational purposes. Lower Cape May Regional School District has taken precautions to eliminate controversial material and to restrict access to all controversial materials. I also realize the severe penalties attached to using the Internet inappropriately and that implementation of those penalties will follow due process. My signature indicates a desire to be issued an account and acceptance of the responsibilities that come with its use.

Employee's Name (*PLEASE PRINT*): \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# POLICY

## LOWER CAPE MAY REGIONAL BOARD OF EDUCATION

Pupils  
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CYBER-BULLYING

### 5512.02 CYBER-BULLYING

#### Policy Statement

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

#### Definitions

“Cyber-Bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

“School district owned, operated, or supervised technologies” is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

#### Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

### Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

### Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

### Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

## Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Adopted: 18 December 2008

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.)**

November 18, 2009

April 29, 2010

### **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.**

The technology committee developed and administered a survey to the instructional staff based on the National Educational Technology Standards and the New Jersey Core Content Curriculum Standards. The committee reviewed progress on the past plan, the District Professional Development Plan and shared their own experiences from working in their various roles in the organization. After two meetings a draft of the assessment was shared for review and revision.

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

Throughout the entire curriculum, staff use a new student information management system to take attendance, post grades and assignments, behavioral data, communicate with parents, and in some cases post lesson plans. The use of interactive electronic whiteboards has quintupled in the past three years. They are used regularly in just over a third of the District's classrooms. The system is used for generating reports relative to student achievement and other purposes for State reporting. E-mail communication, file sharing, and electronic presentation media are also used in every area of the curriculum. Specialized software and Web based programs enhance the educational environment. Examples include the use of LEARNIA formative assessment system in Math and Language Arts, Criterion writing assessment software, a variety of Microsoft applications including EXCEL in Math, Science and Business, desktop publishing and media production software in specialized classes and for projects throughout the schools. Support staff use NJSMART, CORT, VEDS, NJ Homeroom, and office applications for reporting, managing student information and providing feedback to staff. In the cafeteria a point of sale system enhances the quality of service and brings efficiency and accuracy. Transportation software does the same for organizing and managing bus routes. Maintenance and Custodial staff depend on electronic security systems, voice mail, call logs, and reporting systems. The District provides on-line registration and Web based services for departments and other organizations in the community. A public education government access point is used to bring bi weekly snapshots of the curriculum to the community via cable television. These student produced shows are also published on a District Web site that provides a variety of additional sources of information and services including on line discussion boards, forums and sites for parents, students, teachers, and the community.

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

Teachers reported valuable information on their surveys that allowed us to map the NJCCCS Technology Standards throughout the District Curriculum. We added our personal observations; those from our team of technology trainers and assistants were particularly helpful.

We discovered a relatively high level of technological literacy among the instructional staff. This staff has continued to grow in it's proficiency due to on-going, sustained professional development, daily use and their own ambition. Each day all teachers use on-line grading, attendance and e-mail. All staff post grades and comments on the Internet. Many have their own active Web pages that are linked to the District Web site. Many more participate in on-line communities such as the Cape May County Ning and tailor-made District discussion boards that facilitate extended learning opportunities for students. Approximately sixty-five percent of staff members use presentation software for instruction on a regular basis. The vast majority of the instructional staff uses our mobile wireless laptop carts for instruction on a regular basis. Staff workshops and building based technology support personnel have helped staff design standards based learning experiences using technology to enhance critical thinking, communication, collaboration and creativity.

All new revisions to District curriculum are done electronically by teachers. Teachers frequently review student performance data aggregated by Excel and Web based programs. Safari Montage is a multimedia server loaded with standards-aligned video clips on demand which teachers use to support visual learning and enhance their lessons. Staff members are aware of assistive technology resources and use them. Staff regularly accesses the school Media Centers as they help students develop information literacy while meeting their core subject requirements.

Technology is an integral part of the library Media Center program from student instruction through collection management. Student instruction is assisted through the use of laptop computers with computer projectors. Among other things, the projectors allow for classroom discussions of Web sites, PowerPoint presentations, and the demonstration of on-line research techniques. The Media Centers subscribe to several Internet databases, including EBSCOhost, Infotrac, and Grolier Online. Students are taught research techniques and strategies using these sources. The Media Center staff also provides teacher in-service programs on the use of these subscription databases. Each Media Center has desktop computers with Internet access. The Media Center staff members monitor student use of the computers both directly and through Net Support. Net Support is also used for student instruction as it allows the instructor to control student computers and send information and Internet pages to student computers.

The Media Centers maintain collections of books-on-tape, Playaways, videotapes and DVDs which support the curriculum. Video streaming is available through the Safari Montage system. The Media Center staff provides teacher in-service training on searching the Safari database and using a laptop and projector for classroom viewing.

Each of our Media Centers maintains WebPages. These pages provide links to the subscription databases, links to teacher-assigned research sites, Web quests, and many other curriculum related Internet resources. Our District-wide OPAC is Web based and linked from the Media Center Web pages. Using Follett's Destiny program, the entire circulation system, catalog and inventory are automated. Our Media Centers are members of the state-wide JerseyCat inter-library loan system. Students and staff members have access to this collection from the Media Center Web page, where they are able to submit requests for materials from outside libraries. The Media Center staff processes inter-library loan requests both for borrowing materials from other libraries and sending our materials to requesting libraries.

The Media Center staff members are trained in several video support services. These include use of VHS and digital video cameras, recording VHS and digital video to DVD format, and off-air video recording. The Media Center staff and Tech team are responsible for closed-circuit television broadcasting of video programs.

All routine office management is accomplished using Microsoft Office. Budget management, purchase order preparation, signage, and routine reports are all performed in MS Office. E-mail using Microsoft Outlook is the preferred method of communicating with other staff members. Media Center staff members have been trained to assist students and teaching staff members using scanners and printers. The daily use of technology in our Media Centers has been the norm for many years.

- 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,**
  - (II) Often students have access to technology to support the use of 21<sup>st</sup> century skills in their learning environment,**
  - (III) The needs of educators are evaluated,**
  - (IV) The needs of students are evaluated,**
  - (V) Past professional development addressed the educators' and students' needs for technology integration,**
  - (VI) Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,**
  - (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,**
  - (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,**
  - (IX) Supports were provided for educators other than professional development,**
  - (X) Professional development needs and barriers relating to using educational technology as part of instruction have been identified.**

Descriptors	Current Educational Environment	Barriers
i. Staff are assured access to technology to facilitate technology integration	Each teacher has their own laptop and at least one PC in their classroom that is Internet accessible. Roughly 40 percent of the classrooms have projectors and electronic SmartBoards. Web based systems provide a wide array of teaching resources, tools and applications in all rooms. Teacher faculty rooms are equipped with computers and Internet access. A professional library also provides access in each building. Tech support staff frequently participate in lesson development and implementation.	Technology is constantly changing and because of budget restraints, it is difficult to upgrade our equipment every five years
ii. Often students have access to technology in their learning environment	Our Media Centers are equipped with (30 RMT and 70 HS desktop) computers. We have 29 mobile wireless laptop carts for teachers to use in their classrooms. All Business, Practical Arts, and Technology Application classrooms are fully equipped with computers, printers and projectors (11). Forty percent of the classrooms are equipped with SmartBoards. Portable sets of student response systems are also used in many subjects. There is a computer-assisted Drafting Lab and a full TV Media Production Studio and associated classrooms. Students use MIDI and composition software in music classes, design software in desktop publishing and Microsoft applications throughout the curriculum on a regular and frequent basis.	Maintaining laptop/ lab inventory while adding new technologies tests the limit of our budget.
iii. The needs of staff are evaluated	Through a Needs Assessment Survey and Professional Development Survey and through a careful review of student performance data, we can also see areas where staff need assistance. Frequent e mail communication, help desk requests, tech support staff interactions and reviews of student performance also reveal staff needs. Finally, staff needs are communicated through the annual Professional Improvement Plan process.	Some staff are reluctant to respond to surveys.  Time.

Descriptors	Current Educational Environment	Barriers
iv. The needs of the students are evaluated	Through a Needs Assessment that includes a comprehensive review of student performance data based on multiple sources including an assessment of eighth grade technological literacy, teacher, parent and counselor feedback. Student needs are constantly discussed and shared through team and department meetings. Outside assessments including the HSTW visitations and CAPA review also identified needs.	Keeping students engaged in their learning.  Student academic achievement.
v. Past professional development addressed the staff and students' needs for technology integration	Ongoing, sustained professional development occurred on a daily basis through two full-time technology trainers and three computer technician/network administrators. An additional staff member was dedicated to supporting the staff using the student information, payroll, bookkeeping, and budget systems. This system of support has helped the staff flourish in their ability to integrate technology into instruction. Additional programs included weekly after-school "Tech Times" and "Lunch 'N Learn" sessions hosted by our media and tech specialists and open to any staff member. These sessions helped staff practice with new software and receive periodic assistance throughout the year. A series of trainings in team and departmental meetings on using the new online grading, attendance and parent reporting student information management system helped ensure that all staff could embrace new practices using this tool. More trainings related to using interactive whiteboards have helped us expand their use for instruction. We trained staff in myskillstutor.com, LEARNIA, Criterion which are designed to help students prepare for the HSPA and NJASK. A series of summer in-service workshops gave staff opportunities to extend their learning with the tech applications cited above.	Some staff enthusiastically accept any opportunity for professional development while others do not.

Descriptors	Current Educational Environment	Barriers
vi. Past professional development for all <u>administrators</u> was provided to further the effective use of technology in the classroom or library Media Center	District Administrators accessed the same professional development resources available to the staff. Their attendance at state and national conferences included NJDOE, Strauss Esmay, and Legal One.	Administrators can't always attend workshops and meetings.
vii. Ongoing, sustained professional development was provided in 2009-2010 for all <u>staff</u> to further the effective use of technology in the classroom or library Media Center	Ongoing, sustained professional development occurred on a daily basis through two full-time technology trainers and three computer technician/network administrators. An additional staff member was dedicated to supporting the staff using the student information, payroll, bookkeeping, and budget systems. Additional programs included weekly after school "Tech Times" and "Lunch N' Learn" sessions hosted by our media specialists and open to any staff member. These sessions helped staff practice with new software and resources. Some teaching staff became "resident experts" on specific software such as PowerSchool, LEARNIA, and Mimio. They provided workshops after school, in the summer and during scheduled in-service.	
viii. Ongoing, sustained professional development was provided in 2009-2010 for all <u>administrators</u> to further the effective use of technology in the classroom or library Media Center	Administrators enjoyed all of the same professional development opportunities provided to the instructional staff.	
ix. Supports were provided for staff other than professional development	All Staff have access to "Help Desk". The schools are organized into teams and departments to provide collegial support. Two building-based tech support staff work with teachers as they implement technology-based instruction.	

Descriptors	Current Educational Environment	Barriers
x. Professional development needs and barriers related to using educational technology as part of instruction have been identified	If you ask a teacher a question you will get an answer. Our staff frequently communicates its need for more time for collaborative planning and professional development during the contractual day.	Time for formal training. Training Costs

**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.**

- Interactive whiteboards
- Student response systems
- Web based learning portals and video conferencing
- Transition to new technology standards
- Maintain computer inventory/access
- Commit to more paperless learning – e portfolios, applications
- Expand reporting and data analysis side of NJSMART and PowerSchool
- Transition to Office 10
- Expand on line industry/standards based formative and summative assessments for all areas
- Maintain and continue to use the latest subject specific software and Web applications
- Continue to provide ongoing, sustained professional development that assists teachers in learning new applications and strategies until tech use becomes a seamless part of instruction that enhances learning

**3. Prioritize the identified needs.**

The priorities are reflected in our Objectives, Activity Tables, and Funding Plan.

**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.**

We made significant progress on this goal. Three-year trend data on the HSPA indicate an improvement from 68.3 to 87.0 percent in Mathematics total population scores. NJASK score performance was stable but sufficient to move the school from in need of improvement year 4 to year 0. As a result both schools shed their “In need of improvement status”. Improved student performance in all subgroups has also been noted. We intend to continue this goal with modifications.

A review of student performance on this goal revealed NJASK and HSPA performance resulting in both schools attaining AYP status for a period of two years. Additional data including teacher reported grades, LEARNIA assessments, and a review of SRA direct instruction, "My Skills Tutor" revealed improved performance in reading and writing. We intend to replace this goal with one that provides specific achievement targets.

This goal had mixed results. While we added new on-line resources for all staff, the level of implementation with tools such as Wiki's and discussion boards has been sporadic. On the other hand, staff across the curriculum make frequent use of lesson planning Web resources. We have also expanded on-line tutorial and assessment programs for many areas. Our student information management system is used consistently for communicating with parents, evaluating student performance and record keeping. We have not yet institutionalized wholesale lesson planning on this tool. Finally, ninety percent of District curriculum is now produced and modified on line. We intend to continue this goal with modifications.

## **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.**

Goal 1: 10% decrease in the percentage of students failing the Math portion of the NJASK 7 and 8 and the HSPA for each subgroup each year.

Objective 1A: Students will make appropriate use of interactive calculators, graphing calculators, laptops, Excel, and related software to demonstrate their understanding each year.

### **State Plan Alignment**

- 1.1 Educational technology will be infused across all curricular areas:
- aligned with both the most recent version of the New Jersey Core Curriculum Content Standards (NJAC 6A:8-3.1) and
  - the International Society for Technology in Education (ISTE) National Educational Technology Standards, and
  - focused on student centered, problem-based, real-world curricula to attain 21<sup>st</sup> century skills.
- 1.2 All students will demonstrate proficiency with educational technology, information literacy, expert decision making and complex communications.
- 3.3 All school districts will provide access to the Internet and multimedia content in all learning environments that supports a student-to- multimedia device ratio that equals 4:1 with an ultimate goal of providing one to one access for students and staff for anywhere/anytime learning.

Objective 1B: Students will use interactive whiteboards, distance learning, on-line learning communities, tablets and student response systems to demonstrate their understanding in grades 7 and 8 Math, Pre-Algebra, and Algebra each year.

### **State Plan Alignment**

- 1.3 Instruction and content materials will be universally designed to assure access for all learners through technology.
- 1.4 Technology will be used to pursue academic excellence for every student by supporting instruction that is within and beyond the school walls.
- 1.5 All students and learning communities will have ubiquitous, equitable and barrier free access to on-line resources and other distance learning technologies.
- 3.2 All educators, including administrators and students, will have ubiquitous and effective access to on-line resources and other distance learning technologies.
- 3.4 All districts, schools and classrooms will be connected to high-speed voice, video and data networks in all learning environments.

Objective 1C: By June 2013 all District Mathematics curriculum development processes will involve the application of virtual space thereby linking resources, sharing of units, plans and lessons throughout the county and the Internet. This will include the use of on-line discussions and Professional Development opportunities.

### **State Plan Alignment**

- 1.6 Research will be conducted to identify both emerging and promising practices in educational technology so that students will continue to excel in the community, work place and in a global society.
- 2.1 All educators, including administrators, will participate in ongoing, sustained, high-quality professional development activities focused on infusing 21<sup>st</sup> century skills into curricula and instructional practices.
- 2.2 All districts will provide professional development opportunities and technology support for educators, including administrators, in order to enhance proficiency in the planning, funding and implementation of integrating technology-based resources and in assessing technology integration.

Goal 2: There will be a 10% decrease in the number of students failing the LAL portion of the NJASK 7 and 8 and the HSPA for each subgroup each year.

Objective 2A: Students will access and use the Internet and electronic databases and distance learning to research and create products for presentations and reports relative to Language Arts Literacy Standards each year.

### **State Plan Alignment**

- 1.4 Technology will be used to pursue academic excellence for every student by supporting instruction that is within and beyond the school walls.
- 1.5 All students and learning communities will have ubiquitous, equitable and barrier free access to on-line resources and other distance learning technologies.
- 3.2 All educators, including administrators and students, will have ubiquitous and effective access to on-line resources and other distance learning technologies.
- 3.3 All school districts will provide access to the Internet and multimedia content in all learning environments that supports a student-to- multimedia device ratio that equals 4:1 with an ultimate goal of providing one to one access for students and staff for anywhere/anytime learning.

Objective 2B: Student assessments will include electronic portfolios, multimedia presentations and Standards-based scoring guides at least 8 times per year.

### **State Plan Alignment**

- 1.1 Educational technology will be infused across all curricular areas:
- aligned with both the most recent version of the New Jersey Core Curriculum Content Standards (NJAC 6A:8-3.1) and
  - the International Society for Technology in Education (ISTE) National Educational Technology Standards, and
  - focused on student centered, problem-based, real-world curricula to attain 21<sup>st</sup> century skills.
- 1.2 All students will demonstrate proficiency with educational technology, information literacy, expert decision making and complex communications.
- 3.1 All students and educators will have consistent, equitable and barrier free access to appropriate technology including technologies with universal design features that assure access for all students in all learning environments.

3.3 All school districts will provide access to the Internet and multimedia content in all learning environments that supports a student-to- multimedia device ratio that equals 4:1 with an ultimate goal of providing one to one access for students and staff for anywhere/anytime learning.

Goal 3: Thirty-three percent of the instructional staff will be trained in and develop 21<sup>st</sup> century learning activities that incorporate seamless, barrier free technology resources each year.

Objective 3A: All staff will attend one of three trainings on using Web-based distance learning resources for their specific subject.

### **State Plan Alignment**

1.1 Educational technology will be infused across all curricular areas:

- aligned with both the most recent version of the New Jersey Core Curriculum Content Standards (NJAC 6A:8-3.1) and
- the International Society for Technology in Education (ISTE) National Educational Technology Standards, and
- focused on student centered, problem-based, real-world curricula to attain 21<sup>st</sup> century skills.

2.1 All educators, including administrators, will participate in ongoing, sustained, high-quality professional development activities focused on infusing 21<sup>st</sup> century skills into curricula and instructional practices.

2.5 All educators, including administrators, will use technology tools and applications to provide opportunities for authentic, student-centered, inquiry-based learning with a real-world focused curriculum.

1.4 Technology will be used to pursue academic excellence for every student by supporting instruction that is within and beyond the school walls.

1.5 All students and learning communities will have ubiquitous, equitable and barrier free access to on-line resources and other distance learning technologies.

Objective 3B: All administrators will receive in-service on 21<sup>st</sup> century learning and technology applications, and will provide turnkey in-service and ongoing support for instructional staff each year.

### **State Plan Alignment**

1.4 Technology will be used to pursue academic excellence for every student by supporting instruction that is within and beyond the school walls.

- 2.2 All districts will provide professional development opportunities and technology support for educators, including administrators, in order to enhance proficiency in the planning, funding and implementation of integrating technology-based resources and in assessing technology integration.
- 2.3 All school administrators will model the 21<sup>st</sup> century skills necessary to provide effective and informed leadership that supports the infusion of educational technology and encourages learning beyond the school walls.
- 2.4 All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards and success in a global society.

Objective 3C: A District Technology Committee will receive training and develop on-going assessment of this plan's implementation.

**State Plan Alignment**

- 1.2 All students will demonstrate proficiency with educational technology, information literacy, expert decision making and complex communications.
- 1.6 Research will be conducted to identify both emerging and promising practices in educational technology so that students will continue to excel in the community, work place and in a global society.
- 2.2 All districts will provide professional development opportunities and technology support for educators, including administrators, in order to enhance proficiency in the planning, funding and implementation of integrating technology-based resources and in assessing technology integration.
- 2.9 All educators, including administrators, will model and/or promote the effective integration of educational technology and information literacy.

**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.**

District Goal and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Evaluation / Documentation
<b>Goal 1</b>					
Objective 1A	Maintain inventory of laptops – transition to virtualization, expand inventory of graphing calculators and ensure training enables implementation of tech applied instruction	July 2010 To June 2013	Director of Curriculum & Instruction  Principals	Classroom Teachers Technology Trainers	Students will be evaluated through benchmark assessments that contain specific problems related to each applicable standard and objective  HSPA/NJASK analyses
Objective 1B	Expand inventory of Interactive Whiteboards, webcams and related materials. Install and train staff	July 2010 To June 2013			Grade 8 Technology Assessment Analyses
Objective 1B	Expand video streaming capacity and infrastructure and provide applications training	July 2010 To June 2013			

District Goal and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Evaluation / Documentation
Objective 1C	Engage staff and provide time for virtual curriculum development activities coordinated at the County level	May 2010 To June 2013	Director of Curriculum & Instruction	Director of Curriculum & Instruction  Technology Trainers  Teachers	On-line curriculum draft by September 2010  Interactive document links, PD resources, discussion, and ongoing projects and file sharing via clouds by 2013
<b>Goal 2</b>					
Objective 2A	Staff training on infusing new tech standards will improve student ability by using expanded on-line services multimedia resources and Internet research	July 2010 To June 2013	Director of Curriculum & Instruction  Principals	Classroom Teachers  Media Specialists	NJASK/HSPA Analyses  Results of Benchmark Assessments that incorporate relevant tech standards will also be analyzed and shared
Objective 2B	Each Language Arts Department will detail an electronic portfolio at each grade level, develop an implementation schedule, and receive technical support as needed	July 2007 To June 2010	Principals  Director of Curriculum & Instruction	Classroom Teachers  Language Arts Department  Media Specialists  Technology Trainers  Director of Curriculum & Instruction	NJASK/HSPA Analyses  Grade 8 Tech Assessment analyses  Tech committee review of sample projects as part of new needs assessment

District Goal and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Evaluation / Documentation
Objective 2B	Server virtualization will provide cost effective on site storage and access to multimedia projects	March 2011	Business Administrator Tech support staff	Tech support staff	Purchase orders, viewable projects in place by September 2011
<b>Goal 3</b>					
Objective 3A	Summer workshops, opening in-service, county wide, on line, half day and out of district in-service trainings will be scheduled and facilitated for each departmental area. Follow-up training will after school, and faculty meetings	July 2010 To June 2013	Director of Curriculum & Instruction Principals	Director of Curriculum & Instruction Principals Tech support and training staff All administrative staff	Professional Development Committee review of workshop feedback  NJASK/HSPA analyses
Objective 3B	Provide administrative staff development on 21 <sup>st</sup> century learning and technology	July 2010 To December 2010	Director of Curriculum & Instruction	Tech Trainers Teachers Director of Curriculum & Instruction	Professional Development Committee review of workshop feedback  8 <sup>th</sup> grade tech assessment analyses  NJASK/HSPA analyses

<b>District Goal and Objective Number</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Person Facilitating Activity (if applicable)</b>	<b>Evaluation / Documentation</b>
Objective 3C	Quarterly technology committee meetings to review and adjust plan progress	July 2010 To June 2013	Director of Curriculum & Instruction  Tech Team	Director of Curriculum and Instruction  Technology Committee	Quarterly progress through Principals' reports
Objective 3C	Tech committee training in 21 <sup>st</sup> century applications	July 2010 To June 2013	Director of Curriculum & Instruction	Technology Committee  Principals	Revised plan and subsequent needs assessment

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

All staff will be involved in the alignment of their curriculum with the new Technology CCS.

On-going-sustained professional development will provide reinforcement and support as teachers use new strategies and tools that promote creativity, collaboration, communication and creativity.

Each department will incorporate an annual technology implementation goal. The goal will include the development and incorporation of Internet-based learning activities that involve students in other schools, community and business resources and/or higher education.

Child Study Team and Special Education teachers will be involved in all technology trainings.

The Technology Committee, tech staff and all administrative staff will participate in an on-line community to explore, plan and report on the development of learning activities that reflect the Four C's.

Technology staff including trainers, network managers, media specialists and teachers modeling best practice, will be given opportunities for out-of-district training, conferences, and networks.

Assistive technology will be demonstrated with other new software, hardware and practices at after-school "Tech Times" and in-service workshops.

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

All students will have completed an assessment that reflects their proficiency on each technology Standard and CPI by the end of eighth grade. This assessment will include a teacher checklist aligned with standards and curriculum objectives that indicate student proficiency, and a review of student portfolios. This will provide the necessary information to meet the NCLB requirement.

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

- Router
- Virtualization software and server
- Office 2010
- Electronic whiteboards, tablets and response systems
- Web cams and video conferencing
- iPads
- MCAs, Autodesk software
- PowerSchool site license
- Projectors
- Graphing calculators
- Laptops

- Desktops
- Flash and other video production software
- Naviance career inventory and learning plan software
- Discovery media standards based video software/portal
- Sophos antivirus
- Barracuda Web filter and spyware
- Systems 3000 license and additional module
- Criterion portal license
- Increase bandwidth from 8 mb to 10 mb
- E learning portals such as those available through Synergis
- Defender e-mail archiver
- imail server license and support
- Global Connect autocall system
- Destiny Media Center software
- PCS
- SAM
- PCS PAY PAMS
- Certiport
- LJ Technologies

## **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.**
- 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.**

*Three-Year Local School District/Charter School Technology Plan Template  
(2010-2013)*

## Funding Plan Table (2010-2011)

Complete this table to indicate the funding source of anticipated costs of technologies to ensure that students have access to technology.

<b>Three-Year Technology Plan Anticipated Funding Table (2010-2011)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital Curricula Virtual Business, Criterion, Pearson Math, SAM/MOS, LJ Technologies, Certiport, Study Island, Naviance, Learnia, other database subscriptions	<b>12,500</b>	<b>4,000</b>	<b>10,000</b>	
Print media needed to achieve goals	<b>2,500</b>	<b>2,500</b>	<b>15,000</b>	
Technology Equipment Laptops, iPads, SmartBoards, Projectors, Web cams, Digital Electronics Lab, Desktops for Desktop Publishing and Web Design classes	<b>50,000</b>	<b>60,000</b>	<b>34,500</b>	
Network Cisco Router, Server Virtualization, Comcast Internet Service	<b>9,600</b>	<b>12,500</b>	<b>32,900</b>	
Filtering Barracuda		<b>6,500</b>	<b>6,500</b>	
Software Office 2007, Autodesk Suite, Adobe Elements, QuickBooks		<b>4,800</b>	<b>4,800</b>	
Maintenance Maintaining access points and switches, Tech staff certifications, spare parts		<b>2,700</b>	<b>2,700</b>	
Upgrades VOIP PBX	<b>5,000</b>		<b>10,000</b>	

<b>Three-Year Technology Plan Anticipated Funding Table (2010-2011)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Policy and Plans Hardware warranties		<b>2,500</b>	<b>2,500</b>	
Other services Salaries for Tech staff, Professional development for all staff	<b>21,500</b>	<b>198,500</b>	<b>34,500</b>	

*Three-Year Local School District/Charter School Technology Plan Template  
(2010-2013)*

## **Funding Plan Table (2011-2012)**

Complete this table to indicate the funding source of projected costs of technologies to ensure that students have access to technology.

<b>Three-Year Technology Plan Projected Funding Table (2011-2012)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital Curricula Same as previous year plus Discovery Media	<b>12,500</b>	<b>24,000</b>	<b>10,000</b>	
Print media needed to achieve goals	<b>2,500</b>	<b>2,500</b>	<b>15,000</b>	
Technology Equipment Laptops, iPads, SmartBoards, Projectors, Web Cams, Business Applications Lab	<b>50,000</b>	<b>70,000</b>	<b>47,500</b>	
Network Video Conferencing equipment for PC lab, Desktop Lab Virtualization, Comcast Internet Service	<b>11,600</b>	<b>13,500</b>	<b>34,900</b>	
Filtering Same as last year		<b>6,500</b>	<b>6,500</b>	

<b>Three-Year Technology Plan Projected Funding Table (2011-2012)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Software Office 2010, Autodesk Suite, Adobe CS suite, solar project data feed software	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	
Maintenance Maintaining access points and switches, Tech staff certifications, spare parts		<b>3,000</b>	<b>3,000</b>	
Upgrades VOIP	<b>2,000</b>		<b>6,000</b>	
Policy and Plans Same as last year plus Destiny DNA, Software agreements		<b>5,000</b>	<b>5,000</b>	
Other Services Same as previous year	<b>23,500</b>	<b>201,000</b>	<b>35,500</b>	

*Three-Year Local School District/Charter School Technology Plan Template  
(2010-2013)*

## Funding Plan Table (2012-2013)

Complete this table to indicate the funding source of projected costs of technologies to ensure that students have access to technology

<b>Three-Year Technology Plan Projected Funding Table (2012-2013)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital Curricula (see NIMAS in the HELP section) Same as previous year or alternate selections based on needs (select mathematics and Language Arts upgrades)	<b>12,500</b>	<b>10,000</b>	<b>10,000</b>	

<b>Three-Year Technology Plan Projected Funding Table (2012-2013)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Print media needed to achieve goals	<b>2,500</b>	<b>2,500</b>	<b>15,000</b>	
Technology Equipment Laptops, iPads, SmartBoards, Projectors, web cams, TV editing lab, Mobile smart devices	<b>50,000</b>	<b>80,000</b>	<b>50,000</b>	
Network Cloud Computing and Internet services	<b>11,600</b>	<b>15,000</b>	<b>30,000</b>	
Filtering Same as previous year, plus new filtering appliance		<b>6,500</b>	<b>10,000</b>	
Software Office 2010, Autodesk suite, new Math, LAL software	<b>7,500</b>	<b>7,500</b>	<b>7,500</b>	
Maintenance Maintaining access points and switches, Tech staff certifications, spare parts		<b>3,500</b>	<b>3,500</b>	
Upgrades Complete VOIP, New servers (3)		<b>8,000</b>	<b>8,000</b>	
Policy and Plans Hardware Warranties		<b>3,000</b>	<b>3,000</b>	
Other Services Same as previous year	<b>23,500</b>	<b>201,000</b>	<b>35,500</b>	

- 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.**
- 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.**

**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.**

Christopher H. Kobik, Director of Curriculum and Instruction, LCMRSD  
 Joseph Castellucci, Principal, LCMRHS  
 Eugene Sole, Principal, R.M. Teitelman School

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

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

All administrators have in place a Professional Growth Plan that includes elements for on-going professional growth in technology. As administrators work on building and district goals, they support the development of staff skills and their own. All administrators have access to Summer Staff Development, out-of-district workshops/conferences, and after-school “Tech Times” provided by the district.

The following Websites provide resources:

- Partnership for 21<sup>st</sup> Century Skills  
<http://www.p21.org/>  
<http://ies.ed.gov/ncee/wwc> (ies what works clearinghouse)
- Southern Region Education Board  
<http://www.sreb.org>
- Project Lead The Way  
<http://www.pltw.org>
- Alliance for Technology Access  
<http://www.ataccess.org>
- ETTCs: Educational Technology Training Centers  
<http://www.nj.gov/njded/techno/ettc/>
- NJAET: New Jersey Association for Educational Technology  
[www.njaet.org](http://www.njaet.org)
- NJECC: New Jersey Educational Computing Consortia  
[www.njecc.org](http://www.njecc.org)
- NECC: National Educational Computing Conference  
<http://www.neccsite.org/>
- CIESE: Center for Improved Engineering and Science Education  
<http://k12science.ati.stevens-tech.edu/currichome.html>

- NJSSI: New Jersey Statewide Systemic Initiative  
[Http://njssi.rutgers.edu/](http://njssi.rutgers.edu/)
- EIRC: Educational Information and Resource Regional Center  
<http://www.eirc.org/>
- NJPEP: New Jersey Professional Education Portal  
[www.njpep.org](http://www.njpep.org)
- EMA: Educational Media Association of New Jersey  
<http://www.emanj.org/>
- CMSCE: Center for Math, Science and Computer Education  
<http://cmsce.rutgers.edu/>
- FEA/NJPSA: Foundation for Educational Administration and New Jersey Principals and Supervisors Association  
<http://www.njpsa.org/pd/>

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

District sponsored Summer Staff Development workshops, out-of-district workshops, release time, after-school Tech Times, and Saturday sessions will be provided to introduce, reinforce, and extend the infusion of technology into classroom practice. Each building has a full-time Technology Trainer who will work with staff in team and department meetings, and in the instructional setting. “Resident Experts” will be identified among the instructional staff to aid and support in the implementation of new technologies and strategies.

The District’s PD Web site will serve as a clearinghouse for information on 21<sup>st</sup> century skills. Moreover, it will house discussion boards, learning communities and resources that will be used as part of each Professional Development activity. As staff members participate in PD opportunities they will learn to use the tools for creating lessons that extend learning beyond the classroom and promote collaboration, creativity, communication and critical thinking.

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

Technical staff are afforded the same opportunities for professional growth as the instructional staff. They attend out-of-district workshops and conferences, webinars, and formal training, and collaborate as part of a team with the Director of Curriculum and Instruction and in their own on-line communities.

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

A workshop in Assistive Technology is provided through the Summer Staff Development Program each year. Case Managers and the Assistant Superintendent for Support Services review the unique learning needs of students, attend workshops on the effective integration of assistive technology and introduce it to staff through the IEP process. Building-based technology trainers follow up with additional help, coaching and support. A growing network of staff also participates in the ATA on-line community.

- 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.**

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## **Professional Development Table For Section VII-C (2010-11 only)**

The professional development detail is needed for school year 2010-2011 only.

<b>Educators' Proficiency/ Identified Need</b>	<b>Ongoing, sustained, high-quality professional development planned for 2010-2011</b>	<b>Support</b>
Integrating Technology into the Mathematics Curriculum	Initial summer and four after school follow up sessions on integrating technology including calculators, Web resources, Excel, Student Response Systems and Web based applications and sites.	Building level tech trainers available for follow up support both during lessons and for planning and rehearsal. Discussion board/blog available for reference sites, reflection, discussion and help. In addition, Department members with a demonstrated proficiency will be remunerated to provide follow up training and support as arranged through the director of Curriculum and Instruction
Integrating Technology into the LAL Curriculum	Initial summer and four after school follow up sessions on integrating technology including digital portfolios, using Criterion assessment software, animoto, multimedia applications, on line discussion boards, digital storytelling websites like glogster, prezi using tablets, response systems, smart boards, and curriculum resources like rubicon.	Building level tech trainers available for follow up support both during lessons and for planning and rehearsal. Discussion board/blog available for reference sites, reflection, discussion and help. In addition, Department members with a demonstrated proficiency will be remunerated to provide follow up training and support as arranged through the director of Curriculum and Instruction

<b>Educators' Proficiency/ Identified Need</b>	<b>Ongoing, sustained, high-quality professional development planned for 2010-2011</b>	<b>Support</b>
Integrating Technology into the Social Studies Curriculum	Initial summer and four after school follow up sessions on integrating technology including many of those listed above including the Criterion writing assessment software, flip cams, web cams, as well as electronic map software, google earth and subject specific sites for integrating primary source documents.	Building level tech trainers available for follow up support both during lessons and for planning and rehearsal. Discussion board/blog available for reference sites, reflection, discussion and help. In addition, Department members with a demonstrated proficiency will be remunerated to provide follow up training and support as arranged through the director of Curriculum and Instruction
Integrating Technology into the Science Curriculum	Initial summer and four after school follow up sessions on integrating technology including the use of Excel, presentation software, smart boards, response systems and subject specific websites and applications.	Building level tech trainers available for follow up support both during lessons and for planning and rehearsal. Discussion board/blog available for reference sites, reflection, discussion and help. In addition, Department members with a demonstrated proficiency will be remunerated to provide follow up training and support as arranged through the director of Curriculum and Instruction
TIME Technology in Music Education	County Wide In-Service session	Follow up support via Rowan University, e-mail and on site daily tech support staff
The Electronic Curriculum	All Staff will receive in-service on developing and expanding resources on the district curriculum web page.	Each area will engage in a curriculum revision project that requires the application of web based design and resource development in accordance with Cape May County Revision Schedule.
21 <sup>st</sup> Century Learning for Supervisors	All Instructional Administrators will learn how to cultivate successful global online teacher and student collaborations; apply effective search techniques; and build content resource engines with the goal of turnkey training teachers	Follow up will include developing implementation plans for turnkey training during half day in-service programs. Discussion Board/Blog will serve as a vehicle for reflection on practice and support.

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
Student Learning Plans and Career Inventory	Selected instructional and support staff will receive in-service on how to access student learning plans, and advise students on their development.	Follow up by identified advisor Advisee program coordinator, tech support staff as needed for accessing student e-learning plans
Web based Resources Support	District media Specialist provide "Lunch N Learn" sessions and help all day and every day to instructional staff as they plan, develop and facilitate lessons	District media Specialist provide "Lunch N Learn" sessions and help all day and every day to instructional staff as they plan, develop and facilitate lessons
Software and System Support	Microsoft transition to 010, adobe products, subject specific software and Web portals – all staff	Help Desk, After School "Tech times", scheduled office visits available every day all year long
The 21 <sup>st</sup> Century Classroom	Four half day in-service programs led by administrative/tech staff and identified teacher leaders will inspire additional conversion to classrooms without walls	Follow-up support and system management by tech staff, out of district follow-up training available through project proposals

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

**Funding:** NCLB, State Aid, Perkins, IDEA and local funds have been identified through the budget process to meet the goals and objectives of this plan and the Lower Cape May Regional School District Professional Development Plan.

**Time:** The Lower Cape May Regional School District Board of Education has made a commitment to providing five half-day in-services and three full-day in-services. In addition, after-school, Saturday and summer professional development programs above and beyond the contracted staff agreement are scheduled through the Director of Curriculum and Instruction to meet the professional development needs of staff. Finally, all staff have opportunities to attend out-of-district workshops and are provided release time for other professional development.

**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**

1. Integrating technology into curricula and instruction to promote 21<sup>st</sup> century skills and global collaboration and outreach,
2. Enabling students to meet challenging state academic standards, and
3. Developing life-long learning skills.

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## Evaluation Plan Table

<b>Three-Year Technology Plan Evaluation Narrative</b>	
<b>Describe the process to regularly evaluate this plan as <u>effectively</u>. . .</b>	
1. Integrating technology	<p>The integration of technology is evaluated through the observation/evaluation process established by the Lower Cape May Regional School District. Supervisors conduct walkthroughs, informal, and formal evaluations of teacher performance. Because administrators attend tech training they are familiar with expected outcomes and have access to all electronic discussion boards, blogs, and on-line learning communities. An informal cadre of staff including department liaisons, teacher mentors, tech trainers, media specialists, and fellow team members interact with each other in order to provide on-going support and feedback. "Technology" will be established as an item in each departmental monthly report and weekly team minutes. These reports and minutes are reviewed by school and district administrators and when appropriate, the Board of Education. The Professional Development Committee conducts periodic surveys documented in their Plan. Each workshop requires a written staff member evaluation. These are reviewed and result in recommendations for the continued development of the Staff Development Program. Through the curriculum development and mapping process, staff work with the Director of Curriculum and Instruction to develop written products that reflect content, process, content area, career and tech standards and evaluation in revised curriculum documents. Technology infrastructure is evaluated in concert with three full-time technicians who manage network services, e-mail, storage, and inventory. Their daily work with Principals, the Director of Curriculum and Instruction, and the technology trainers allows them to respond to system difficulties and changing needs. All of this information is reviewed in light of student performance data through the annual QAAR report, the three-year NJQSAC cycle, NCLB, Perkins, and IDEA application processes.</p>

**Three-Year Technology Plan Evaluation Narrative**

**Describe the process to regularly evaluate this plan as effectively. . .**

<p>2. Enabling students to meet challenging state academic standards</p>	<p>The same process described above applies to this challenge. As technology laden, standards based lessons and units are developed, teachers monitor student progress through common assessments that target specific areas of weakness. These lessons are shared and discussed through technology based communication and in face-to-face meetings. The technology used in planning, implementing and evaluating lessons opens communication among the instructional community, enabling educators to explore the successes of their peers throughout the school, county, state and globe. As a result students benefit from a tremendous pool of pedagogical expertise.</p>
<p>3. Developing life-long learning skills</p>	<p>The same process described above applies to this challenge. Critical and creative thinking skills are developed as students use multiple sources of information in the context of the many visual tools technology provides. Communication skills are enhanced as students are challenged to construct meaning, synthesize and evaluate information. The learning process in itself becomes a model for problem solving and developing systems. Students learn to work together with a wide range of audiences and peers.</p>

# APPENDIX

### **III. Technology Overview**

#### **A. Technology**

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