

Bound Brook School District

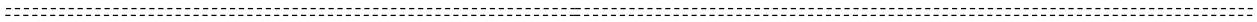


Three Year Technology Plan

2016 - 2019

Stakeholders

2016 – 2019 District Technology Committee Members



Stakeholder Name	Stakeholder Title	Stakeholder Signature
Mrs. Beth Fischer	Assistant Superintendent of Curriculum and Instruction	
Mr. Iskren Milanov	Technology Coordinator	
Dr. Joseph Santicerma	Principal BBCMS	
Ms. Nicole Peoni	Teacher	
Ms. Elyse Berman	Teacher	
Mr. David Romancheck	Teacher	
Mrs. Christine Larson	Teacher	
Mrs. Kim Kredatus	Teacher	
Mr. Daniel Macionis	Teacher	
Mr. Jeffrey Salmeri	Teacher	
Mr. Pierre Abd	Teacher	
	School Board Member	
Mrs. Melody Lavernia	Community Member	

❖ DISTRICT VISION

Introduction

Our main vision is that technology will be used throughout our schools as we acquire new and exciting ways to meet the needs of all of our students and to enhance student outcomes. We will strive to use the most current technology tools in order to:

- design learning environments that will reach out to a diverse learning community,
- gauge and monitor our students' individual levels of achievement, using that information to make important decisions about our programs and our support for student learning,
- model and encourage collaboration between and among us all: teachers, students, parents, administrators and the global community.

In our classrooms, educators will be confident and knowledgeable about the range of technology tools that can assist them in making effective choices in designing learning experiences. Supported by accessible technology and professional development, educators will develop and share authentic and engaging learning activities that require students to sharpen problem-solving skills. Through this creative and collaborative environment Bound Brook School District educators will use technology to promote intellectual experimentation, provide options that match learning experiences to the individual learner, and promote the development of higher order thinking.

All students, administrators and teachers will be accountable for basic technology skills while continuing to develop their technological literacy. As 21st century life-long learners, the students of the Bound Brook School District will:

- develop literacy skills that require them to identify reliable and credible sources
- use those sources to develop their own distinctive voices,
- demonstrate responsibility for the ethical use of technology,
- engage in the use of technology to promote participation in the global learning environment

Our Beliefs:

- Technology allows us to better serve the diverse learning needs of our students.
- Skillful use of technology supports the development of process skills such as critical thinking, problem solving, communication, and collaboration, which are essential to success in our rapidly changing information age.
- Our schools must prepare students to be lifelong learners who are responsible for their

own learning, skilled in accessing and processing information, confident in using technological tools, and able to solve complex problems alone or collaboratively.

To accomplish our vision for increased student learning with the use of technologies, our three year plan hopes to accomplish the following:

✓ **Development of Life Long Learners:**

Assure skillful use of technology to support the development of lifelong learning skills and process skills.

✓ **Integration of Technology into the Classroom:**

- Expand classroom tools for teaching and learning.
- Provide for the integration of multiple resources for existing and emerging curriculum.
- Enable the learning community to communicate more effectively, access and process information, and work productively.
- Link the classroom with educational resources within the building, community and worldwide.
- Increases the productivity of students as they work toward attaining learning outcomes.
- Encourage the use of multimedia tools enabling students to become active and experiential learners.
- Enable learning to involve partnerships within the school, among schools, and with other organizations.

✓ **Build a Culture of Continuous Learning for Staff:**

- Develop school-based technology planning and learning.
- Build online learning opportunities.
- Facilitate access to collegial support and best practice information from a wide variety of resources.
- Expand the variety of teaching tools to differentiate and support diverse learners.
- Support productive and efficient management of student assessment and data.
- Increase support for emerging instructional strategies: differentiated, collaborative, and active learning options.
- Provide a system that helps students, parents and teachers work together to support educational outcomes.
- Pilot new teaching strategies, technologies, and instructional resources.
- Investigate emerging possibilities for electronic learning resources.

Our mission is to support teaching and learning with technology. The resources to accomplish this mission include technology professional development, current hardware, software and

technical support. Our role is to provide these resources for staff to improve student learning.

To ensure that instructional technology will be used to improve student learning and teaching in the Bound Brook School District, students will have access to appropriate technology; and the technology skills necessary to function in a global economy. Staff will have access to appropriate technology; and the skills necessary to enhance teaching and learning with technology, and the technical support necessary to incorporate new technology into classroom instruction to support the Common Core State Standards.

In envisioning the future we are committed to the following principals:

- Support the district's accountability plan
- Ensure that technology resources are equitable distributed amongst students and staff
- Implement district wide software applications and digital resources
- Insist that adequate professional development is a component of every technology initiative
- Support formative assessment in the classroom and data driven decisions to improve student outcomes
- Continue to work with the technology staff and to foster a team effort regarding projects

❖ DISTRICT INFRASTRUCTURE

Bound Brook High School Network Inventory (gr. 9-12)	
Equipment	Quantity
Servers	59
Switches	10
Routers	1
Wireless Access Points	39
Phone Systems	1
Telephones	67
Multimedia Workstations	98
Multimedia laptops	82
Chromebooks	630
Data Projectors	37
Document Cameras	2
Interactive Device (Mimio or SMART board)	19
Wireless Projection Capability (WiDi)	
Printers	26
Community Middle School Network Inventory (gr. 7-8)	
Equipment	Quantity
Servers	0
Switches	1
Routers	1
Wireless Access Points	18
Phone Systems	0
Telephones	24
Multimedia Workstations	10
Multimedia laptops	23
Chromebooks	250
Data Projectors	15
Document Cameras	0
Interactive Device or SMART board)	0
Wireless Projection Capability (WiDi)	
Printers	6

Smalley Elementary School Network Inventory (gr. 4-6)

Equipment	Quantity
Servers	3
Switches	6
Routers	1
Wireless Access Points	17
Phone Systems	0
Telephones	29
Multimedia Workstations	43
Multimedia laptops	222
Chromebooks	120
Data Projectors	7
Document Cameras	2
Interactive Device (Mimio or SMART board)	17
Wireless Projection Capability (WiDi)	
Printers	8

LafayetteElementary School Network Inventory (gr. 2-3)

Equipment	Quantity
Servers	1
Switches	2
Routers	1
Wireless Access Points	22
Phone Systems	
Telephones	25
Multimedia Workstations	51
Multimedia laptops	200
Chromebooks	0
Data Projectors	9
Document Cameras	2
Interactive Device (Mimio or SMART board)	18
Wireless Projection Capability (WiDi)	
Printers	7

Lamonte/Annex Elementary School Network Inventory(gr. PK-1)	
Equipment	Quantity
Servers	3
Switches	3
Routers	1
Wireless Access Points	22
Phone Systems	
Telephones	43
Multimedia Workstations	15
Multimedia Laptops	117
Chromebooks	0
Data Projectors	6
Document Cameras	3
Interactive Device (Mimio or SMART board)	13
Wireless Projection Capability (WiDi)	
Printers	8

Bound Brook Board of Ed Network Inventory	
Servers	1
Switches	1
Routers	0
Wireless Access Points	3
Phone Systems	
Telephones	14
Multimedia Workstations	16
Printers	15

Technology Needed to Improve Student Academic Achievement Through 2019

Technology Plan Checklist for NJ School Districts/Charter Schools
(2016 - 2019)

Three Year Technology Plan Inventory Table

Area of Need	Describe for 2016-17	Describe for 2017-18	Describe for 2018-19
Technology Equipment	Chromebooks for Grades Enhancements of existing assistive technology as determined by student needs. Replace aging computers at the High School and Intermediate School. Video Surveillance server replacement at Elementary Schools Printer server replacement Replacement of elementary library computers	Chromebooks for Grades Enhancements of existing assistive technology as determined by student needs. Replace High School teacher devices Video Surveillance server replacement at OTES Replacement of high school teacher Computers Replacement of high school library computers Server replacement for older servers. Replacement of older computers	Chromebooks for Grades Enhancements of existing assistive technology as determined by student needs. Replace elementary schools network switches. Server replacement for older servers. Replacement of older computers

Network Capacity	Evaluate and recommend changes to the network. Increase bandwidth between core switch from High School to Smalley, Lafayette, Lamonte/Annex from 100 mbps to 1,000 mbps Upgrade MDF at High school 1,000 mbps to 10 gbps	Evaluate and recommend changes to the network and add a redundant Internet connection for the district. Upgrade access points to gigabit AC wireless Upgrade VM Ware Virtual Server	Evaluate and recommend changes to the network.
Filtering Software	LightSpeed Smoothwall	LightSpeed Smoothwall	LightSpeed Smoothwall
Maintenance Policy and Plans	<ul style="list-style-type: none"> ● UPS Maintenance ● Adobe CC ● Microsoft Suite ● Smart Notebook 	<ul style="list-style-type: none"> ● UPS Maintenance ● Adobe CC ● Microsoft Suite ● Smart Notebook 	<ul style="list-style-type: none"> ● UPS Maintenance ● Adobe CC ● Microsoft Suite ● Smart Notebook
Tele- communications Services	<ul style="list-style-type: none"> ● Basic phone service ● Internet access ● Direct Internet Connections ● Cell Phones ● Website ASP 	<ul style="list-style-type: none"> ● Basic phone service ● Internet access ● Direct Internet Connections ● Cell Phones ● Website ASP 	<ul style="list-style-type: none"> ● Basic phone service ● Internet access ● Direct Internet Connections ● Cell Phones ● Website ASP

<p>Technical Support</p>	<ul style="list-style-type: none"> ● Virus protection ● Backup system ● Software updates ● Library subscriptions ● Student Information System ● Network Monitoring Software ● Verisign ● Server Maintenance ● Managed Print Services ● Meru Wireless ● Web Filtering 	<ul style="list-style-type: none"> ● Virus protection system ● Backup ● Software updates ● Library subscriptions ● Student Information System ● Network Monitoring Software ● Verisign ● Server Maintenance ● Managed Print ● Web Filtering 	<ul style="list-style-type: none"> ● Virus protection system ● Backup ● Software updates ● Library subscriptions ● Student Information System ● Network Monitoring Software ● Verisign ● Server Maintenance ● Managed Print ● Web Filtering
		<p>Services</p> <ul style="list-style-type: none"> ● Meru Wireless 	<p>Services</p> <ul style="list-style-type: none"> ● Meru Wireless
<p>Facilities – infrastructure including central telephone & security systems</p>	<ul style="list-style-type: none"> ● Maintenance of radio, security, phone services, time clock and replace phone system ● Add or replace UPS batteries in all IDFs and MDFs 	<p>Maintenance of radio, security, time clock and phone services</p>	<p>Maintenance of radio, security, time clock and phone services</p>

Other	<ul style="list-style-type: none">● Evaluation of emergent technologies● Move to open source options	<ul style="list-style-type: none">● Evaluation of emergent technologies● Move to open source options	<ul style="list-style-type: none">● Evaluation of emergent technologies● Move to open source options
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Integration of Assistive Technology

The integration of assistive technology is coordinated with the child study team and is based upon the individual student's instructional plan. The Internet and other means of telecommunication are used to communicate with professional organizations, training services, and families of the disabled.

The School District's website is accessible to all stakeholders. Our website currently utilizes a text based content management system that allows all links and content to be translated into a screen reader with ease. Website graphics and animations that may be included on the site are for decoration only and are not used for navigation or information.

The logical and consistent method of creating, organizing and displaying information provide the optimal situation for stakeholders who need an alternate way to review the school website.

Any multimedia presentations included on the site utilize the accessibility tools that are included with the software in which the presentation was created, i.e., Microsoft PowerPoint, Adobe PDFs, Adobe Flash, etc. As long as PowerPoint presentations are created using a version later than Office 2000, they can be read using a screen reader. Adobe PDFs can be read as text using the latest free Adobe Acrobat Reader. In addition Adobe provides an html convert for those having a problem utilizing the latest reader. Flash generated content will be created using the latest accessibility tools to help keep the content accessible.

Electronic forms created using the tools included with our software generate text-based forms that can be easily navigated and completed using accessibility tools. Image maps are generally not utilized within the site due to the navigation problems they can cause with regard to accessibility.

Additionally, due to the open and extensible nature of our software, adjustments and changes can quickly be made to allow for additional navigation aids for those using screen readers. For example, if a user would like an option to skip the reading of the navigation bar, this option can be added very quickly without disrupting the layout or display of the site for other users. This flexibility allows our website to be responsive to all users.

Computer/Technology Replacement Plan

Replacement of obsolete equipment has become a significant problem in all school districts. The Technology Committee made a commitment in previous technology plans to investigate the use of various computing technologies.

We provide every 7th-12th grade student with a new Chromebook, that they will use until graduation from their respective schools. We provide every 6th grade student with a Chromebook for in school use. We also provide repurposed iPads to the k-5 students for in school use.

Teacher/Administrator Use

Full multi-media laptop computers are provided to all teachers, administrators and supervisors. Mobile wireless networks with full multi-media laptops have been determined to be an effective

replacement to the stationary computer lab. All three elementary schools, the Middle school, and the HS benefit from full wireless network and Internet connectivity. The IT department maintains all equipment.

Accessible to All

There are many areas to consider regarding the issue on accessibility. The existing Bound Brook School District website was created by the Network Manager and is managed by a team of district employees. The accessibility standards were taken into consideration in the initial construction of the website and in all revisions/upgrades. Contact information is clearly marked. The general layout is basic but allows a visitor/user the right to control and direct their own choices and access desired information. The district's website is a work in progress as improvements and additional information is provided on an ongoing basis.

Plan for Obsolescence

When looking at a planned obsolescence program for our educational technology, our district will look to answer the following questions before making a decision to replace outdated equipment:

- a. How might we delay obsolescence and extend the life of our technology resources?
- b. What will be the process for properly destroying secure data and memory from outdated computers?
- c. Should old computers be sold, donated, or recycled?

❖ **DISTRICT POLICY: Available on district website at <http://www.bbrook.k12.nj.us/>**

Bound Brook School District has several policies and procedures regarding acceptable use of the technology and equipment provided for and to be used by the students. Parents/Guardians and students should become familiar with all the following policies:

Policy	Policy Title
<u>2363</u>	<u>STUDENT USE OF PRIVATELY-OWNED TECHNOLOGY</u>
<u>7523</u>	<u>SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO STUDENTS</u>
<u>7522</u>	<u>SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO STAFF MEMBERS</u>
<u>2360</u>	<u>USE OF TECHNOLOGY</u>
<u>6113</u>	<u>E-RATE</u>
<u>2361</u>	<u>ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES (M)</u>
<u>2415</u>	<u>NO CHILD LEFT BEHIND PROGRAMS</u>

The use of the Bound Brook School District’s technology resources is a privilege, not a right. The privilege of using the technology resources provided by the Bound Brook School District is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the Bound Brook School District. These policies are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources.

If a student or person violates any of the User Terms and Conditions named in the policies, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Bound Brook School District’s Student Code of Conduct shall be applied to student infractions. Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

❖ TEACHING AND LEARNING WITHIN DISTRICT

Professional Learning:

The main goal of *all* professional development activities in the Bound Brook School District continues to focus upon improving the quality of instruction for all students pursuant to the New Jersey Core Curriculum Standards. We are continuing the process of implementing standards-based instruction through comprehensive program review. In addition, we are reviewing revising or rewriting all existing curriculum to reflect standards and goals as required by the Common Core.

Administrators, teachers, and support staff have historically participated in workshops, seminars, and meetings at national, state, and local levels and it is anticipated that this participation will continue.

Grade level, department and faculty meetings continue to serve as monthly forums for professional development. Copies of meeting agendas and minutes are maintained by each meeting facilitator and shared with building administrators and staff.

Four district professional days are reserved for district-wide staff development on a variety of topics—including technology use and integration to support instruction. Workshop evaluation forms will be developed to assist our professional development planners in assessing the effectiveness of individual workshops and planning future workshops. The District will also utilize 90 minute delayed openings to allow for professional learning opportunities four times during the school year.

The District has embraced the PLC at all grade levels, not only as a vehicle for professional development, but also as a forum for examining school culture, embracing it, and working cooperatively and expeditiously for school improvement.

As we move forward, much of our anticipated and on-going professional development will continue to focus on the use of technology to support all learners. With the increase number of devices and digital opportunities available to students and staff there will be an even larger need for support and professional development than what the District currently can provide.

Rich Kiker and KIKER Learning will work with the District to create a responsible plan and timeframe that supports instructional technology implementation best practices for teacher success that drives effective student learning outcomes and achievement. Through this plan the District will make Google Level 1 and 2 Certification training available to all educators. This online training created by Google will allow all educators to get a solid understanding of the digital tools in Google Apps for Education and full implementation of Google Classroom into our current learning environments.

Outside of teachers and students, other stakeholder involvement will be determined as they are an integral part of instructional technology implementation.

Three Year Professional Learning Goals:	Activities:	Follow Up:
<p>Introduce and increase the use of Google Apps for Education in the classroom and for professional meetings.</p>	<p>Pre-Professional Development Services</p> <ul style="list-style-type: none"> •Google Domain and Chrome Management Console Check <p>Google Apps for Education Bootcamp (Face to Face)</p> <ul style="list-style-type: none"> •Google Level 1 & Google Level 2 •Implementation Applications •Pre-Exam Support 	
<p>Determine effective strategies of use of devices in the classroom.</p>	<p>Flipped Professional Development (Self-Paced)</p> <ul style="list-style-type: none"> •Provide on-demand, self-paced learning opportunities prior to the face to face PD so in person learning is more meaningful and escalated. <p>Implementation PD (Face to Face)</p> <ul style="list-style-type: none"> •Google Apps for Education: Fill in the Gaps •Google Classroom Investigation and Creation •Google Play for Education content deployment for differentiation and personalized learning. •SAMR Implementation and Reflection <p>Curriculum & Instructional Strategy PD (Face to Face)</p> <ul style="list-style-type: none"> •What does it mean to be a 21st Century Student/Educator? •Instructional strategy Implementation to drive student critical thinking, content creation and collaboration. <ul style="list-style-type: none"> •Assessment Strategies •Data 	

	Driven Lesson Creation	
Determine successful ways to collect, analyze, and use data to drive instructional decisions.	Curriculum & Instructional Strategy PD (Face to Face) or Chromebook Instructional Coaching (Face to Face) •What does it mean to be a 21st Century Student/Educator?	
*See District Professional Development Plan 2016-17		

- ✓ Technology focused professional development is offered throughout the year, both in house and out of district.
- ✓ ScIPs within each building and the Assistant Superintendent of Curriculum and Instruction provide professional development activities.
- ✓ Current technology research-based information is disseminated regularly to the teaching staff at departmental, faculty, PLC, grade-level and other in-service meetings.
- ✓ Administrators receive technology training at out of district workshops.

Professional Learning Needs:

As part of the professional development plan (district and building levels), staff members are polled yearly for their preferences for professional development opportunities. Some of the primary barriers to using digital instructional materials were identified as bandwidth/connectivity issues, webfilter restrictions, time constraints and a need for professional development and instructional support. The greatest desire for professional development/training was with respect to the Google platform, Creativity Tools (Paint/Draw, Desktop Video, Sound Editing, Presentation) and Tool-based Software (graphic organizers, word processors, spreadsheets, databases, webpage development).

- Currently more staff members than ever before are integrating technology into their lessons; this is based on the frequency that NJCCCS 8.1 & 8.2 are indicated in (on-line) lesson plans. This is the direct result of the district’s efforts to increase available technology, for both staff and students, as well as the increase in teachers’ comfort-level and knowledge base through targeted professional development and technology purchases.
- Beyond the ‘hard tech support’ provided by the Technology Department, these staff are versed in the use of technology and serve to aid students and staff in the use of district administrative

software, e-mail, educational software, updating websites and providing methods for technology integration. Staff members are proficient in many Microsoft-based applications, e-mail, on-line lesson planning and grade reporting. Many others have expanded their knowledge to include mastering more advanced functions, manipulating digital media, and working on-line collaboratively.

- All educators are assured access to state-of-the-art multimedia technology, high-speed wireless Internet access and on-going professional development opportunities to facilitate technology integration

Descriptors	Current Educational Environment	Barriers
i. Educators are assured access to technology to facilitate technology integration across the curriculum.	Each teacher has a laptop or and visual hookup in his/her classroom. Each classroom has wireless Internet access.	Technology is constantly changing and because of budget constraints, it is difficult to upgrade all of our equipment in a timely manner.
ii. Students often have access to technology to support the use of 21 st century skills in their learning environment.	Each building and each media center (in each building) has a (number of) dedicated computer labs. Additionally, the district has a number of mobile wireless laptop carts, Elmos and SMARTboards. Every classroom has a ceiling mounted projector. Every student in grades 6-12 has a Chromebook for their use, and grades 9-12 are allowed to bring the Chromebooks home.	The challenge is to keep pace with the explosion of different technologies, the need to modernize our infrastructure, and the increasing technology needs of digital learners with a shrinking budget.
iii. The needs of educators are evaluated.	Educators' needs are determined through a Needs Assessment survey, through lesson plans and observations, and through professional dialogue.	Limited time for professional development and the diverse developmental needs of our staff, coupled with shrinking budgets, presents challenges in training.
iv. The needs of students are evaluated.	Students' needs are assessed through classroom grades in technology-based classes, integrated technology activities/projects and through teacher observation.	Students' diverse technological skills and diverse accessibility to home technology presents challenges in instruction.

v. Past professional development addressed the educators' and students' needs for technology integration.	Educators are encouraged to attend workshops as deemed necessary for professional growth. The district has provided numerous opportunities within the district for additional professional development.	Limited time for professional development, shrinking budgets and the diverse developmental needs of our staff and students presents challenges in training.
vi. Past professional development for all administrators was provided to further support the effective use of technology in the classroom or library media center.	All administrators are encouraged to attend workshops and webinars as deemed necessary for professional growth. The district has provided numerous opportunities within the district for	A number of barriers exist including: lack of expertise, fear of technology, equipment availability, time, and financial constraints. Limited personnel in the tech dept. have had a great impact on technology usage.
vii. Supports were provided for educators other than professional development.	District technology staff (Technology Department, Help Desk and the Network Manager provide ongoing support to encourage greater use and integration of technology.	A number of barriers exist including: lack of expertise, teaching style, equipment availability, time, and growing financial constraints. Limited personnel in the tech dept. have had a great impact on technology usage.
viii. Professional development needs and barriers related to using educational technology as part of instruction have been identified	The Bound Brook School District provides opportunities for select staff to receive technology PD, and additional PD offerings are made throughout the year.	A number of barriers exist including: lack of expertise, teaching style, equipment availability, time, and growing financial constraints. Limited personnel in the tech dept. have had a great impact on technology usage.

Considerations:

The needs of the district to improve academic achievement for all students through the use of technology include expanded professional development for teachers and administrators, the continued expansion of bandwidth to accommodate exponential growth of the network, increased staffing in the technology department, and more computers in the hands of students. Additional professional development in the areas of technology use, differentiated instruction, and technology integration must also be offered.

Prioritize the identified needs

- Successful budget process
- Hire more technology support personnel

- Purchase of additional equipment
 - More computers for students
 - Increased bandwidth
- Provide additional professional development in the areas of technology use, differentiated instruction, and technology integration
- Provide additional time that can be devoted to professional development

Barriers to Consider:

- Time: We desire to have staff capable of supporting personalized learning. As such, they need support and development. Like many districts, we are in a constant battle to allocate time to train teachers with minimal instructional impact.
- Financial resources: We need proper infrastructure. We will use various funding sources to improve network infrastructure and implement a plan to build and sustain a robust network.
- Human resources: We are moving from a coverage model to a density model of wireless infrastructure. We have a very capable technical staff but the scope the work requires us to look outside the organization for assistance with planning and installation.

❖ THREE –YEAR GOALS AND OBJECTIVES 2016-2019

GOAL I: TO SUPPORT EDUCATORS IN THEIR QUEST TO ENRICH STUDENT LEARNING EXPERIENCES THROUGH EMERGENT TECHNOLOGIES.

OBJECTIVE 1.1			
Integrate content with interactive and online technology resources across the curriculum.			
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
1. Provide and support models that emphasize the use of technology in curriculum areas.	7/16 - 6/2019	Asst. Superintendent Content Area Supervisors	Meeting Agendas Electronic Resources Lesson Plans Technology Purchases
2. Schedule presentations to demonstrate new technologies and applications to content.	7/16 - 6/2019	Asst. Superintendent Content Area Supervisors ScIP	Meeting Agendas Electronic Resources Handout Materials
3. Provide PD for staff members in the area of technology	7/16 – 6/2019	Asst. Superintendent Principals ScIP	Ed. Leave Reports Building based PD
4. Plan site visits for key staff members to research effective uses of technology in program areas.	7/16 - 6/2019	Content Area Supervisors Instructional Staff	Ed. Leave Reports
5. Improve communication with Parents and community through expanded technology utilization:	7/16 – 6/2019	Superintendent Asst. Superintendent Building	Access Logs Websites

<ul style="list-style-type: none"> ● Emergency Communications ● Parent Portal ● Website ● Academic and Attendance Records ● Teacher Websites ● Twitter ● Facebook ● E-backpack 		Principals Content Area Supervisors Instructional Staff	
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OBJECTIVE 1.2			
Continue to align software, curriculum needs and appropriate technology-based tools.			
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
1. Provide instructional staff with the opportunity to view new technology resources (hardware and software).	Ongoing	Building Principals Content Area Supervisors Network Manager	Ed. Leave Reports Handout Materials Electronic Resources
2. Review and evaluate new and existing software, online resources, multimedia resources related to curriculum.	Ongoing	Asst. Superintendent Content Area Supervisors Instructional Staff	Meeting Agendas Handout Materials Electronic Resources
3. Provide instructional staff with the opportunity to include Internet based learning opportunities/projects as part of revised curriculum.	Ongoing	Asst. Superintendent Building Principals Content Area Supervisors	Meeting Agendas Lesson Plans Curriculum
4. Support the development of grade level/program-based plans to infuse technology into each area.	Ongoing	Asst. Superintendent Building Principals Content Area Supervisors Instructional Staff	Meeting Agenda Handout Materials Program Plans
5. Review, on a regular basis, current research relevant to instructional programs, learning and technology.	Ongoing	Asst. Superintendent Building Principals Content Area Supervisors Instructional Staff	Print Materials PDF downloads Meeting Agendas
6. Include technology components as new curriculum materials are adopted.	Ongoing	Asst. Superintendent Building Principals Content Area Supervisors	Meeting Agendas Lesson Plans Dist. Curriculum Guides

OBJECTIVE 1.3			
Expand the district's staff development plan to include varied levels and modes of integrated technology training.			
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
1. Identify a multifaceted approach to providing staff development.	9/16 - 6/2019	Assistant Superintendent ScIP	Meeting Agenda Handout Materials Electronic Resources Ed. Leave Reports PD Plans
2. Survey instructional staff and identify sessions based on levels of expertise.	Ongoing	Asst. Superintendent ScIP	District Surveys Building Level Surveys
3. Based on needs, offer a series of sessions including varied times and locations as well as during scheduled meeting times.	10/16 - 6/2019	Principals Content Area Supervisors ScIP	PD Sign-in Sheets Meeting Agendas
4. Work with grade level/program area staff to determine effective curriculum–technology infusion techniques.	7/16 - 6/2019	Principals Content Area Supervisors ScIP	Meeting Agendas Lesson Plans Handout Materials Electronic Resources
5. Encourage instructional staff to include a technology component in the professional development plans of each staff member	7/16 - 6/2019	Building Principals Content Area Supervisors	Meeting Agendas Lesson Plans PDP's Observations
6. Provide training and technology support for instructional staff to increase their understanding about learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge and solve problems.	9/16 - 6/2019	Principals ScIP Content Area Supervisors Computer Lab Assistants Network Manager	Meeting Agendas PD Sign-in Sheets Ed. Leave Reports Help Desk Logs

GOAL II: DEVELOP EFFICIENT AND EFFECTIVE SYSTEMS OF TECHNOLOGICAL SUPPORT FOR STAFF MEMBERS AND STUDENTS.

OBJECTIVE 1.1			
Implement effective systems of communication within the district.			
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION

1. Develop, communicate and implement effective systems for addressing equipment malfunctions between staff and tech dept and students and tech dept.	9/16	Asst. Superintendent Network Manager Building Principals	System Plan Organizational Chart Meeting Agendas
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2. Create and disseminate building-based summer project timelines in coordination with Maintenance Dept.	Ongoing	Asst. Superintendent Network Manager Director of Facilities Principals	Summer Project Timeline
3. Develop a procedure for communicating technology needs, purchases and installations to staff members.	7/16 – 6/2019	Asst. Superintendent Network Manager Director of Facilities Principals Supervisors	Inventory Budget Requests Maintenance Reports Technology Dept. Reports Meeting Agendas
4. Maintain state-mandated test support.	Ongoing	Asst. Superintendent Network Manager Director of Guidance Principals	State-mandated testing schedule Tech Assignments
5. Encourage ongoing PD for tech support staff.	Ongoing	Asst. Superintendent Network Manager Business Administrator	Edleave Forms

Professional Development:

- A. Elizabeth Fischer, Assistant Superintendent of Schools (Curriculum & Instruction) and each School Improvement Panel (SciP) is responsible for coordinating the professional development activities in the Technology Plan.
- B. Sustained, focused, and high quality professional development for 2016-2019 will target the infusion of technology into the curriculum at all grade levels. Job embedded professional development will be delivered through grade level meetings, department meetings, and faculty meetings.
- C. Projected professional development activities that will support needs through 2019 include the following: Google Applications, Differentiated Instruction, Project Based Learning, Integrating STEM throughout the curriculum, and Managing Data to Drive Instruction.

❖ EVALUATION

1. Teacher participation in professional development opportunities that focus on technology integration will be monitored.
2. Performance on state mandated assessments such as the PARCC will be analyzed. District/Building Administrators will also monitor embedded technology progress via classroom observations and lesson plan review. Finally, state and local graduation requirements will be reviewed.
3. Achievement through successful completion of courses such as Google Educator Level 1 and Level 2 will be the means to monitor proficiency with technological skills.

