

**Estell Manor School 2010-2013  
Technology Plan**

# Estell Manor School 2010-2013 Technology Plan

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

July 1, 2010 through June 30, 2013  
[New Jersey Department of Education](#)

[Local District Technology Plan Procedure: 2010-2013](#)

This Document in: [PDF](#) | [Microsoft Word](#)

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>	
p.7	<a href="#">Stakeholder Sample Table</a>  <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>	
p.8	<i>Describe the school district's or charter school's vision or mission statement.</i>
<b>III. TECHNOLOGY OVERVIEW</b>	
<b>A. Technology</b>	
p.9	1. <i>Provide an inventory of current technology networking and telecommunications equipment.</i>
p.10-11	<a href="#">Inventory Sample Table</a>   <a href="#">Help</a>  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>
p.11	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>
p.12	4. <i>How educators have access to educational technology in their instructional areas such as</i>

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	<p><i>using desktops, mobile laptop and wireless units, PDAs.</i></p> <p><i>(NOTE: For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)</i></p>
p.12	5. <i>How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i>
p.12	6. <i>Describe how the district's web site is <a href="#">accessible to all</a> stakeholders (for example using Federal Accessibility Standards)</i>
p.13	7. <i>Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence. <a href="#">Help</a></i>
<b>B. Cyber Safety</b>	
p.14	<p style="text-align: center;"><a href="#">Help</a></p> <p>1. <i>List the filtering method(s) used.</i>  <i>(NOTE: Be specific as this is a federal mandate.)</i></p>
p.14	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>
p.14	<p>3. <i>Describe the district's Internet safety policy that addresses the</i></p> <p style="padding-left: 40px;"><i>a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—</i></p> <p style="padding-left: 80px;"><i>(I) obscene; or</i>  <i>(II) child pornography; or</i>  <i>(III) harmful to minors; and</i></p> <p style="padding-left: 40px;"><i>b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response, as required by the Protecting Children in the 21st Century Act.</i></p>
p.15	<p>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></p> <p><b>Resource:</b>  <i>Information from Universal Service Code:</i>  <a href="http://www.law.cornell.edu/uscode/html/uscode47/uscode47_usc_sec_47_00000254----000-.html">http://www.law.cornell.edu/uscode/html/uscode47/uscode47_usc_sec_47_00000254----000-.html</a></p>
<b>C. Needs Assessment</b>	
p.15	<p style="text-align: center;"><a href="#">Help</a></p> <p>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></p>

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p.15	a. <i>Evaluate educators' current practices in integrating technology across the curriculum.</i>
p.15	b. <i>Provide a summary of educators' proficiency in the use of technology within the district.</i>
p.15	c. <i>Determine the current educational environment and barriers by describing how:</i>
p.16	i. <i>Educators are assured access to technology to facilitate technology integration across the curriculum,</i>
p.16	ii. <i>Often students have access to technology to support the use of 21<sup>st</sup> century skills in their learning environment,</i>
p.16	iii. <i>The needs of educators are evaluated,</i>
p.16	iv. <i>The needs of students are evaluated,</i>
p.16	v. <i>Past professional development addressed the educators' and students' needs for technology integration,</i>
p.16	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>
p.16	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>
p.16	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>
p.17	ix. <i>Supports were provided for educators other than professional development,</i>
p.17	x. <i>Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>
p.17	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>
p.17	3. <i>Prioritize the identified needs</i>

## **IV. THREE-YEAR GOALS AND OBJECTIVES**

### **A. History**

p.18 *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.*

### **B. Goals and Objectives for 2010-2013**

p.18 *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.*

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

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p.19-21	<a href="#">Implementation Activity Sample Table</a>
	A. <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>
p.21	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>
p.21-22	C. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight. <a href="#">Help</a></i>
p.23	D. <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>

## VI. FUNDING PLAN (July 2010 – June 2011)

p.24-26	<a href="#">Funding Plan Sample Table</a>   <a href="#">Help</a>
	A. <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>
p.24-26	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>
n/a	C. <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>
	<b>On agenda for April 28<sup>th</sup> BOE Meeting</b>
n/a	D. <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>
	E. <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.</i>
	<p><i>Those elements are:</i></p> <ul style="list-style-type: none"> <li>• <i>Goals and strategies for using telecommunications and information technology;</i></li> <li>• <i>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>

## VII. PROFESSIONAL DEVELOPMENT

p.27	A. <i>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</i>
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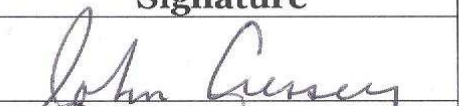
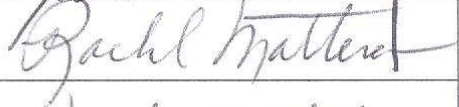
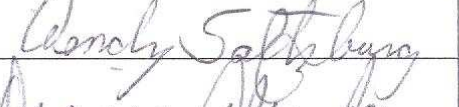
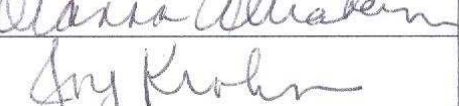

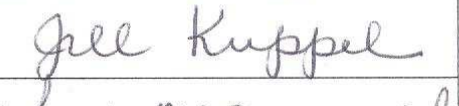
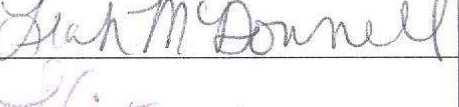



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	<i>this plan.</i>
p.27	B. <i>Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>
p.27	<a href="#">Help</a>
	1. <i>How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.</i>
p.27	2. <i>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.</i>
p.27	3. <i>The professional development opportunities and resources that exist for technical staff.</i>
p.27	4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
p.27	<a href="#">Professional Development Sample Table</a>
	C. <i>Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, and 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.</i>
p.27-28	D. <i>Project professional development activities that will continue to support identified needs through 2013, including all partners.</i>
<b>VIII. EVALUATION PLAN</b>	
p.28-29	<a href="#">Evaluation Plan Sample Table</a>
	<i>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</i>
	1. <i>Integrating technology into curricula and instruction to promote 21<sup>st</sup> century skills and global collaboration and outreach,</i>
p.29	2. <i>Enabling students to meet challenging state academic standards, and</i>
p.29	3. <i>Developing life-long learning skills.</i>

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## I. Stakeholders

Title	Name	Signature
Superintendent/ Principal	John Cressey	
Technology Coordinator	Rachel Mattera	
Curriculum Director	Wendy Saltzburg	
Teacher	Dianna Abraham	
Special Education Teacher	Ms. Krohn	
Library Media Specialist	Carol Lee Decker	
Guidance	Jill Kuppel	
Board Member	Leah McDonnell	
Parent	Laura Costantino	
Student	Julia DiBiase	

## II. Executive Summary

### Vision Statement

In a society that is dependent on information and knowledge, equitable and universal access is essential to the learning process. With the guidance of skilled educators and community members, all students will have the opportunity to become actively engaged in the learning process as they think, create, inquire, solve problems and communicate in collaborative and interdisciplinary environments. Students will emerge as lifelong learners, productive members of the workforce and citizens that can contribute to society.

The Estell Manor School District, in partnership with our community, exists to provide our students with an innovative, nurturing, and effective educational environment that fosters initiative, excellence, and emotional and physical well being, and prepares our children to appreciate diversity, behave ethically and succeed as life- long learners in a changing world

- Our district believes:
- The school of tomorrow will not be bound by walls or limited to a standard school day.
- The community of tomorrow will be one of continuous learning. Information and communication are essential tools for the process of improving our curriculum.
- Using technology ethically and appropriately, students can control their own learning by communicating with professionals and students from around the world.
- With increasing global information, students must be able to scrutinize for information validity.
- The role of the teacher must change to model effective technology use and to provide direction and motivation.
- Effective student assessment is an integral part of strong teaching methods, technology is central in providing this information to our teachers.

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## III. Technology Overview

### A. Technology

#### 1. Current Technology Inventory

Classrooms	Quantity/ Description	Location
Kindergarten	4 computers with internet access 1Hp LaserJet Printer 1 Television with DVBD/VCR	Kindergarten & Rm.1
1 <sup>st</sup> Grade	3 Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR	Rm.3
2 <sup>nd</sup> Grade	2 Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR	Rm.4
3 <sup>rd</sup> Grade	3Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR	Rm. 6 & Rm.8
4 <sup>th</sup> Grade	2Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR Smartboard	Rm. 10 & Rm. 111
5 <sup>th</sup> Grade	4 Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR	Rm. 108
6 <sup>th</sup> Grade	3 Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR Rover with Laptop	Rm. 113
7 <sup>th</sup> Grade	4 Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR	Rm. 114

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8 <sup>th</sup> Grade	2 Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR Smartboard	Rm. 109
Language Arts	3 Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR Smartboard 2 Alpha Smart units	Rm. 133

Location	Quantity	
Computer Lab	23 Computer with internet access 1 Networked Laser Printer 2 Digital Camera 2- Servers	Rm.110
Mobile Laptop Cart	15 Dell Latitude	Housed in the Computer Lab- available for sign out
Media Center/ Library	3 Computers with internet Access 1 HP LaserJet Printer 1 Television with DVD/VCR	Library
Administrative Offices	6 Computers with internet access 6 Printers I Dyno Label Maker Ricoh Networked Copy Machine	Min Office CST BA Office
Custodian Office	I Computer with internet access 1 HP LaserJet Printer	
Network Capacity	Ti line switching form Atlantic County Library System to Verizon	
Telecommunication Services	Centralized phone system, intercom, clock system alarm & security system	Throughout the building

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2. Describe the technology inventory needed to improve student academic achievement through 2013 including, but not limited to:

Area of Need	Describe for 2010-11	Describe for 2012-13
Technology Equipment	Maintain computer desktops and replace with laptops & handheld devices as needed.	Rely on lower cost options to replace desktops. Network Handheld devices. Utilizing low cost & free applications to replace software licenses.
Software used for curricular support and filtering	Continue to use Sonic Wall used for filtering. Managed by Computer House.	Continue to use Sonic Wall used for filtering. Managed by Computer House.
Technology maintenance policy and plans	Continue maintenance contract with Computer House for a reduced hourly rate. Verizon infrastructure maintenance plan.	Continue maintenance contract with Computer House for a reduced hourly rate. Verizon infrastructure maintenance plan.
Telecommunications Services	Verizon Long Distance Plan Maintain classroom phone lines.	Verizon Long Distance Plan Maintain classroom phone lines.
Technical Support	Vendors for major repairs. Possible shared services.	Vendors for major repairs. Possible shared services.

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

The students action plan should be consistent with program, district and assistive technology guidelines.

- Define a student-centered team which will develop a plan for implementation
- Identify student and facilitator strategies
- Identify individual responsibilities, and proposed timelines
- Identify training needs
- Identify support personnel needed to assist the student and staff in accomplishing the curriculum goals and activities

The effective integration of technology into curriculum-oriented efforts requires support and assistance. Assistive technology should be incorporated into the instructional setting in such a way that education is facilitated without calling undue attention to the technology being used, or to its user. It is recommended that an assistive technology strategy bank be developed and maintained to assist educators with examples of methods and ideas.

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

School Staff members have access to all the technology that is available to the school district. The Computer Lab and the wireless mobile laptop cart are both available for class sign-up. Our district had one Smartboard on wheels that is available to the staff and four classrooms have Smartboards mounted on the wall.

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

Our administrators have desktops and printers in their offices. There is a Ricoh networked copier in the office. Laptops, projectors and Smartboards are available when required.

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

Generally, the Alliance for Technology Access also outlines the considerations in four concise mission statements. Information found at:

<http://www.ataccess.org/about/principles.html>

- People with disabilities have the right to maximum independence and participation in all environments, without barriers.
- Technology can be harnessed to diminish or eliminate environmental barriers for people with disabilities.
- People with disabilities have the right to control and direct their own choices, and the right to access the information they need in order to make informed decisions according to their goals and interests.
- People with disabilities have the right to employ assistive technologies, strategies for implementation, and necessary training support to maximize their independence and productivity.

Many resources are available to assist school districts and charter schools to incorporate these concepts into their technology planning. Only a few of the many available resources are listed below.

<http://ncam.wgbh.org/publications/adm/education.html> - provides information on issues concerning access and students with disabilities.

<http://www.ataccess.org/resources/web/5firststeps.html> - provides guidance on developing accessible websites.

<http://www.cast.org/publications/ncac/index.html> - provides publications that were developed by NCAC researchers to support educators interested in learning about policies and practices related to improved access to the general curriculum. Most are available as Web pages and as downloadable Word and PDF documents.

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<http://nimas.cast.org/about/index.html> - provides information about NIMAS, the new law requiring that students have access to digital content.

<http://www.section508.gov/index.cfm?FuseAction=Content&ID=11> - provides federal standards for technology accessibility and links to additional federal accessibility requirements.

A training presentation called .”The Forgotten Barrier”.

Our Technology Coordinator will continue to receive training to become more educated in the design abilities needed to update our school’s website to make it more accessible to all. We are including these resources as a guide for information on this topic.

Accessible Webpage Design:

- Resource Skip to Table of Contents
- Yellow-on-blue format

Web sites, just like buildings, can be designed to meet the needs of all people, including those with disabilities. Unfortunately, most current web pages contain major access barriers. This site was created to promote awareness about the need for accessible web design and to steer those who wish to learn more about the topic into the right direction. The audience for this resource guide include public school teachers and administrators; college and university instructors, administrators, and policy makers; distance educators; librarians; and disability professionals.

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

Depreciation is a measure of loss in service value that is incurred in connection with the consumption or the retirement of the property, in this case educational technology to include technological hardware (computers, servers, etc) that is in our district.

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

1. Does our district need a computer(s)? Is it really necessary to replace a computer, what tasks are currently being done with this computer, can it be used elsewhere in our school?

2. How might we delay obsolescence and extend the life of a computer(s)? Sometimes a computer becomes obsolete when it is too slow to run the latest software. In order to delay obsolescence our technology director looks at less expensive software that will do the same job, he/she weighs the benefits of needing the latest software features. Would using the Open Source platform benefit our district? Find new life for obsolete computers, perhaps as print, file or email servers, or clustering computers together to create a faster computer.

3. When deciding to replace or get rid of our old computers, do we sell, donate or recycle it? If our school makes the determination that we cannot use a computer or hardware, can someone else use it?

4. Will we recycle our obsolete computers? Most computer equipment

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contains hazardous materials and needs to be handled properly. Our school will contact local recycling companies that will properly dispose of our obsolete computers. The school technology coordinator and the administration will review all guidelines to assure that all purchases have been approved and are financially feasible and with the proper specifications. Such a policy will insure that all machines purchased will remain current for as long as possible.

### B. Cyber Safety

1. List the filtering method used. SonicWall (managed by ) -The Computer House Technology Center, Inc. 740 South Sixth Avenue, Galloway, New Jersey 08205, z(609) 652-5100 --- FAX: (609) 748-9776

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.

See attached AUP . Appendix 1&2

3. Explain how students are educated about online safety awareness.

Our students are educated about cyber safety through a series of scheduled technology lessons that begin in Kindergarten and continuing through eighth grade.

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

All internet and digital content is carefully screened by educators before introduced into lessons. Our Sonic Wall content filter is utilized 24 hours a day and can be updated and modified quickly.

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

Through the following technology literacy standards that are stated below

**Standard 8.1.4.B.2** Recognize and practice responsible social and ethical behaviors when using technology and understand the consequences of inappropriate use including:

- Internet access
- Copyrighted materials
- On-line library resources
- Personal security and safety issues

**Standard 8.1.4.B.3** Practice appropriate Internet etiquette

**Standard 8.1.4.B.4** Recognize the ethical and legal implications of plagiarism of copyrighted materials

**Standard 8.1.8.B.2** Exhibit legal and ethical behaviors when using

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information and technology and discuss consequences of misuse

**Standard 8.1.8.B.3** Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology

**Standard 8.1.8.B.4** Describe and practice safe Internet usage

**Standard 8.1.8.B.5** Describe and practice etiquette when using the Internet and electronic mail

4. Provide information on how parental resources regarding online safety are made available to parents.

Our Home and School Association holds regular monthly meetings. The organization provides workshops to the community from the Atlantic County Prosecutors Office on cyber safety and online predators. Our district conducts cyber safety workshops from our Guidance department to include cyber bullying. In the future, we would like to conduct this workshop in conjunction with the state police and the county prosecutor at our annual back to school night.

### 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.

Using SurveyMonkey.com, a teacher needs assessment was developed based on the six National Educational Technology Standards for Teachers (NETS). All teachers in our district participated in this assessment.

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

Currently our staff is using technology in the areas of student information systems, production software, human resources, payroll, and email. Currently our teachers and librarian are using technology in all curricular areas to include the use of our wireless laptop cart, SmartBoards, Digital videos, internet subscriptions to [www.edhelper.com](http://www.edhelper.com) and [www.enchantedlearning.com](http://www.enchantedlearning.com).

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

Our staff is proficient with the use of technology. It is integrated into our everyday life of instruction. From planning curriculum, taking attendance and facilitating learning. It is across the board, interwoven within our school setting.

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

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	Current Educational Environment	Barriers
i. Staff are assured access to technology to facilitate technology integration	Each teacher has a desktop with internet and network access in his/her classroom Each classroom has Internet and Intranet access	Technology is constantly changing and because of budget restraints, it is difficult to upgrade our equipment every three years
ii. Often students have access to technology in their learning environment	Our computer lab is equipped with a bank of 24 desktop (multimedia) computers and a laptop cart for teachers to use in their classroom	Not enough computer lab time for the teachers to use, many times our teachers have to sign up for the lab two weeks in advance
iii. The needs of staff are evaluated	Through a needs assessment using SurveyMonkey.com	
iv. The needs of the students are evaluated	Teacher assessment. Through a needs assessment using SurveyMonkey.com	
v. Past professional development addressed the staff and students' needs for technology integration	ETTC workshops, seminars and conferences	Budget and Time
vi. Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,	ETTC workshops, seminars, and conferences	Budget and Time
vii. Ongoing, sustained professional development was provided in 2009-2010 for all educators to further effective use of technology in the classroom or library	ETTC workshops, seminars, and conferences	Budget and Time

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media center,		
viii. Ongoing, sustained professional development was provided in 2009-2010 for all administrators to further effective use of technology in the classroom or library media center,	ETTC workshops, seminars, and conferences	Budget and Time
ix. Supports were provided for educators other than professional development,	Meeting held in school for teachers to review curriculum and develop strategies	Budget and Time
x. Professional development needs and barriers relating to using educational technology as part of instruction have been identified needs and barriers	ETTC workshops, seminars, and conferences	Budget and Time

- 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.

Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology. Budget constraints are the foremost barrier in our district. We sustain our professional development through ETTC hours and turnkey training.

- Prioritize the identified needs

Budget and time are almost a tie for the number one barrier. For this plan our biggest obstacle in all areas of developing technology and training is the lack of outside funding.

## IV. Three- Year Goals & Objectives

### A. History

**1. Goal 1:** To enable all students to acquire the mathematical skills, understandings, and the attitude that they will need to be successful in their careers and daily lives by June 2007.

**Objective 1A:** Students will use Harcourt Brace, Math Advantage to develop a strong number sense by practicing counting, number recognition, less and equal and number order.

**Objective 1B:** Students will collect graph and analyze data using graphing programs designed specifically for students in grades K-8.

**Objective 1C:** Students will develop logical thinking and problem solving skills by exploring simulations and applications.

**2. Evaluation:** We will maintain the same goal.

**3. Unexpected Outcome:** Students are using the Harcourt Brace website to utilize the online math activities which coincides with each lesson.

**1. Goal 2:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension, and students will write in clear, concise, and organized language by June 2007.

**Objective 2A:** Students will locate various sources of information to research and create materials for presentations.

**Objective 2B:** Students will communicate neatly, clearly and effectively and create presentation products.

**Objective 2C:** Students will generate a variety of written products (narratives, letters, poems, reports, essays and reports)

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**Objective 2D:** Students will share published pieces with other students.

**2. Evaluation:** We will continue with the same goal.

**3. Unexpected Outcome:** Students have had many experiences sharing published pieces with other students online.

**1. Goal 3** All students will develop problem-solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results, students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, students will gain an understanding of the origin, evolution, and structure of the universe and all students will develop an understanding of the environment by June 2007.

**Objective 3A:** Students will search for solutions to scientific problems and evaluate results by using simulation programs from the Silver Burdett Ginn .Discovery Works. Series and teacher generated lessons.

**Objective 3B:** Students will observe and analyze scientific experiences using sensor and probe data acquisition.

**Objective 3C:** Students will research scientific concepts using electronic databases and on-line services to locate information.

**Objective 3D:** Students will organize, analyze and present scientific information using databases and presentation tools.

**2. Evaluation:** The goal will be continued because we have not included the use of probeware to analyze data.

**3. Unexpected Outcome:** The amount of resources on the internet for science curriculum makes the use of textbooks almost unnecessary.

**1. Goal 4** Students will understand past and present communities by studying various cultures and cultural diversity, time and change, people, places and environments, individual development and identity, power, authority and governance and how people organize the production, distribution and consumption of goods and services by June 2007. McGraw Hill .Geography- The World & It.s People.

**Objective 4A:** Students will investigate past and present human communities by assessing various types of electronic libraries.

**Objective 4B:** Students will explore relationships between people and their environment by using on-line services.

**Objective 4C:** Students will analyze historical events and people who impact the development of societies.

**Objective 4D:** Students will create information and research and develop presentation material.

**2. Evaluation:** We will continue with the same goal.

**3. Unexpected Outcome:** Students continue to need lessons on online research skills.

### V. Goals and Objectives for 2010-2013

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A. New goals have been developed that include the infusion of technology into all curricula areas to support 21<sup>st</sup> century learning.

<b>Three-Year Technology Implementation Activity Table</b>				
<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
Goal 1	1.1 Integrate software and online resources into the core areas 1.2 Reading- Key Skills, Starfall 1.3 Phonemic Awareness- Key Skills, Starfall, Scholastic Keys 1.4 Writing & Comprehension- Read, Write & Type, Scholastic Story Starters 1.5 Math- Harcourt Brace software, Sunburst	2010-2013	Curriculum Coordinator, Principal, Teachers	NJASK 3, 4, 5, 6, 7, 8
	1.2 Students in grades 3-7 will be assessed using a teacher checklist which is based on our Skills Matrix. All eighth grade students will be assessed using the Matrix.	2010-2013	Curriculum Coordinator, Principal, Teachers	Technology Skills Matrix
	1.3 Students will use internet resources to increase academic performance using Test Prep applications.	2010-2013	Curriculum Coordinator, Teachers	Assessment Tools in Program
Goal 2	2.1 students will participate in technology literacy activities with their classroom teachers.	2010-2013	Curriculum Coordinator, Principal, Teachers	Electronic portfolios developed by each student
	2.2 Students will participate in lessons cyber safety and the ethical use of technology.	2010-2013	Curriculum Coordinator, Principal, Teachers	Signed AUP
	2.3-2.5 Students will participate in Technology Literacy	2010-2013	Curriculum Coordinator, Principal, Teachers	Lesson Assessments & Project Rubrics
Goal 3	3.1- 3.4 • Determine the district's technology coaches • Technology coaches will participate in five days of technology professional	2010-2013	Curriculum Coordinator, Principal, Teachers	Training Certification & Turnkey

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	development in a specific skill area <ul style="list-style-type: none"> <li>• Coaches will participate in a one day follow-up training session during the summer of 2010.</li> <li>• Coaches will offer assist during the school year in addition to, or in lieu of a technology coordinator</li> </ul>			
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**Goal 1-** Improve student academic achievement and support 21<sup>st</sup> century learning in grades K- 8 by 2013.

**1.1** Students will incorporate the use of appropriate software to improve their reading level as measured by annual 10% increases in the proportion of students reading at grade level of each of the plan’s three year cycle.

**1.2** Students in grades 3- 8 will use the technology literacy standards as measured by the state of New Jersey. At least 75% of all eighth grade students will meet the proficient level.

**1.3** Students in grades K- 8 will increase academic performance by 10% in each core content area by developing standards that integrate technology into each curricular area

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

**Goal 2 -** To assist students in 21<sup>st</sup> century learning by ensuring that every student is technologically literate by the time they finish eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability by 2013.

**2.1** All students will demonstrate a sound conceptual understanding of the nature of technology systems and view themselves as proficient users of these systems. Students will increase their use of technology by a least 10% per year.

**2.2** Understand and model positive, ethical use of technology in both social and personal contexts. Students will demonstrate their understanding of the proper use of technology by reviewing annually the district Acceptable Use Policy.

**2.3** Use a variety of technology tools in effective ways to increase creative productivity. Student will increase their use of technology by at least 10% by researching, developing and designing school related projects.

**2.4** Use communication tools to reach out to the world beyond the classroom and communicate ideas in powerful ways. By 2013, students will increase their participation by 5% in online learning and video conferencing activities.

**2.5** Use technology effectively to access, evaluate, process and synthesize information from a variety of sources. By 2013, students will increase their use of technology for research by 10%.

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**2.6** Students will use technology to identify and solve complex problems in real-world contexts by developing project based learning activities.

C. All students will be technologically literate by the end of eighth grade.

**Goal 3** - To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

**3.1** Increase the proportion of teaching staff assessed by increasing training activities by 20% on the use of online resources and to integrate training within the district's staff development programs.

**3.2** Teachers will design and implement technology-based learning experiences that promote higher-level learning experiences for students.

**3.3** Teachers will use technology for professional productivity and increase their use of technology by 25% by 2013.

**3.4** By 2011, design a team of technology coaches and maintain communication among coaching personnel to maintain consistent approaches to staff support throughout the school.

Students in grades four through seven will be assessed using a district designed rubric that matches the state of New Jersey's 8.1 & 8.2 technology literacy standards. Teachers will use a district prepared student checklist.

In grade eight all students will develop an electronic portfolio that will include the students work from all curricular areas

The instrument that our district used will answer the following questions (as needed the annual state technology survey)

- Method of assessment used by the school district to determine proficiency
- Number of students assessed
- Number of students not assessed and why
- Number of students who achieved proficiency
- Population of students assessed (eighth grade students for 2009-2010)

### Appendix 3- Technology Skills Matrix K-8

## Estell Manor School 2010-2013 Technology Plan

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**D.** Telecommunications and information technologies that are useful to reached our goal of increasing students learning.

- Apply technology to increase productivity. Model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.
- Locating, selecting, capturing, and integrating video and digital images in varying formats for use in presentations, publications and/or other products.
- The use of specific-purpose electronic devices (such as graphing calculators, languages translators, scientific probeware, or electronic thesaurus) in content areas.
- The use of instructional design principles to develop multimedia projects to support personal and professional development.
- The use of technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
- Teachers will participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.
- The district will design, develop, and maintain Web pages and sites that support communication between the school and community.
- The district will identify, classify, and recommend adaptive /assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.
- The technology coordinator or outside vendor will discuss issues related to selecting, installing, and maintaining our local area network (LAN).

## Estell Manor School 2010-2013 Technology Plan

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### VI. Funding Plan 2010-2013 Funding Plan Table (2010-2011)

<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			<b>1,200</b>	
Print media needed to achieve goals			<b>3,000</b>	
Technology Equipment			<b>10,000</b>	
Network			<b>3,000</b>	
Capacity				
Filtering			<b>1,500</b>	
Software				
Maintenance			<b>8,000</b>	
Upgrades				
Policy and Plans				
Other services			<b>5,000</b>	

# Estell Manor School 2010-2013 Technology Plan

## Funding Plan Table (2011-2012)

<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			<b>1,200</b>	
Print media needed to achieve goals			<b>3,000</b>	
Technology Equipment			<b>15,000</b>	
Network			<b>3,000</b>	
Capacity				
Filtering			<b>1,500</b>	
Software				
Maintenance			<b>10,000</b>	
Upgrades			<b>10,000</b>	
Policy and Plans				
Other services			<b>8,000</b>	

# Estell Manor School 2010-2013 Technology Plan

## Funding Plan Table (2012-2013)

<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			<b>1,200</b>	
Print media needed to achieve goals			<b>3,000</b>	
Technology Equipment			<b>20,500</b>	
Network			<b>3,000</b>	
Capacity				
Filtering			<b>1,500</b>	
Software			<b>1,500</b>	
Maintenance			<b>8,000</b>	
Upgrades				
Policy and Plans				
Other services			<b>5,000</b>	

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**VII. Professional Development A.** Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan  
Wendy Saltzburg, Director of Curriculum John Cressey, Principal, Estell Manor 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.

- Each administrator has a desktop workstation
- Because of our network design, each administrators can log into any computer on campus to check email and work on productivity activities
- Presently both of our administrators must attend at least one technology related training per year (depending on funding)

**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.

- Each classroom has a teacher workstation
- Each classroom has a minimum of three desktop stations in his/her classroom
- Our media center has a lab of 24 multimedia desktop computers that can be accessed by all
- Because of our network design, teachers and library media specialist can log into any computer on campus to check email and work on productivity activities

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

- Our goal is to develop technology trainers whose responsibility will be to turnkey the use of educational technology

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

- An action plan will be developed for a student for whom assistive technology has been determined to be necessary.
- The student's action plan should be consistent with program, district and assistive technology guidelines.
- Teachers and support staff will be trained in using assistive technology

### **VII. Professional Development (2010-2011 only)**

**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 it relates 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.

**D.** Identify the financial and time resources to keep staff current in learning about new technologies.

- Our professional development and newly acquired technology will be

## Estell Manor School 2010-2013 Technology Plan

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dependent upon our district's ability to secure funding from our local budget and from NCLB funding allocation

- As our district needs evolve and change over the next three years, our district is committed to train all necessary people as funding allows.

### **VIII. Evaluation Plan**

Ongoing evaluation of the Estell Manor School District will assist to find answers to these essential questions

How is technology integrated into the curriculum?

How are electronic resources synthesized and adapted by our users?

How can we match technology with our students' learning needs?

How is our professional development technology infused?

How can technology serve as a catalyst for school improvement and student achievement? How can technology be used as effective communication within our school district and community?

How can our school/student information resources best be utilized for school management and student achievement?

## Estell Manor School 2010-2013 Technology Plan

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<b>Three-Year Technology Plan Evaluation Narrative</b>	
<i>a. integrating technology</i>	Use this plan as a benchmark to evaluate the integration of technology into the curriculum through regular technology meetings to review progress. Maintain our community groups to continue collaboration to update our skills matrix. Student electronic portfolios will document progress of advancement.
<i>b. enabling students to meet challenging state academic standards</i>	Use assessments and the skills matrix to review progress and determine direction of curriculum. Continue to use technology as a tool to increase our students interest and to provide them with long-lasting learning experiences with the use of digital media, Smartboards, online projects and updated software.
<i>c. developing life-long learning skills</i>	Encourage students to participate in online learning communities to foster continued learning. Teachers will; Mentoring in-class math and language arts teachers once a month with the technology coordinator. Co teaching done among grade level teachers when concepts are first introduced.