

Three-Year Local School District/ Charter School
Technology Plan

July 1, 2007 through June 30, 2010

County: Bergen

County Code: 03

District/Charter School or Affiliation: Hackensack

District Code: 1860

Grade Levels: K-12

Web Site: www.hackensackschools.org

Date Technology Plan approved by school board or governing body

March 26, 2007

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

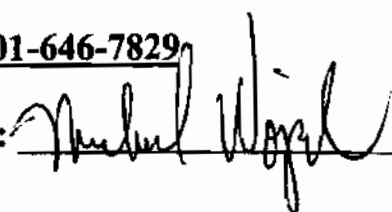
Please indicate below the person to contact for questions regarding this
technology plan:

Name: (print) Michael Wojcik

Title: Assistant to the Superintendent for Curriculum and Instruction

E-mail: m.wojcik@hackensackschools.org

Phone: 201-646-7829

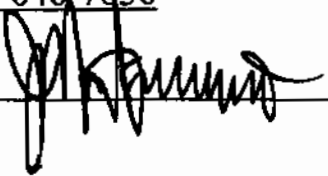
Signature:  Date: 3/27/07

Hackensack Public Schools: Technology Plan
Superintendent/Lead Person Approval:

District Superintendent/Lead Person:(print) Dr. Joseph L. Montesano

E-mail: j.montesano@hackensackschools.org

Phone: 201-646-7830

Signature:  _____ Date: 3/27/07

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone _____

Signature: _____ Date: _____

**HACKENSACK BOARD OF EDUCATION
HACKENSACK, NEW JERSEY**

RESOLUTION

RESOLVE that Dr. Joseph Montesano, Superintendent of Schools, be authorized to approve the Hackensack Public Schools Three Year Technology Plan starting July 1, 2007 through June 30, 2010.

INTRODUCED: Francisco Rodriguez
SECONDED: Tenya Pierce
ACTION TAKEN: 9-0-0
DATED: March 26, 2007

Attest:



Francis E. Seery, Business Administrator, Board Secretary

I hereby certify that this is a true and correct copy of the Regular Minutes of the Hackensack Board of Education meeting of March 26, 2007.



Francis E. Seery, Business Administrator, Board Secretary

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

July 1, 2007 through June 30, 2010

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

Page #	I. Stakeholders
1	<i>Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.</i>
Page #	II. EXECUTIVE SUMMARY
2	<i>Describe the school district's or charter school's vision or mission statement</i>
III. TECHNOLOGY OVERVIEW	
Page #	A. Technology
3-8	<i>1. Provide an inventory of current technology networking and telecommunications equipment</i>
3-8	<i>2. Describe the technology inventory needed to improve student academic achievement through 2010 including, but not limited to:</i> <ul style="list-style-type: none"> • <i>Technology equipment and networking capacity</i> • <i>Software used for curricular support and filtering</i> • <i>Technology maintenance policy and plans</i> • <i>Telecommunications services</i> • <i>Technical support</i> • <i>Facilities infrastructure</i> • <i>Other services</i>
8-9	<i>3. Describe how the district integrates assistive technology devices into the network to accommodate student needs</i>

9	4. Describe how the district's web site is <u>accessible to all stakeholders</u> (for example using Federal Accessibility Standards)
9-10	5. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.
Page #	B. Cyber Safety
10	1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)
10	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.
10	3. Explain how students are educated about online safety awareness.
10	4. Provide information on how parental resources regarding online safety are made available to parents.
Page #	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 establish necessary changes through goals and objectives.
10-11	a. Evaluate <u>staff's current practice</u> in integrating technology across the curriculum.
11	b. Provide a summary of teacher and library media personnel proficiency in the use of technology within the district.
11-12	c. Determine the current educational environment and barriers by describing how:
12	i. staff are assured access to technology to facilitate technology integration,
12	ii. often students have access to technology in their learning environment,
12	iii. the needs of staff are evaluated,
12	iv. the needs of students are evaluated,
13	v. past professional development addressed the staff and students' needs for technology integration,

13	vi. <i>past professional development for all <u>administrators</u> was provided to further the effective use of technology in the classroom or library media center,</i>
13	vii. <i>ongoing, sustained professional development was provided in 2006-2007 for all <u>staff</u> to further the effective use of technology in the classroom or library media center,</i>
13	viii. <i>ongoing, sustained professional development was provided in 2006-2007 for administrators to further support the effective use of technology in the classroom or library media center,</i>
13	ix. <i>supports were provided for staff other than professional development,</i>
13-14	x. <i>professional development needs and barriers related to using educational technology as part of instruction have been identified.</i>
14	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.</i>
14	3. <i>Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
Page #	A. History
15-17	1. <i>List the goals from the 2004-07 plan.</i>
15-17	2. <i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
15-17	3. <i>Describe any unexpected outcomes or benefits specifically linked to the educational technology in place.</i>
Page #	B. Goals and Objectives for 2007-2010
17	1. <i>List and support the goals that continue from the '04-'07 plan.</i>
17-18	2. <i>Modify goals or write new goals to meet the needs identified from the assessments. Goals for '07-'10 should support district need and align with the state plan.</i>

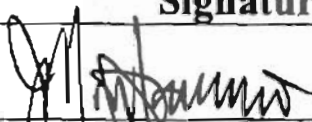


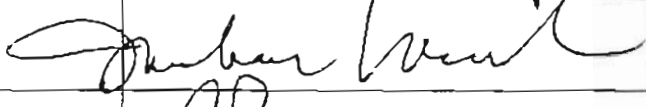
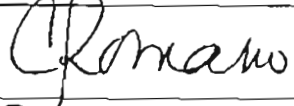
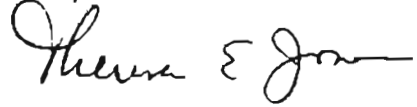
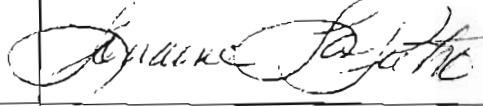
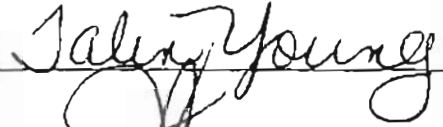
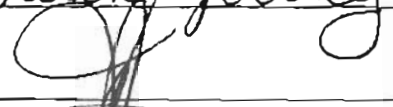
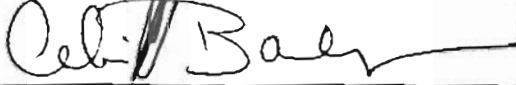
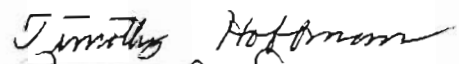


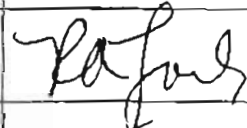
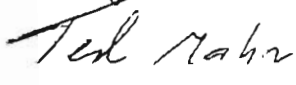

17-18	3. <i>Add to the goals the specific objectives for integrating technology to improve student academic achievement aligned with NJ Core Curriculum Content Standards (including software and other electronically delivered learning materials). Also, include a timeline for such integration and the corresponding measures (also known as indicators) that are evidence that the goals or objectives have been achieved.</i>
Page #	V. THREE-YEAR IMPLEMENTATION ACTIVITY TABLES (July 2007 – June 2010)
23	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>
23	B. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities.</i>
23	C. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>
23	D. <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>
Page #	VI. FUNDING PLAN (July 2007 – June 2008)
23-24	A. <i>Provide the anticipated costs for 2007-2008 and then indicate the projected funding for 2008-2010 of the technologies to be acquired and expenses such as hardware/software, digital curricula including <u>NIMAS</u> compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan, including specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</i>
23-24	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>teachers</u> are prepared to integrate technology effectively into curricula and instruction</i>
24 (see Appendix)	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>

Page #	VII. PROFESSIONAL DEVELOPMENT
25	<p>A. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.</p>
25	<p>B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</p>
25	<p>1. How teachers and library media personnel have access to educational technology in their instructional areas (such as using desktops, mobile laptop and wireless units, PDAs).</p>
25	<p>2. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</p>
25	<p>3. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in the classroom or library media center.</p>
25	<p>4. How ongoing, sustained professional development for all staff will be provided to further the effective use of technology in the classroom or library media center.</p>
25	<p>5. The professional development opportunities and resources that exist for technical staff.</p>
25	<p>6. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</p>
26	<p>C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained, high-quality professional development opportunities planned for 2007-2008 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.</p>
26	<p>D. Identify the financial and time resources to keep staff current in learning about new technologies.</p>
26	<p>E. Project professional development activities that will continue to support identified needs through 2010, including all partners</p>

Page #	VIII. EVALUATION PLAN
27	<p><i>Describe the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in</i></p>
27	<ol style="list-style-type: none"> <li data-bbox="365 384 1209 422">1. <i>integrating technology into curricula and instruction,</i>
27	<ol style="list-style-type: none"> <li data-bbox="365 426 1442 464">2. <i>enabling students to meet challenging state academic standards, and</i> <li data-bbox="365 468 941 506">3. <i>developing life-long learning skills.</i>

Stakeholder Table

Three-Year Local School District Technology Plan for Hackensack Public Schools
(2007-2010)

Stakeholder Table		
Title	Name	Signature
Superintendent	Joseph L. Montesano	
Principal	Mark Porto	
Technology Coordinator	Robert DiAmbrosio	
Curriculum Director/	Michael Wojcik	
Teacher	Christine Romano	
Special Education Teacher	Theresa Jones	
Library Media Specialist	Lorraine LaPietra	
Guidance	Talin Young	
Board Member	Francisco Rodriguez	
Parent	Alice Bailey	
Student	Timothy Hoffman	
Community Member	John Bellocchio	
Business Sector Representative*	Rick Smith Genesis Educational Software	
Other Titles		
Literacy Coach	Rhonda Ashton-Loeb	
Computer Application Teacher	Theodore Malin	
Grants Coordinator	Evelyn Wolff	

II. EXECUTIVE SUMMARY

The Hackensack Public Schools mission statement is as follows:

The mission of the Hackensack Public Schools is to provide the education that will enable our students to make a positive contribution to society. Our students will become productive citizens who are aware of their own self worth, respect the dignity and worth of others, and celebrate cultural diversity. Our curriculum and programs are designed to nurture a lifelong love of learning and to develop the skills, knowledge, and attitudes that will empower students to succeed in the workplace and as integral members of the community.

We envision an inclusive learning environment in which students become effective problem solvers, critical and divergent thinkers, and independent and cooperative learners. The Hackensack Public Schools will provide ongoing staff development opportunities that promote mastery, encourage an awareness and responsiveness to the emotional well-being of all students, and stimulate a commitment to the betterment of our system. Our staff will use a variety of strategies and multimedia resources that address the cumulative progress indicators of the state core curriculum standards and demonstrate success on diverse assessments that accurately measure their performance. Our facilities and resources will be upgraded to maintain personal safety and remain current with technological advances. The entire community will be encouraged to participate in the planning and implementation of all programs.

The underlying values and principles that drive our mission and vision are personal responsibility, a good work ethic, cooperation, self-esteem, respect for others, honesty, integrity and the firm belief that every child can learn.

III. TECHNOLOGY OVERVIEW

A. Technology

1. District's current technology inventory is listed first and followed by a three-year chart listing the inventory needed to improve student academic achievement.

A1. Current Capabilities – Wiring

The district's network infrastructure is made up of Category 5, UTP (unshielded twisted pair), Plenum cable which complies with IEEE 802.3 Standard)

100% of the classrooms have connectivity

100% of the classrooms have 2 or more drop boxes

Wiring has been extended to all libraries

Fiber optic cable backbone is installed at all schools and the Administration Building

High speed WAN (1 gig) implemented for July 1, 2007

A2. Needed to Improve - Wiring Table

Technology Plan Checklist for NJ School Districts/Charter Schools (2007-2010) Three Year Technology Plan Inventory Table			
Area of Need	Describe for 2007-8	Describe for 2008-9	Describe for 2009-10
Network drop boxes (quantity)	Network drops will be added as rooms are upgraded with additional PC's.	Network drops will be added as rooms are upgraded with additional PC's.	Network drops will be added as rooms are upgraded with additional PC's.
New Voice over IP Telephone system wiring	Phase 1 start install of network cat 5 wiring needed for voice over IP	Phase 2 install new phone system wiring in 2 buildings.	Expand voice system wiring to all buildings.

A1. Current Capabilities – Network Standards

All buildings utilize 100 baseT Ethernet Switches (Fast Ethernet)

All switches are full duplex, gigabit with uplink between switches, and MDF (Main Distribution Frame) and IDF (Intermediate Distribution Frame)

All MDF and IDF are standard racks with UPS (Uninterrupted Power Supply)

All buildings WILL have full point-to-point Private fiber at 1000 mbs speed (E-Rate Application prepared)

New GIG WAN will be implemented

Some building use the wireless technology which complies with IEEE 802.11 Standard for 11 Mbps

A2. Needed to Improve - Network Standards Table

Technology Plan Checklist for NJ School Districts/Charter Schools (2007-2010) Three Year Technology Plan Inventory Table			
Area of Need	Describe for 2007-8	Describe for 2008-9	Describe for 2009-10
Classroom network Drop box speed. (Gig speed to the classroom)	Use gig switches to bring a gig connection to 50 classrooms. Desktop switch with gig port will be used in classroom.	Use gig switches to bring a gig connection to 50 classrooms. Desktop switch with gig port will be used in classroom.	Use gig switches to bring a gig connection to 80 classrooms. This will allow as many 100 meg drops to the classroom as needed. Using a desktop switch with gig port in the classroom will allow for more flexibility to move connections in the future.
Network connectivity (WAN)	Install Private fiber between High School, Middle School and all elementary schools	Investigate additional uses of new WAN	Investigate additional uses of new WAN
Replace switches	Replace old unmanaged switches with Cisco layer 2 switches	Continue switch upgrades	Continue switch upgrades

A1. Current Capabilities – LAN Protocols

TCP/IP is the protocols for the district
 Current capabilities – File Servers
 Microsoft Windows NT Server and 2000 is the primary server for PC workstations via TCP/IP Protocol
 Microsoft Windows NT Server is the primary Printer server for PC workstations via TCP/IP Protocol
 Current capabilities – Internet Connection and Provider
 The district has a three-year contract with CableVision Lightpath communication Company which utilizes 50 Mbps of Internet Bandwidth (E-Rate Application prepared)
 Redundant service is provided by Cablevision Power To Learn (E-Rate Application prepared)
 Current capabilities – Proxy Server
 Microsoft Windows NT 4 Proxy server is used in the Middle School and 4 Elementary Schools
 Firewall and filtering hardware/software are installed at the High School
 (WatchGuard is used for filtering and firewall)
 MS IIS Web server
 WebMail K12usa E-Mail service. (E-Rate Application prepared)

A2. Needed to Improve - LAN Protocols Table

Technology Plan Checklist for NJ School Districts/Charter Schools (2007-2010) Three Year Technology Plan Inventory Table			
Area of Need	Describe for 2007-8	Describe for 2008-9	Describe for 2009-10
Internet Access	LightPath will be used for Internet Access Power To Learn service will be used for backup	LightPath will be used for Internet Access Power To Learn service will be used for backup	LightPath will be used for Internet Access Power To Learn service will be used for backup
Building Connectivity (Internet access)	Private Fiber will be installed in all buildings (1 gig speed)	Private Fiber will be installed in all buildings (1 gig speed)	Private Fiber will be installed in all buildings (1 gig speed)

A1. Current Capabilities – Administrative

One AS400 miniframe for (business and student management services) has been phased out and replaced by a new Genisis Student Data Server.

Direct connections to the central server via point-to-point Network WAN and the Web

A2. Needed to Improve - Administrative Capabilities Table

Technology Plan Checklist for NJ School Districts/Charter Schools (2007-2010) Three Year Technology Plan Inventory Table			
Area of Need	Describe for 2007-8	Describe for 2008-9	Describe for 2009-10
Financial / business software	New District offices will be upgraded with PO / Human Resource system.	New District offices will be upgraded with PO / Human Resource system.	New District offices will be upgraded with PO / Human Resource system.
IEP Writer	Install new web based IEP program		

A1. Current Capabilities – Software / Hardware (administrative, productivity, educational)

Administrative

- FileMaker Pro
- Grading packages
- Operating Systems (Win 95, 98, ME, NT4, 2000 and XP)
- SBSJ Purchase order software
- R and L Payroll software
- Access
- Assets inventory
- Online forms and connections to Dept. of Education
- Microsoft Office 98, 2000 and 2002
- Genesis
- Prism
- Ghost
- EPO Virus Suite

Educational (district, site or limited licenses)

- Dell and custom made PC's and Servers
- Operating Systems (Win 95, 98, ME, NT4, 2000 and XP)
- Office 98 and 2000 (all grade levels)
- HyperStudio (k-8 grades)
- Publisher - (middle and high schools)
- FrontPage and CuteFTP
- Automated Library software – Sagebrush
- HomeworkNow
- Read 180
- KnowledgeBox
- Digital Cameras and Projectors
- PC Microscopes and Telescope
- Portable Wireless classroom carts
- Networked and local printers
- SmartBoards
- AlphaSmart keyboards
- WeatherNet weather station and cam

Search engines

- Electric Library
- Britannica Online
- SRI
- World Book
- Groliers
- Proquest
- CAD and programming software (High School)

McAfee Virus Suite

Additional software applications purchased by schools

A2. Needed to Improve - Software / Hardware (administrative, productivity, educational) Table

Technology Plan Checklist for NJ School Districts/Charter Schools (2007-2010) Three Year Technology Plan Inventory Table			
Area of Need	Describe for 2007-8	Describe for 2008-9	Describe for 2009-2010
Student Management Software	New Genesis student data system completed	Genesis training on-going	Genesis training on-going
Equipment PC's Printers	300 new PC's are planned with local/network printers Update / replace 2 servers	300 new PC's are planned with local/network printers Update / replace 2 servers	300 new PC's are planned with local/network printers Update / replace 2 servers

A1. Current Capabilities – Telephones (E-Rate Application prepared)

Administrative offices, main offices in schools, and media centers are equipped with phones using Centrex System
Classrooms that engage in special telecommunications projects also have phones. Phone service (voice over IP is planned)
Voice mail and call forwarding is supported in various locations

A2. Needed to Improve - Telephones Table

Technology Plan Checklist for NJ School Districts/Charter Schools (2007-2010) Three Year Technology Plan Inventory Table			
Area of Need	Describe for 2007-2008	Describe for 2008-2009	Describe for 2009-2010
Local and Long distance service between buildings	Increase speed of Fiber connection between buildings to facilitate a new phone system. (7 Buildings) Private Fiber	Increase speed of Fiber connection between buildings to facilitate a new phone system. (7 Buildings) Private Fiber	Voice over IP internal phone system For all buildings using Private Fiber

A1. Current Capabilities – Video (include broadcast video, VCR'S and monitors, cable to the classroom, cable company feeds and video conferencing)

The Hackensack Public Schools – Cable TV Channel 77 currently encompasses services in the following areas: cable television programming, community calendar messages, video productions, staff development and archival production, and videotape dubbing. The High School has 1 Interactive Television (ITV) room.

The Middle School and 5ive 6ix School have a Video Conferencing room located in the TV studio.

The High School and Middle School have a closed-circuit broadcast system. Each has a TV Studio

All elementary, middle and high schools have VCR's and monitors available for classroom and media center use

High School – Web based weather station

A2. Needed to Improve - Video Table

Technology Plan Checklist for NJ School Districts/Charter Schools (2007-2010) Three Year Technology Plan Inventory Table			
Area of Need	Describe for 2007-8	Describe for 2008-9	Describe for 2009-10
Video Conferencing	Update Middle School Video conference room to accommodate larger class size.	Utilize larger Video conference area for Virtual Field Trips.	Utilize larger Video conference area for more Virtual Field Trips.

A1. Current Capabilities – Maintenance and Technology Support

The BOE employs one fulltime Technology Coordinator and one Building coordinator.

Three full time IT support staff handle all Network and client workstation

Support and repairs. A help phone and one day onsite response for repairs

Is used for 7 buildings, Admin. Building and Special services.

Outside tech support is supplied by ProMedia Inc.for those instances that warrant Additional support.

A2. Needed to Improve - Maintenance and Technology Support Table

Technology Plan Checklist for NJ School Districts/Charter Schools (2007-2010) Three Year Technology Plan Inventory Table			
Area of Need	Describe for 2007-8	Describe for 2008-9	Describe for 2009-10
Maintenance and Support	Hire new A+ tech staff. If staff cannot be hired, additional outside tech funds will be required to handle all new installations.	Hire new A+ tech staff. If staff cannot be hired, additional outside tech funds will be required to handle all new installations.	Hire new A+ tech staff. If staff cannot be hired, additional outside tech funds will be required to handle all new installations.

3. To accommodate student needs for assistive technology every classified child is evaluated in the IEP process to determine if the child needs “low” technology or “high” technology. Bergen County Special Services and the Commission for the Blind assist

the district in the assessment process and in training staff in the use of assistive technology. Staff members also attend Learning Resource Center workshops on assistive technology. The following are among the assistive technology devices used in the district:

- a. DynaVox– for severe language impairment
- b. E-Talk for speech impairment
- c. Personal FM systems for hearing impaired students
- d. AlphaSmart personal word processors for students with specific learning disabilities

4. The district's website is accessible to all stakeholders including Hackensack staff, parents, students, community members and the general public. All students, regardless of race, gender, national origin, special needs, or religious affiliation have access to educational technology in Hackensack. The district participates in the National Instructional Materials Access Center and is currently assessing the Hackensack Public Schools website for to determine changes required to meet the "Accessible for All" standard.

5. Plan for replacing obsolete computers/technology and criteria for obsolescence

Identification and Replacement of Obsolete Computers

Computers will be considered obsolete when they can no longer provide a " basic level of service" to the user. Basic level of service is defined as being able to use efficiently the most current versions of the operating system(s) and software provided through the School network. Basic level of service should also include having direct access to a printer that is located in the general vicinity of each user's office. Processor speed, memory requirements, and other computer parameters have tended to increase significantly over relatively short periods of time. Consequently, the Technology Coordinator, in consultation with the tech staff, will annually establish a set of standards (i.e., processor speed, memory and hard drive capacity) to define what is minimally required to deliver basic service. If computer technology continues to develop at its current rate, it is anticipated that computers will have to be replaced or upgraded every four or five years.

Step by step plan:

1. Computers in the labs and in grouped areas are replaced approximately every five years (to allow for increased memory, speed, and new features).
2. If a system is still repairable it will be utilized until a repair is impossible. Equipment is used until it is no longer financially feasible to repair it, for example, primary classrooms are still using IBM 486 computers that will eventually be phased out if repairs are needed.
3. The older computers are rotated into the classrooms, to support cooperative learning, math problem solving, science concepts, and integrated language arts.
4. The computers/technology equipment is assessed by the Technology Coordinator and IT tech staff on a continuous basis. Unusable equipment is disposed of as it poses a storage problem.
5. The IT staff will remove labels from the equipment designated for disposal. The Technology Coordinator then approves the removal of the technology items

from the fixed asset of the school, which is a step necessary for auditing.
6. Then the Technology Coordinator authorizes the disposal of the equipment to the Hackensack DPW for proper disposal. The obsolete items will be transported by the custodian according to the disposal schedule for technology equipment. It will be picked up by Board of Ed. trucks for transport to city grounds.

III.B. Cyber Safety

1. Filtering methods – both filter web content and monitor Internet Access
 - a. Grades K-4 – Sentian N2H2 software
 - b. Grades 5-12 – Sonic Wall 5060 –
In addition, our e-mail system for students, “SchoolBits” is CIPA compliant.
2. Acceptable Use Policies includes Standards for Use of Computer Networks, Consent Requirements (See attached Policy for Acceptable Use of Computer Network/Computers and Resource). It is posted on the Hackensack Schools website.
3. Students are educated about online safety awareness in the media centers by the librarians and by classroom teachers. Drug and Resistance Education (DARE) officers speak to classes and information is provided in student and parent handbooks.
4. Parent resources on online safety include information on the Acceptable Use Policy in the Parent Handbooks and information presented in parent workshops.

III.C. Needs Assessment

An online survey was conducted to assist in the determination of the needs for educational technology in the district. Four hundred and eighty-nine staff members responded. In addition, the input of the K-4 Technology Coach, the District Technology Coordinator, Director of Special Services, Guidance Counselors and technology-savvy teachers and administrators, provided insight into the current practices and needs of the district.

1a. Staff's current practice in integrating technology across the curriculum

Staff members integrate technology in a variety of ways:

- ❖ Curricular software includes skill-based, e.g., literacy software; research-based, e.g., Knowledge Box; or design-based, e.g., CAD or web design.
 - Word processing software (Microsoft Word), spreadsheet software (Microsoft Excel), and presentation software (Microsoft PowerPoint)
 - Ninety percent of staff use Word daily or weekly and only four reported not using Word; 53% use Excel and 58% use PowerPoint.
 - Internet/e-mail- Ninety percent of staff use e-mail daily and only four respondents do not e-mail. Eighty-six percent use the Internet daily and only 1% never use it
- ❖ Hardware includes Digital cameras, interactive whiteboards, desktop and laptop computers, printers, scanners, DVD players, LCD projectors, televisions, some of which receive computer video signals, and PDAs.

Due to grants awarded to the district in technology and curriculum, pockets of teachers have had greater access to technology, software, and professional development. In grades 3-5, the Students Using Technology to Achieve Reading-Writing (Star-W) grant and in grades (6-8) the Math Achievement to Realize Individual Excellence (Matrix) grant afforded teachers the opportunity to integrate hardware such as digital cameras, interactive whiteboards, desktop and laptop computers, USB keys, video cameras and equipment, and LCD projectors, as well as additional software, into their teaching practices. Students utilized these resources to improve academic achievement. Teachers who participated in these grants turnkeyed their learning to other teachers through in-service and summer courses, as well as at staff meetings.

As shown by the survey, there is a wide range of utilization of technology integration across the curriculum. Some teachers use some form of technology every day to plan and execute lessons and implement assessments. Students use educational software for instructional purposes under the supervision of the teacher, e.g., Waterford Early Reading Program, Earobics. Most use the Internet for research purposes.

1b. Teacher and library media proficiency in the use of the technology in the district.

Based on the survey results and teacher observations, the majority of the staff is proficient in programs that are most useful to them or required for them to use. These would include Word (90%), student information program (68%), PowerPoint (59%), and e-mail (99%). Virtually all teachers use computers and printers, DVDs and CDs, while about two-thirds use digital cameras and USB keys. Librarians all have a bank of computers in their libraries and are proficient in their use.

1c. Educational environment and barriers

i. Staff is assured access to technology to facilitate technology integration:

Most staff members have at least one computer and printer available to them, but teachers expressed a desire to have Smartboards (51%), LCD projectors (36%), laptops (46%), scanners (34%), as well as digital and video cameras. The district bandwidth is currently insufficient to support some web based programs, but will be increased in the next few months.

Also, specialized programs, such as COIN 3 (Computer exploration and college search program) and Genesis (student management system) are used by appropriate staff and students.

In addition to classroom access, teachers may have access to computers in teachers' rooms, library conference room (high school) and in the media centers.

Although the schools are very technology-friendly, i.e., many teachers are proficient in, and users of, technology to enhance instruction, a major barrier is insufficient funds to purchase and maintain technology. Department of Education technology allocations and grants have dried up and local budgets are insufficient to meet all the district technology needs.

Another barrier is that our website does not meet standards for accessibility for people with disabilities, as mentioned in Section III.A.4.

Finally, there are no district-level or school-based technology committees to oversee the technology needs, implementation, purchase and evaluation of technology in the district.

ii. Student access to technology varies somewhat by grade level, but generally all students have access to computers, printers, Microsoft Office and adaptive technologies. Students also are exposed to presentations using LCD projectors, CD and DVD players.

Students in the K-4 schools have access to computers which enable them to use programs which include the Waterford Early Reading Program (K-3), Knowledge Box (for research purposes), Scholastic Reading Inventory (assessment: 4-6), Lexia and Earobics (literacy intervention and special education) and “unitedstreaming.com” – a product of Discovery Education - (web-based digital curriculum).

At the 5th, 6th and Middle Schools, students have access to computers, Alpha Smart keyboards, printers, unitedstreaming and the Internet before, during, and after school in the Media Center. Depending on grade level, they use SuccessMaker for mathematics (6-8) or SuccessMaker for literacy (grade 5).

At the high school, students have access to a computer lab and media center, and limited access to laptops, school e-mail service, unitedstreaming, and the Internet. Specialized software and hardware for Math and Science labs, Graphical Analysis, CAD programs for the Industrial Arts Program and various software programs used by the Business Education Department (Quicken, Flash, Front Page and Cisco Systems). Quark, a program for the school newspaper is also used.

iii. Needs of staff are evaluated

Needs of staff are evaluated on an ongoing basis. Based on the survey, staff requested technology to raise achievement as follows:

50% - Smartboards (mainly at the high school where there are very few Smartboards)

46% - laptop computers

30-36% - LCD projectors, scanners, new desktop computers, and digital cameras

Other requests included video cameras and equipment, USB keys, printers and ELMOs (document cameras), fitness and health monitoring programs for health, (CAD (computer assisted drawing), more assistive technology programs, and guidance-related programs.

iv. Needs of students are evaluated based on teachers' and technology coach observations and the demands of the curriculum and the state standards, and in the case of classified students, by the Child Study Teams with assistance from Bergen County Special Services.

v. Past professional development addressed the staff and students' needs for technology integration

Ongoing professional development for technology was embedded within the school day and through in-service courses provided during the school year and in summer institutes. Technology team leaders and the elementary technology coach provide by professional technology integration consultants as well as training. Among the software-based programs are: Knowledge Box, Waterford Early Reading Program, unitedstreaming (digital curriculum), Genesis (Genesis Gradebook, Scheduling and Attendance), IEP Planet (IEP template), science lab programs (Venier, Lab Pro), Geometry Sketchpad applications, Casio training, Webmail Pro Web page interface, and Positive Behavior Supports in Schools (PBSIS) data collection and dissemination.

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

At all levels, the same professional development was available to administrators as was provided to the teachers as described above. In addition, administrators have attended workshops on data analysis, master scheduling, the Edmunds budget program, and Genesis Gradebook.

vii. Ongoing sustained professional development was provided in 2006-2007 for all staff

Ongoing professional development was provided in 2006-2007 by the elementary district technology coach and outside consultants to increase knowledge in technology. At the secondary level, administrators participated in data analysis workshops; master scheduling training, Edmunds budget program, Genesis training including Gradebook and Attendance, Global data assessment training, and PBSIS data management and interpretation training.

viii. Ongoing sustained professional development was provided in 2006-2007 for administrators

Ongoing professional development for all staff continued to be available to administrators. There is ongoing training in data analysis, master scheduling, Edmunds budget program, and Genesis Gradebook.

ix. Supports were provided for staff other than professional development

Teachers and administrators who have in-depth knowledge of technology, the K-12 Technology Coordinator and the elementary Technology Coach all provide ongoing daily support to staff, e.g., in solving technical problems, providing information about programs, websites etc., supporting effective use of technology available to the staff.

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

According to the survey and anecdotal reports, needs include more professional development for both infrequent and frequent users of technology. Among the needs reported are:

Microsoft Office programs (beginners: 23%; advanced: 38%)

Web design: 52%

Smartboard (basics: 47%; advanced: 25%)

Genesis and Genesis Gradebook (25%) – in particular training in public access to information

Unitedstreaming: 23%

Among the barriers are the constant need for upgrades, technology repairs and software that prevents ongoing access to technology by students and staff. Furthermore, staff turnover and varying staff proficiencies have created barriers to full-scale classroom implementation.

2. Needs of the district to improve academic achievement for all students through the integration of technology

The needs of the district vary according to staff members' awareness and competence in the integration of technology. As mentioned before several technology grants enabled pockets of teachers to obtain additional hardware and software, as well as to access professional development in the integration of technology into literacy and/or mathematics instruction. This initiative generated interest among their colleagues, who, in some cases were also able to access the technology and training. For example, through the Star-W grant a limited number of teachers in grades 3, 4, and 5 were able to obtain Smartboards, digital cameras and additional computers for the students. In subsequent years, the funds were used to add this equipment and training to other teachers in the same grade levels.

Teachers have also felt compelled to learn more about the uses of technology by their students, who are sometimes more technologically literate than their teachers, as well as by administrators, and other teachers.

In sum, in order to improve academic achievement for all students through the integration of technology, the needs of the district are as follows:

- ❖ Create periodic staff survey and analyze results to inform decision-making
- ❖ Create eighth grade student survey to assess current student technology proficiencies and knowledge, to meet the New Jersey Core Curriculum Content Standards.
- ❖ Continue ongoing professional development of new and existing programs.
- ❖ Provide ongoing technical support in a timely fashion for all classroom needs.
- ❖ Establish a district-wide technology committee, who in conjunction with the Technology Coordinator, will oversee the implementation of technology in the district

3. Prioritize the identified needs

1. Professional development in the use of new and existing programs and hardware.
2. Hardware and software to enhance instruction, e.g., Smartboards, digital cameras, laptop computers.
3. Ongoing assessment of student and staff needs.

IV. THREE-YEAR GOALS AND OBJECTIVES

A. History: 2004-2007 Plan

1-3 Goals, Evaluation, Outcomes and Benefits

Goal I: Students will access, use and share information from multi-media formats.

Evaluation: Teachers have provided students with classroom instruction in technology skills using Smart Boards, computers, digital cameras, Microsoft Word, Excel and PowerPoint; and in specific cases programs such as CAD, in order to meet grade level expectations for information literacy and technology skills in order to achieve the NJ Core Curriculum Content Standards. Teachers have differentiated instruction based on levels of proficiency within the classroom. Students have demonstrated acquired knowledge in various multimedia formats.

Outcomes & Benefits: Students have developed skills that have prepared them for success in the 21st Century as indicated in the NJ Core Curriculum Content Standards. The use of multi-media formats has increased student engagement in active learning. English Language Learners and students with special needs have had increased opportunities to acquire knowledge that has enabled them to achieve academic standards.

Goal II: Staff members are comfortable and skilled in their use of technology as a resource for learning in each area of the NJ Core Curriculum Content Standards.

Evaluation: Staff members have increased their level of comfort and skills in the use of technology as a resource for learning. Lesson plans include the integration of technology into the NJ Core Curriculum Content Standards. Outside consultants and school level technology leaders mentor staff on their use of multi-media in the classroom as well as provide workshops for staff during the school year and summer months. Administrators support technology integration through inclusion in Personal Improvement Plans. However, there continues to

be a need for more staff members to increase their proficiency in the integration of technology.

Outcomes & Benefits: Teachers have developed curriculum units, lessons and assignments that integrate technology across the curriculum.

Goal III: District data will identify specific curriculum indicators in need of remedial attention to be addressed with recommended technology.

Evaluation: Through the use of our student information database (Genesis), staff is able to record and monitor student attendance and academic achievement. At the elementary level, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) yields data about students' achievement of Language Arts Literacy skills. At the elementary and middle school levels, the Scholastic Reading Inventory (SRI) and Success Maker software programs are used as tools to measure reading and math literacy skills. At the middle and high school level, student performance from a multitude of indicators (NJASK, GEPA, HSPA), midterm exams, SRI, etc.) is collected analyzed and distributed to teachers to enhance the teaching – learning process.

Outcomes & Benefits: As a result of analyzing the data, teachers are better able to tailor and differentiate instruction to meet students' needs.

Goal IV: The district's plan for the integration of technology designed to improve student academic achievement will be implemented as an ongoing feature of the district's "Active Classroom Model."

Evaluation: As a result of increasing access to technology in all classrooms, the "Active Classroom Model" has been replaced by the seamless infusion of technology in all classrooms.

Outcomes & Benefits: Due to this dissemination of resources, students have equal access to technology.

Goal V: District curriculum guides will clarify the critical learning objectives per benchmark level (Grades 4-8-11/12) that specify the integration of technology.

Evaluation: Although technology continues to be integrated into the classrooms, formal evaluation and modification of district programs is an ongoing process.

Outcomes & Benefits: As we continue to incorporate new textbooks and curricula, linked resources in technology are also being evaluated.

IV B. Goals and Objectives for 2007-2010

1. Goals that continue from the 2004-2007 Plan

Goal I (**Goal II** in the 2004-2007 Plan). Staff members are comfortable and skilled in their use of technology as a resource for learning in each area of the NJ Core Curriculum Content Standards.

Support: Staff members must continue to receive professional development to support the implementation of emerging technologies in the classroom.

Objective 1: By June 2010, 100% of classroom teachers will plan lessons that incorporate technology as a resource for addressing specific Cumulative Progress Indicators per curriculum area.

2. Modify/New Goals to meet the needs identified from the assessment.

Goal I Students will access, use and share telecommunications and information technologies that support academic achievement and the NJ Core Curriculum Content Standards.

Objective 1: By June, 2010, students in Grade 4, will be able to access and use grade-appropriate resources in technology such as (but not limited to): Knowledge Box, Microsoft Word, Waterford Early Reading Program and Internet Explorer to develop literacy, research and presentation skills.

Objective 2: By June 2010, students in Grade 8 will be able to access and use grade-appropriate resources in technology such as (but not limited to): Microsoft Office Suite, BrainPop, Success Maker, along with online research subscriptions and Internet Explorer, to develop literacy, research and presentation skills.

Objective 3: By June 2010, students will receive instruction in grade-appropriate technology skills (as per the NJ Core Curriculum Content Standards), so that 80% of 8th Grade students will demonstrate proficiency in technology skills as measured by the 8th Grade Technology Assessment.

Objective 4: By June 2010, students in Grade 12 will be able to access and use grade-appropriate resources in technology such as (but not limited to): Microsoft Office Suite, Unitedstreaming, LabPro Vernier software, Geometry Sketch Pad,

Hackensack Public Schools Three Year Technology Plan: 2007-2010

and COIN 3, along with online research subscriptions and Internet Explorer to develop literacy, research and presentation skills.

Objective 5: By June 2010, all students will have access to virtual learning environments.

Goal II (see above)

Goal III. Technology programs will assist staff to improve student academic achievement.

Objective 1: By June 2010, 100% of staff will use technology to analyze data in order to modify curriculum and differentiate instruction in accordance with the mandates of the NJ Core Curriculum Content Standards.

Goal IV: Through the use of assistive technology, students with special needs will reach their maximum learning potential.

Objective 1: Students with special needs will be provided with assistive technology as indicated by their Individual Education Plans. (ongoing)

Objective 2: By June 2008, the Hackensack Public Schools website will be modified so that it is accessible to people with disabilities.

V.A. Goals & Objectives, Timeline, Strategy, Person Responsible, Documentation

Hackensack Public Schools				
Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1.1	Professional Development will be provided to all K-4 staff to update skills in the integration of in instruction.	Ongoing	District Technology Coordinator	Professional Development Agendas and Sign in sheets
1.1	Teachers will provide classroom instruction in technology skills to meet grade level expectations.	Ongoing	School Level Administrators	Lesson Plans and Professional Improvement Plans
1.1	Teachers will provide demonstrations in multi-media formats.	Ongoing	School Level Administrators	Lesson Plans
1.1	Students will demonstrate proficiency in the use of multi-media programs to achieve the NJ Core Content Curriculum Standards.	Ongoing	Classroom Teachers	Student Presentations and Projects
1.2	Professional Development will be provided to all Grade 5-8 staff to update their skills in the integration of technology in instruction.	Ongoing	District Technology Coordinator	Professional Development Agendas and Sign in sheets
1.2	Teachers will provide classroom instruction in technology skills to meet grade level expectations.	Ongoing	School Level Administrators	Lesson Plans and Professional Improvement Plans
1.2	Teachers will provide demonstrations in multi-media formats	Ongoing	School Level Administrators	Lesson Plans
1.2	Students will demonstrate proficiency in the use of multi-media programs to achieve the NJ Core Content Curriculum Standards.	Ongoing	Classroom Teachers	Student Presentations and Projects
1.3	Students will demonstrate proficiency on the 8 th Grade Technology Assessment, as stipulated in the NJ Core Curriculum Content Standards for Technological Literacy	Annually	School Level Administrators	8 th Grade Technology Assessment. Results
1.4	Professional Development will be provided to all Grade 9 - 12 staff to update their skills in the integration of technology in instruction.	Ongoing	District Technology Coordinator	Professional Development Agendas and Sign in sheets
1.4	Teachers will provide classroom instruction in technology skills for grade level expectations.	Ongoing	School Level Administrators	Lesson Plans and Professional Improvement Plans
1.4	Teachers will provide demonstrations in multi-media formats	Ongoing	School Level Administrators	Lesson Plans

Hackensack Public Schools Three Year Technology Plan: 2007-2010

Hackensack Public Schools				
Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1.4	Students will demonstrate proficiency in the use of multi-media programs to achieve the NJCCCS.	Ongoing	Classroom Teachers	Student Presentations and Projects
1.4	Online course selections and participation will be expanded.	Ongoing	Technology Coordinator/ Principal	Student Enrollment
2.1	Technology leaders will demonstrate the use of multi-media	Ongoing	Technology Coordinator	Activity Log
2.1	School level administrators will support, encourage and evaluate teachers' implementation of technology integration.	Ongoing	School level Administrators	Teacher Observations and Professional Improvement Plans
2.1	School level administrators will attend Technology Professional Development Workshops.	Ongoing	Assistant Superintendent	Workshop Agendas and Sign in sheets
3.1	School level technology will be formed to analyze data and plan the use of data to inform instruction.	Ongoing	School Level Administrators	Spreadsheets, Charts and Graphs Generated from Analysis
3.1	Teachers will modify curriculum and differentiate instruction based on analysis of data	Ongoing	School Level Administrators	Modified Curriculum and Lesson Plans
4.1	Identify individual student needs for assistive technology	Ongoing	Director of Special Services and Child Study Teams	IEPs
4.1	Purchase assistive technology devices required by students' I.E.P.s.	Ongoing	Director of Special Services	IEPs
4.1	Teachers of students with special needs will be provided with training in the use of specific assistive technology devices	As Needed	Director of Special Services	Professional Development Agendas and Sign in sheets
4.2	Website will be analyzed to determine changes needed for accessibility	2007-2008	Director of Special Services Technology Facilitator	Report on needs
4.2	Website will be revised to meet accessibility standards.	2008	Technology Facilitator	Website

V.B. Strategies to ensure that the Technology Plan addresses the use of technology, including assistive technology to support the learning communities

1. The Technology Plan will be implemented by the Technology Facilitator and the Assistant to the Superintendent for Curriculum and Instruction, who will periodically review the implementation with the District Technology Committee.
2. The District Technology Committee will include staff representatives from each school, including regular and special education teachers, technology teachers and technology resource coaches.
3. The Committee members will receive input from other teachers, librarians, administrators, and students regarding technology needs.
4. The Technology Facilitator will report annually to the Board of Education and the community on the Technology Plan implementation.

V.C. Meeting the NCLB requirement that all students be technologically literate by the end of Grade 8.

1. The district will develop and implement assessments at grades 4, 6, and 8 to determine if students are meeting the NJ Core Curriculum Content Standards.
2. The curriculum will be reviewed to assess if the all the Core Curriculum Content Standards are included and will be revised if necessary.

V.D. Telecommunications, information technologies, and other resources to reach the Goal.

Telecommunications include, but are not limited to:

Computer networks, including the high speed Wide Area Network connecting all school and administration buildings, classroom network drops, voice-over IP telephone wiring system, shared network servers and files among all buildings, Internet access, email for all staff and high school students, Internet and network filtering and firewall systems, McAfee virus protection, and videoconferencing capabilities.

Information technologies include, but are not limited to:

Hardware such as computers, networked and local printers, video equipment, servers, Smartboards and Airliners (wireless slates), AlphaSmart keyboards, digital cameras and projectors, document cameras, and overhead projectors, PC microscopes and telescopes;

Software programs accessed through CDs, servers or the Internet include but are not limited to:

Microsoft Office, HyperStudio, automated library, online homework information for parents and students (Homework Now), Publisher, FrontPage, Read 180, Knowledge Box, Waterford Early Reading Program, SuccessMaker, CAD, and Quark; Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Smart Ideas concept mapping,

Hackensack Public Schools Three Year Technology Plan: 2007-2010

COIN 3 (Computer exploration and college search program), Genesis data management system, Positive Behavior Supports in Schools (PBSIS) data collection and dissemination, Edmunds budgeting software.

Other resources: professional development and coaching, technology oversight committee, regularly scheduled student assessments of technology literacy,

VI FUNDING PLAN (July 2007-June 2008)

Funding Plan Table (2007-2008)

Hackensack Pubic Schools				
Three-Year Technology Plan Anticipated Funding Table (2007-2008)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)			11,000	
Print media needed to achieve goals			10,000	
Technology Equipment			382,000	
Network				
Capacity/Staffing/ Professional Development			375,000	
Filtering			13,000	
Software	5,000			10,000
Maintenance & Upgrades			74,300	
Policy and Plans				
Other services Internet/Fiber Optic Lines	125,000		66,000	

Funding Plan Table (2008-2010)

Hackensack Pubic Schools				
Three-Year Technology Plan Projected Funding Table (2008-2010)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)			22,000	
Print media needed to achieve goals			25,000	
Technology Equipment			764,000	
Network				
Capacity/Staffing/ Professional Development			950,000	
Filtering			30,000	
Software	10,000			
Maintenance & Upgrades			150,000	
Policy and Plans				
Other services Internet/Fiber Optic Lines	250,000		140,000	

VI. A & B. The costs estimated above include hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media to achieve the goals of the plan.

VI.C. Board Approval for the Technology Plan is attached with the 2007-2008 budget.

VII. PROFESSIONAL DEVELOPMENT

VII.A. Person responsible for coordinating the professional development activities noted in this plan

Michael Wojcik, Assistant to the Superintendent for Curriculum and Instruction and Technology Facilitator (TBA)

VII.B. The planned professional development activities for teachers, administrators, and school library media personnel include:

1. Teachers and library media personnel have access to educational technology in their instructional areas. All classroom teachers have a minimum of one computer with Internet access; each school has a Media Center with computers and the Middle School has satellite labs for each teaching team with 15-networked computers. At the high school teachers can use computers in the Teachers Lounge, conference room and Media Center.
2. All administrators have networked desktop/laptop computers, which include printers. They also have access to LCD projectors, SmartBoards, and a variety of software applications.
3. Through participation in Educational Technology Training Center (ETTC) workshops, district in-service workshops and other workshop opportunities, as well as summer institutes, administrators will have the opportunity to participate in ongoing, sustained professional development in the use of technology in the workplace.
4. Through participation in ETTC workshops, district in-service workshops and other workshop opportunities, as well as summer institutes, teachers and library media personnel will have access to professional development in the use of desktops, mobile laptop and wireless units, PDAs, etc. Technology Resource Coordinators are available for onsite assistance. In-Class Consultation (ICC) Teachers support teachers who have students with disabilities in their classes.
5. Technical staff receives professional development and training through the product vendors.
6. Professional development/training is provided to staff as needed on the application of assistive technologies to support all students in their learning. Bergen County Special Services often provides assistance in determining the assistive technology needs of students and in providing staff development on those devices. The district also works with the Commission for the Blind to determine needs of students with limited or no vision.

VII.C. The following is a description of the ongoing, sustained, high-quality professional development opportunities planned for 2007-2008 as it relates to the infusion of technology into the curricular process based on educators' proficiency and the identified needs for professional development.

Educators' Proficiency/Identified Need	Ongoing, Sustained, High-Quality Professional Development Planned for 2007-2008	Support
Genesis Database	Ongoing/Summer Institute	Technology Resource Coordinator (TRC)- Turnkey Trainers
Genesis Grade book	Ongoing/Summer Institute	Technology Resource Coordinator- Turnkey Trainers
IEP Planet (Special Education staff)	Ongoing	Software Vendors- Turnkey Trainers/ TRC
Unitedstreaming	Ongoing	Software Vendors- Turnkey Trainers/ TRC
SmartBoard Basics	Summer Institute	Turnkey Trainers/ TRC
SmartBoard Advanced	Summer Institute	Turnkey Trainers/ TRC
Knowledge Box	Summer Institute	Turnkey Trainers/ TRC
Waterford	Summer Institute	Software Vendors- Turnkey Trainers/ TRC
Microsoft Office Suite	Fall/ Spring In-service	Turnkey Trainers/ TRC
Internet Research/ search engines	Ongoing	Turnkey Trainers/ TRC
New Staff Technology Overview	Summer	TRC
Scholastic Reading Inventory	Ongoing	Lead Teacher
Read180	Ongoing	Lead Teacher
Success Maker	Ongoing	Software Vendors
Web Design	Summer Institute/Fall/Spring In-service	Turnkey Trainers/ TRC
Integrating Technology in the Classroom	Summer Institute/Fall/Spring In-service	Teachers
Integrating assistive technology in the classroom	Ongoing	In-Class Consultants
Digital Camera use for Instruction	Fall/Spring In-service	Teachers

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

Fall/Spring In-Service courses (usually 10 hours) are sponsored by the Hackensack Education Association and paid for by the teachers (\$25/course). Summer Institutes are financed by the district's local funds and vary from 3 hours to 12 hours. Workshops provided by vendors or outside consultants are paid for by grants or local funds. Support provided by the Technology Resource Coaches and Technology Coordinator is included in their responsibilities.

E. The above referenced professional development activities will continue to be supported through 2010..

We will continue to assess professional development needs in technology through the duration of the plan, and make adjustments as needed (i.e.: professional development pertaining to the use of assessment tools for technology).

VIII. EVALUATION PLAN

The process to evaluate this plan will be ongoing and overseen by the Technology Facilitator.

1. Integrating technology into curricula and instruction

Teachers will be expected to integrate all technology resources and professional development into their instruction. Curriculum guides will be modified to include technology resources.

Principals will observe teacher proficiency levels in the use of technology as a classroom resource to keep records, plan and present lessons, encourage parental involvement, engage students in active learning activities and communicate with parents, colleagues, and students. School-level administrators will monitor teacher lesson plans for the inclusion of objectives and instructional activities which integrate technology across the curriculum and which support the NJ Core Curriculum Content Standards. In addition, administrators will monitor teacher Professional Improvement Plans for the inclusion of professional development goals in the use of technology; annual reviews will include an assessments of teachers' progress in attaining those goals.

2. Enabling students to meet challenging state academic standards:

School staff will analyze student work to determine how the use of technology might benefit individual students through differentiated instructional practices. Lesson plans will be developed which integrate technology across the curriculum, and which support student acquisition and mastery of the NJ Core Curriculum Content Standards in accordance with grade level indicators. Administrators will monitor lesson plans and observe teachers to ensure the successful implementation of this plan.

3. Developing life-long learning skills:

Teachers will monitor student progress in the acquisition of technological skills that will be needed by students when they transition to college and the workplace. Students will be assessed annually in their proficiency at meeting the Technology Literacy NJ Core Curriculum Content Standards.