Clearview Regional School District
2013-2016 Technology Plan
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## I. Stakeholders

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Superintendent</td>
<td>John Horchak</td>
<td></td>
</tr>
<tr>
<td>Business Administrator</td>
<td>Esther Pennell</td>
<td></td>
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<tr>
<td>Principal</td>
<td>Keith Brook</td>
<td></td>
</tr>
<tr>
<td>Technology Coordinator</td>
<td>Robert Grant</td>
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<tr>
<td>Asst. Superintendent for Curriculum and Instruction</td>
<td>Diane Cummins</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>James Woolbert</td>
<td></td>
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<tr>
<td>Special Education Teacher</td>
<td>James Woolbert</td>
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</tr>
<tr>
<td>Library Media Specialist</td>
<td>Michelle Marhefka</td>
<td></td>
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<tr>
<td>Guidance</td>
<td>Dodd Terry</td>
<td></td>
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<tr>
<td>Board Member</td>
<td>Karen Vick</td>
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<tr>
<td>Board Member</td>
<td>Paul Ware</td>
<td></td>
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<tr>
<td>Parent</td>
<td>Lisa String</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Shayna Benson</td>
<td></td>
</tr>
<tr>
<td>Community Member</td>
<td>Lisa String</td>
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</table>
II. EXECUTIVE SUMMARY

District Mission Statement
The Clearview Regional High School District’s educational program is one which offers to each pupil opportunities to study in the areas that best fit his/her own particular needs, interests, and capacities to learn.

The district is concerned not only with the improvement and extension of the elementary tools of knowledge previously learned, and the enrichment of the pupil’s personality, but also with the development of self-reliance, initiative, independence of thought, and a sense of responsibility toward the democratic type of government and its function.

To make possible the realization of these aims, the curriculum of Clearview Regional High School District will prepare pupils for admission to institutions of higher learning, for work in the trades, for home and family living, and for meeting civic and social responsibilities.

The philosophy is implemented by annually reviewing the needs and goals of each pupil. Staff and facilities are utilized to the best ability to insure all pupils a specialized program. Entire classes are sometimes shifted to different periods in order to accommodate additional pupils. Consequently, nearly half of the pupils select one or more “interest” courses which may not be essential for their vocational or educational goals.

All classes are grouped according to ability and past achievement in order to insure the greatest possible learning by pupils. Teachers base their lesson plans on the vocational, educational, social, and emotional needs of pupils. Subject matter is considered a technique for the fullest possible development of pupils.

In order to implement this philosophy, the Board shall develop, in consultation with the Superintendent and teaching staff members, a written educational plan for the district as a whole and for each school within the district. This plan shall be reviewed and adopted annually and shall include:

1. Written educational goals;
2. Written educational objectives (both long- and short-range);
3. Standards for assessing and evaluating the achievement of objectives;
4. An assessment of pupil needs;
5. The establishment of reasonable pupil minimum proficiency levels in the basic communication and computation skills.
6. An educational program consistent with these goals, objectives, standards, and needs; and

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards and the Common Core State Standards at all grade levels.
District Technology Vision

Technology has become prevalent in every aspect of our lives. This has forced us to think differently about how learning takes place. The traditional way of learning is being challenged as new technologies introduce innovative tools, methods, and capabilities that were not previously possible. Where students traditionally were lectured, hand-wrote notes, and turned in typed papers, students are now collaborating with each other to do research, taking notes on electronic devices, and uploading their assignments to online classrooms.

As colleges and universities adapt how they prepare students for the global work-force, we must adapt how we prepare our students for college.

This change in technology is being driven by a few main factors:

1. Technology is becoming cloud-based, making it available anytime and anywhere.
2. There is a growing shift in how the information is passed on to students in the classroom. The shift is from the passing of information via lecture (teacher-centric), to the research and collaboration of students amongst themselves (student-centric).
3. The abundance and instant access to resources via the internet is redefining the role of the teacher, class and textbook.
4. Students now expect to be able to work and study whenever and wherever they choose. There is no longer a set place and time for these tasks.

These realizations have inspired us to take steps to change how we educate, and the tools we use to do so. We are focused on getting more technology into the hands of teachers and students, making cloud-based tools available for staff and student use, and we are going to provide new and innovative software and programs for them to use.

To this end we will have established a BYOD (Bring Your Own Device) initiative. We surveyed our students and the vast majority of them have a device that could be used at school. The challenge is to encourage them to bring it in. In this process we continue to update our laptops. If we can get 70-80% of our students to bring in a device, we can pull the laptop carts back and distribute a few laptops to each classroom for the students who do not have a device to use.

We are also continuing to upgrade and maintain our infrastructure and computers to both ensure we have the capacity to handle the above mentioned BYOD initiative as well as to ensure readiness for the upcoming PARCC tests.

In conclusion, Clearview Regional High School District prides itself in giving our students the best we have to offer to help them achieve their academic, personal, and career goals. We strive for perfection in every aspect of the students’ educational life. We will do everything we can to provide the necessary resources to mold our students into future leaders. The mission of the Clearview Regional High School District, Board of Education, staff, parents, and the community is to educate all students in the latest technologies to better prepare them for whatever lies ahead.
III. TECHNOLOGY INVENTORY

Technology Description (needed to improve student academics)

Describe the technology inventory needed to improve student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance for 12 months of the e-rate funded year, such as the following areas:

- Technology equipment including assistive technologies
- Networking capacity
- Filtering method
- Software used for curricular support and filtering
- Technology maintenance and support
- Telecommunications equipment and services
- Other services
## Inventory Table

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Technology Equipment Including assistive technologies</strong></td>
<td>Continue to replenish computer inventory on an annual basis.</td>
<td>Continue to replenish computer inventory on an annual basis.</td>
<td>Continue to replenish computer inventory on an annual basis.</td>
</tr>
<tr>
<td></td>
<td>Recycle used computers from classrooms and computer labs and utilize them as THIN clients for teaching staff commune areas.</td>
<td>Recycle used computers from classrooms and computer labs and utilize them as THIN clients for teaching staff commune areas.</td>
<td>Recycle used computers from classrooms and computer labs and utilize them as THIN clients for teaching staff commune areas.</td>
</tr>
<tr>
<td></td>
<td>Add technology carts (laptop, projector, Elmo, cart) to classrooms.</td>
<td>Mount projectors to ceiling and connected to teacher workstations instead of replacing carts.</td>
<td>Mount projectors to ceiling and connect to teacher workstations instead of replacing carts.</td>
</tr>
<tr>
<td></td>
<td>Start mounting projectors to ceiling and connected to teacher workstations.</td>
<td>Continue to add other new technologies as they are introduced to the market.</td>
<td>Continue to add other new technologies as they are introduced to the market.</td>
</tr>
<tr>
<td></td>
<td>Add Mobile Labs to the ELA department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Networking capacity</strong></td>
<td>1. Fiber cable backbone runs throughout the school to transmit video and data. 2. 4-pair cable run to every classroom, office, and instructional area in the school for telecommunications.</td>
<td>1. Fiber cable backbone runs throughout the school to transmit video and data. 2. 4-pair cable run to every classroom, office, and instructional area in the school for telecommunications. 3. Maintain fully</td>
<td>1. Fiber cable backbone runs throughout the school to transmit video and data. 2. 4-pair cable run to every classroom, office, and instructional area in the school for telecommunications. 3. Maintain fully</td>
</tr>
</tbody>
</table>
3. Maintain fully wireless network environment in both schools and Admin building.
4. Upgrade Wireless b/g to n APs in the High School.
5. Add wireless to Transportation building.
6. T1 via Verizon for Internet connectivity.
7. Maintain category 5e cabling to every computer workstation and switch in the school.
8. Continue to Add Cameras to any dead zones.
9. Add APs to fulfill BYOT needs.

<table>
<thead>
<tr>
<th>Filtering method</th>
<th>Software used for curricular support and filtering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use current in line filtering (Light Speed) equipment based on CIPA regulations</td>
<td>Continue to upgrade Internet filtering software.</td>
</tr>
<tr>
<td>Continue to upgrade filtering equipment based on CIPA regulations</td>
<td>Continue to maintain our knowledge base on our online helpdesk software to help assist in helpdesk support.</td>
</tr>
<tr>
<td>Continue to maintain our knowledge base on our online helpdesk software to help assist in helpdesk support.</td>
<td>Continue to modify parameters of Internet filtering software as needed.</td>
</tr>
<tr>
<td>Continue to upgrade filtering equipment based on CIPA regulations</td>
<td>Continue to upgrade Internet filtering software.</td>
</tr>
<tr>
<td>Continue to maintain our knowledge base on our online helpdesk software to help assist in helpdesk support.</td>
<td>Continue to maintain our knowledge base on our online helpdesk software to help assist in helpdesk support.</td>
</tr>
<tr>
<td><strong>Technical Support and maintenance</strong></td>
<td>Microsoft Exchange 2010 for e-mail services</td>
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<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Continue to provide in-house technical support to all users in the district with consulting services as needed.</td>
<td>Continue to provide in-house technical support to all users in the district with consulting services as needed.</td>
</tr>
<tr>
<td>Continue to add staff to the technical support department as needed.</td>
<td>Continue to add staff to the technical support department as needed.</td>
</tr>
<tr>
<td>Continue to employ students after school to train and support technology.</td>
<td>Continue to employ students after school to train and support technology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Telecommunications equipment and services</strong></th>
<th>Continue to provide ISP service through Verizon via T1</th>
<th>Continue to provide ISP service through Verizon via T1</th>
<th>Continue to provide ISP service through Verizon via T1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain new Cisco VoIP solution with Smart NET</td>
<td>Maintain new Cisco VoIP solution with Smart NET</td>
<td>Maintain new Cisco VoIP solution with Smart NET</td>
<td>Upgrade internet service as needed to fulfill PARCC requirements</td>
</tr>
<tr>
<td>Upgrade to Comcast 100mbps internet service</td>
<td>Upgrade internet service as needed to fulfill PARCC requirements</td>
<td>Upgrade internet service as needed to fulfill PARCC requirements</td>
<td>Upgrade internet service as needed to fulfill PARCC requirements</td>
</tr>
<tr>
<td>Keep ISP Load balancing devices to provide redundancy between the 2 internet lines</td>
<td>Keep ISP Load balancing devices to provide redundancy between the 2 internet lines</td>
<td>Keep ISP Load balancing devices to provide redundancy between the 2 internet lines</td>
<td>Keep ISP Load balancing devices to provide redundancy between the 2 internet lines</td>
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</table>

**Other Services:**
IV. NEEDS ASSESSMENT

Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.

Assessing needs starts with our technology goals. Some of our goals are to get a BYOD program off the ground, get the district PARCC compliant as well as encouraging students and staff to incorporate more technology into their daily routines, such as using the online classroom, My Big Campus.

To determine what our needs are to accomplish these goals, we gathered data from a few different sources; these include our help desk, surveying the staff, recommendations from supervisors, demonstrations, and county meetings.

The help desk tells us things such as which technology are and are not working for teachers, we can then make educated decisions on which types of technology to expand the use of, which technology to move away from or replace, and what needs exist or new technology.

Student survey feedback gives insight to how students feel about certain technologies and their skill level with these technologies.

Staff surveys and feedback we receive from staff gives insight into how the staff feels about certain technologies, and of their skill level with these technologies. Professional development can then be scheduled to increase skill level and address how new technologies can be integrated into the classroom. Our supervisors and administrators attend various workshops and seminars every year as well as deal with many different software vendors. We often learn of interesting new technology from these sessions.

All of this information is used to decide what software, and programs, and goals for these are. Then we analyze what hardware and infrastructure will be necessary to support these goals.

Our phone system is a new VOIP system that is less than a year old so we are confident it will be adequate for any needs that arise for the foreseeable future.

As part of the phone system upgrade, we also replaced all of our switches in all closets so that all switches are now POE (Power over Ethernet). This ensures that we are able to add wireless access points as needed as the use of technology expands.

Our desktops and laptops are on a replacement cycle to ensure they are modern and meet the requirements for all of the various software programs we plan to implement. This not only ensures all of our machines can run all modern software, but it also ensures PARCC compliancy.
V. THREE YEAR GOALS:

List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities.

E-Rate requirements: www.ecfr.gov

**Goal 1:** As a result of district-wide efforts to begin implementation of 21st Century Classroom goals, there will be a commitment to the advancement in curricular revisions, instructional practices, and professional development to align with the major 21st Century Core Subjects and Themes. Additionally, the focus will be centered on 21st Century Instructional Skills in Life and Career, Learning and Innovation, and Information, Media and Technology into standards and assessment, curriculum and instruction, professional development, and learning environments. This systemic approach is designed to ensure that all district students are provided with the knowledge and skills to become functional as cultural, political and economic citizens in a global society.

**Objective 1A:** Technology will be integrated into existing curricula as an instructional tool to enhance learning and contribute to the achievement on the New Jersey Core Curriculum Standards and the Common Core State Standards.

**Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.**

Evaluate and revise curriculum to reflect technology-based skills and concepts as required by the New Jersey Core Curriculum Standards and the Common Core State Standards.

Technology coordinators and teachers will use the Internet and other resources to investigate ways in which technology can be integrated into every area of the curriculum to enhance instruction and enable students to achieve success with the New Jersey Core Curriculum Standards and the Common Core State Standards.

**Objective 1B:** To incorporate the technology strategies integrated into the curricula with teaching and learning using computer software, Internet and distance learning.
Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.

Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning,

**Objective 1C:** Teachers will use technology daily to improve skills and vary instructional methods. All Teachers will create and maintain a website which will be used to post assignments online for students and their parents to view.

Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.

**All students will:**

Integrate new technology into their own knowledge and skill base.

Access, manage, evaluate, and synthesize information, using digital tools and resources, individually and collaboratively, to solve problems, to accomplish a variety of tasks, and to create knowledge.

Use available resources to locate and cite information correctly.

Practice ethical behavior in regard to information and information technology.

Use technology responsibly and understand its impact on individuals and society.

In Language Arts Literacy, students will:

- Employ technology tools to publish writing in a variety of formats
- Create complex research projects by using electronic information sources
• Use technology to integrate multiple forms of media into a finished product

• Solve problems, conduct research and publish reports with students from across the district, state, country and around the world

• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

• Gather relevant information from multiple print and digital source

• Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

In. Visual and Performing Arts, students will:

• Demonstrate appropriate use of technology in the creation of products for the arts

In Health and Physical Education, students will:

• Demonstrate appropriate use of technology to design and evaluate a personal physical fitness program

• Use technology tools to analyze nutritional and environmental effects on the body system.

In Mathematics, students will:

• Use calculators and computers effectively and efficiently to calculate correctly, and to apply math concepts and principles to various types of problems

• Solve algebraic problems by working with calculator- and computer-based graphing utilities

• Generate and explore hypotheses about geometric relationships using dynamic geometry software (such as The Geometer’s Sketchpad) to generate, manipulate and analyze geometric shapes.

• Use dynamic data and statistics software (such as TinkerPlots and Fathom) to generate, manipulate and analyze data sets to draw conclusions about relationships among variables, and to make predictions for the future based on data about the present and past.

• Interact directly with continually increasing available interactive whiteboards (IWBs), and engage and understand the benefits IWBs generate in visualizing, and manipulating mathematical representations.
In Science, students will:

- Work with computerized models, or simulations, that represent aspects of natural phenomena that cannot be observed directly because they are very large, very small, very slow, very fast, or very complex.

- Use simulations to model the interaction of molecules in chemistry or manipulate models of cells, animal or plant systems, wave motion, weather patterns, or geological formations.

- Interact with authentic data that are obtained and represented in a variety of forms. For example, they may study photographs to examine characteristics of the moon or other heavenly bodies or analyze emission and absorption spectra in the light from stars. Data may be incorporated in films, DVDs, computer programs, or other formats.

- Use the Internet to access authentic and timely scientific data to manipulate and analyze.

- Use the Internet to link to remote instruments, such as the environmental scanning electron microscope or automated telescopes.

- Become Web literate so that they can evaluate information found on the Internet.

- Use Web conferencing tools such as Skype to communicate and collaborate with students and professionals from anywhere on the globe.

In Social Studies, students will:

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals and community.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the interrelationship and impact of technologies.
- Model digital citizenship
- Understand how technological developments over the course of history has changed the way people live and their economies and governments
- Learn strategies for research using appropriate technology and software to locate, organize and analyze information about public issues.
- Know and understand Web literacy and how to determine the validity and accuracy of electronic sources.
- Search the Web for information to help develop understandings about standards 6.1, 6.2, and 6.3
- Learn strategies for research using electronic mailing list, e-mail exchanges, and blogging to evaluate views, beliefs, and impact of social groups on given issue.
- Use Distance Learning to take virtual field trips and tours and visit educational sites when applicable.
- Acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected technological world.

In World Languages, students will:
- Use technology tools to enhance language acquisition and to gather current information about other cultures.
- Use Distance Learning to take virtual field trips and tours.
- Communicate with students from across the district, state, country and around the world.
- Use TV and recording devices to increase oral proficiency.
- Use technology (FLIP cameras) to create student generated video material in the target language.
- Develop and use podcasts as tutorials.
Objective 1D: Establish basic technology benchmarks for students at all grade levels.

Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.

Benchmarks will be established that all students by the end of twelfth grade will:

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- Plan and create a simple database, define fields, input data, and produce a report using sort and query.
- Create a multimedia presentation including sound and images.
- Generate a spreadsheet to calculate, graph, and present information.
- Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
- Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
- Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
• Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.

• Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.

• Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.

• Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.

**Goal 2:** Implement the district’s professional development goal for technology. The seamless integration of technology skills into the curriculum to enhance instruction in Core content areas with project based learning.

**Objective 2A:** Utilize yearly survey to plan professional development activities for the following year.

**Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools**

• Complete the district survey online at the end of each year.

• Analyze survey results building by building.

• Disseminate data to department coordinators annually.

• Plan comprehensive professional development interventions that meet the divergent needs of individual schools based on their data.

• Evaluate the survey data annually and provide professional development.

• Evaluate the survey questions annually and revise as necessary.

**Objective 2B:** Professional staff members will display proficiency in the integration of technology into the curricula.

**Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools**
• Technology staff will provide introductory workshops to increase technology integration practices in the classroom.

• Supervisors and Teachers will provide Professional Development to teachers individually and in group sessions to aid teachers in integrating technology into their curriculum.

Objective 2C: Professional staff members will have access to consistent and high quality professional development training that will prepare them for roles as learning facilitators.

Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.

• Develop an individualized professional development program for staff based on their profiles.

• Review and revise technology projects annually.

• Provide training in the integration of technology and district curricula at all levels and/or curricular areas.

• Create flexible schedules to allow staff opportunities to work with Technology Coordinators on projects involving complex thinking projects.

• Provide opportunities for Technology Staff to learn the newest technologies and how they best impact instruction and student achievement.

Objective 2D: Professional staff members will demonstrate best practices with technology integration into their curricula.

Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.
• Provide developmental sessions based on the professional development levels.

• Develop a directory of in-house resources available to integrate technology with curriculum.

• Implement professional development interventions that effect use of learning technologies throughout the curriculum.

• Identify classrooms within the district that are implementing technology.

• Provide staff development on all new and emerging technologies.

**Objective 2E:** All staff members will be trained on software and hardware that is applicable for their position.

**Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.**

• Conduct staff workshops on new software applications as it relates to job description.

• Disseminate information about programs and workshops.

• Provide workshops for special populations that enhance proficiency level of technology in their position.

**Objective 2F:** All staff members will successfully integrate technology into their curricula.

**Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.**

• Provide professional development sessions on technology integration.

• Design student assessments throughout the curriculum that emphasize technology integration.

• Use thematic organizers to promote authentic student problem-solving and decision-making as well as add greater relevance and rigor to the curriculum.
Goal 3: Implement strategies to provide equitable access to Internet and Multi-media capable computers to all students and staff of the Clearview Regional High School District and replace existing hardware and software to match the current trends in technology.

Objective 3A: Equip schools with student computers and teacher computers where possible. Make wireless laptop carts available, in addition to maintaining a fully equipped lab designed to facilitate staff development and class instruction utilizing current and emerging technologies.

Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.

- Maintain and upgrade student and teacher computers and wireless laptop carts for district use.
- Maintain and upgrade hardware, peripherals and software for utilization by students, staff and administration.
- Maintain current support services to maintain an educational network, available to all staff, students and administrators.
- Continually review, evaluate and update hardware, peripherals and software to remain current in technology.
- Maintain Comcast ISP with load balancer to enable redundant and higher bandwidth internet connections for faculty, students, and administration.

Goal 4: Work with the departments of Curriculum and Instruction, Business Administration and Special Services to develop and deploy plans for modernization of existing data solutions.

Objective 4A: The Clearview Regional High School District will have the latest hardware and software to reflect the newest educational and administrative technologies designed to integrate the district’s Curriculums including web technologies to meet the New Jersey Core Curriculum Standards and the Common Core State Standards.

Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.

- Acquire (lease & purchase) updated computers, servers and other peripherals for student, staff and administrative development.
- Install selected software packages.
• Utilize Curriculum Connector lesson planner tool to align lesson plans to New Jersey core Curriculum Content Standards, College and Career Readiness, and Common Core Content Standards.

• Utilize My Big Campus to enable collaboration between students, staff, and administration.

• Integrate Curriculum Connector tool to have the potential to support the constant dialog, evaluation, revision and communication required to provide a high-quality education.

• Utilize Naviance to prepare students for success in school, and college and career readiness.

• Continue to find ways to integrate new software solutions to our systems to provide ease of access

Goal 5: Articulation with sending districts to develop a comprehensive K-12 technology awareness and plan for the seamless integration of technology skills and resources into curriculum and instruction.

Objective 5A: The Clearview Regional High School district and its constituent schools will form instructional/technology committees whose goals will be to develop long-range plans with requisite technology skills to be built upon systemically from grade and content levels.

Objective 5B: Professional development activities will be designed to utilize the collective expertise of district technology and instructional staff in presenting workshops and training that will focus on the integration of technology into curriculum and instructional delivery.

Current Activities Related to the Objective and State Standard: All Students will use information, technology, and other tools.

• Professional development delivered in multiple methods: In-district workshops; out of district workshops; professional consultants; Educators’ Technology Institute (ETI) – local technology workshop series open to district and county teachers

• Tri-district articulation and visitations in content areas
VI. THREE-YEAR IMPLEMENTATION AND STRATEGIES

Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only ‘a’ and ‘b’ below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.

- telecommunications,
- information technology,
- educational technology (including assistive technologies), and
- Student technology readiness in preparation for online testing in 2014-2015.

**Implementation and Strategies Table**

<table>
<thead>
<tr>
<th>District Goal and Objective</th>
<th>Strategy/Activity</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>As a result of district-wide efforts to begin implementation of 21st Century Classroom goals, there will commitment to the advancement in curricular revisions, instructional practices, and professional development to align with the major 21st Century Core Subjects and Themes. Additionally, the focus will be centered on 21st Century Instructional Skills in Life and Career, Learning and Innovation, and Information, Media and Technology into standards and assessment, curriculum and instruction, professional development, and learning environments. This systemic approach is designed to ensure that all district students are provided with the knowledge and skills to become functional as cultural, political and economic citizens in a global society.</td>
<td>2013-2016</td>
<td>Tech Staff Assistant Superintendent for Curriculum and Instruction; 8th Grade Technology Assessment- Easy Tech; online teacher lesson plans and Webpages; teacher</td>
<td></td>
</tr>
<tr>
<td>Objective 1A:</td>
<td>Use a variety of Web 2.0 tools including applets, online simulations, Web literacy and videos and podcasts in all content areas</td>
<td>2013-2016</td>
<td>Tech Staff Assistant Superintendent for Curriculum and Instruction; 8th Grade Technology Assessment- Easy Tech; online teacher lesson plans and Webpages; teacher</td>
<td></td>
</tr>
<tr>
<td>Objective 1B</td>
<td>Grade level projects will be developed by classroom teachers and department coordinators</td>
<td>2013-2016</td>
<td>Completed student projects; Lesson Plans; Curriculum Connector</td>
<td></td>
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<td>-------------</td>
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<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Objective 1C</td>
<td>Teachers will use technology for lessons, grades, attendance and email as well as infusing technology into classroom lessons as well as utilize online software. All Teachers will create and maintain a website which will be used to post assignments online for students and their parents to view.</td>
<td>2013-2016</td>
<td>Input logs; Lesson Plans; Curriculum Connector; Teacher websites; Student projects</td>
<td></td>
</tr>
<tr>
<td>Objective 1D</td>
<td>Teachers will incorporate technology skills into lesson development using Curriculum Connector; students will complete technology lessons.</td>
<td>2013-2016</td>
<td>Lesson Plans; Teacher websites; Student projects</td>
<td></td>
</tr>
<tr>
<td>Goal 2</td>
<td>Implement the district’s professional development goal for technology. The seamless integration of technology skills into the curriculum to enhance instruction in core content areas with project based learning.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Objective 2A</td>
<td>Plan and provide technology workshops as identified and developed by results on district surveys and staff needs</td>
<td>2013-2016</td>
<td>Attendance Logs Teacher evaluations Surveys Individual PIPs;</td>
<td></td>
</tr>
<tr>
<td>Objective 2B</td>
<td>Training and support provided by Technology Coordinator to teachers for seamless technology integration (during planning time and after-school workshops)</td>
<td>2013-2016</td>
<td>Technology Coordinator; Principals; Teachers</td>
<td>Lesson Plans; Teacher evaluation</td>
</tr>
<tr>
<td>Objective 2C</td>
<td>Teachers will routinely access in-house technological resources to promote technology infusion on a regular basis.</td>
<td>2013-2016</td>
<td>Tech Staff; Principals; Assistant Superintendent for Curriculum and Instruction; Department Coordinator; SCIP; Teachers; Library Media Specialists</td>
<td>Lesson Plans; teacher evaluations; student projects; classroom observations; Curriculum Connector</td>
</tr>
<tr>
<td>Objective 2D</td>
<td>Training will be provided via workshop or in-house mentors for all new software and/or hardware</td>
<td>2013-2016</td>
<td>Technology Coordinator; Principals; Teachers</td>
<td>Sign-in sheets</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Implement strategies to provide equitable access to Internet and Multi-media capable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 3A</strong></td>
<td>Review leases and current inventory for upgrades and/or purchases to meet the district’s model classroom</td>
<td>2013-2016</td>
<td>Technology Coordinator</td>
<td>Inventory sheets; lease contracts</td>
</tr>
<tr>
<td><strong>Goal 4</strong></td>
<td>Work with the departments of Curriculum, Business Administration and Special Services to develop and deploy plans for modernization of existing data solutions.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Objective 4A</strong></td>
<td>Upgrade and/or replace computers and other equipment to maintain a high level of performance for curricular &amp; administrative needs</td>
<td>2013-2016</td>
<td>Technology Coordinator</td>
<td>Inventory sheets; lease contracts</td>
</tr>
<tr>
<td><strong>Goal 5</strong></td>
<td>Articulation with sending districts to develop a comprehensive K-12 technology awareness and plan for the seamless integration of technology skills and resources into curriculum and instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 5A</strong></td>
<td>Form instructional/technology; develop long-range plans technology plans</td>
<td>2013-2016</td>
<td>Technology Coordinators; Department Coordinators</td>
<td>Meeting minutes; long-range plan</td>
</tr>
<tr>
<td><strong>Objective 5B</strong></td>
<td>Plan, design and deliver professional development activities</td>
<td>2013-2016</td>
<td>Content-Area Supervisors; Technology Coordinator; Content-Area Supervisors; Assistant Superintendent; SCIP</td>
<td>PD flyer workshop offerings; Evaluation sheets Attendance sheets</td>
</tr>
</tbody>
</table>
VII. PROFESSIONAL DEVELOPMENT STRATEGIES

Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. 

Address only the first one below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.

Describe the planned professional development strategies by addressing each of the following questions:

- How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?

- What professional development opportunities, resources and support (online or in person) exist for technical staff?

- How will professional development be provided to educators on the application of assistive technologies to support educating all students?

**Professional Development Table**

<table>
<thead>
<tr>
<th>Educators' Proficiency/Identified Need</th>
<th>Ongoing, sustained, high-quality professional development planned</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased use of technology in the classroom</td>
<td>Provide professional development on the use of laptops, Smart-Boards, I-Pads, student response systems, Mobi tablets, and My Big Campus.</td>
<td>Review at department meetings and PD days. Additional training during prep periods or after school</td>
</tr>
<tr>
<td>Increased use of websites to relay assignment and class related information to parents.</td>
<td>Provide professional development on the use of My Big Campus to create a site and post assignments.</td>
<td>Training to be held during PD days, after school, and during prep periods</td>
</tr>
<tr>
<td>Continue alignment of lessons to Common Core Standards</td>
<td>Continue input of lesson plans in Curriculum Connector.</td>
<td>Training to be held during PD days, after school, and during prep periods</td>
</tr>
</tbody>
</table>
VIII. EVALUATION PLAN

Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.

Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.

Educational Technology Plan Evaluation Narrative

<table>
<thead>
<tr>
<th>Describe the Process to regularly evaluate how...</th>
<th>Evaluation Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Telecommunication services, hardware, software and other services are improving education</td>
<td>Standardized test results. Technology Benchmarks.</td>
</tr>
<tr>
<td>b. Effective integration of technology is enabling students to meet challenging state academic standards</td>
<td>Standardized test results, staff surveys. Technology benchmarks.</td>
</tr>
<tr>
<td>c. The LEA is meeting identified goals in the educational technology plan.</td>
<td>Periodic review of goals set forth in tech plan to determine stated goals are being achieved.</td>
</tr>
</tbody>
</table>
IX. FUNDING PLAN (July 2013 – June 2014)

Provide the anticipated costs for 2013-2014 by source of funds (federal, state, local and other) and include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.

**Funding Plan Sample Table**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Description of Item to be Purchased</th>
<th>Federal Funding</th>
<th>State Funding</th>
<th>Local Funding</th>
<th>Misc. (eg. Donating, Grants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital curricula (see NIMAS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Print Media needed to achieve goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Equipment</td>
<td>Computers, Carts</td>
<td>$78,467</td>
<td></td>
<td>$141,175</td>
<td>$5,000</td>
</tr>
<tr>
<td>Network</td>
<td>Verizon, Comcast</td>
<td></td>
<td></td>
<td>$11,000</td>
<td></td>
</tr>
<tr>
<td>Capacity</td>
<td>FatPipe, Bluesocket, Terminal Service CALS</td>
<td></td>
<td></td>
<td>$9,910</td>
<td></td>
</tr>
<tr>
<td>Filtering</td>
<td>Altiris, Barracuda, Lighspeed</td>
<td></td>
<td></td>
<td>$13,090</td>
<td></td>
</tr>
<tr>
<td>Software</td>
<td>Microsoft, Vertias, VMware, Service Desk</td>
<td></td>
<td></td>
<td>$26,222</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>SAN</td>
<td></td>
<td></td>
<td>$2,827</td>
<td></td>
</tr>
<tr>
<td>Upgrades</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Policy and Plans</td>
<td></td>
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<tr>
<td>Other Services</td>
<td>website</td>
<td></td>
<td></td>
<td>$2,000</td>
<td></td>
</tr>
</tbody>
</table>

Further Explanation:
X. Certified Minutes of Board Approval

Clearview Regional High School District

May 3, 2013

The following is an excerpt from the Clearview Regional Board of Education minutes for their meeting held on April 25, 2013:

Mrs. Giaquinto moved, seconded by Mrs. Lundberg, that the Board of Education approve the following:

Technology Plan for 2013 through 2016

Approved the Technology Plan for 2013 through 2016.

The motion was unanimously approved by a roll call vote.

<table>
<thead>
<tr>
<th>Aye:</th>
<th>Mr. Coughlan, Mrs. Giaquinto, Mrs. Lundberg, Mr. Moore, Mrs. Vick, Mr. Van Noy, Mr. Ware, and Mr. Campbell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nay:</td>
<td>None</td>
</tr>
</tbody>
</table>

I certify that the above is a true and correct copy of the minutes of the Clearview Regional Board of Education meeting held on April 25, 2013.

Esther R. Pennell, Business Administrator

5/9/13

Date