

**NJ Department of Education
District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist**

<IMPORTANT>-BEFORE COMPLETING CHECKLIST READ:

To comply with the E-Rate program, complete the components associated with the unshaded boxes in the REQ'D BY E-RATE column. Completion of other components are recommended but not required. Submission procedures found here:

[Three-Year Educational Technology Plan Checklist Submission Procedure: 2013-2016](#)

This Document in: PDF | Microsoft Word

DIRECTIONS: Place a check in the unshaded **COMPLETED** column when the **TASK** has been completed.

TASK	Completed	
	Req'd by E-Rate	Not req'd E-Rate
<p>DATE: Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). (http://www.usac.org/sl/applicants/step01/default.aspx)</p> <p>Tech Plan creation date: April 22, 2013</p>	4/22/2013	

DIRECTIONS:

- Answers to questions regarding e-rate compliance:
http://www.usac.org/res/documents/sl/pdf/handouts/TechPlan_QuestionsToConsider.pdf
- Address the numbered items below in a separate District/Nonpublic School/Charter School educational technology plan document.
- Indicate in the *PAGE #* column, the page number where the corresponding information is found.
- For purposes of this document, "educators" are defined as school staff who teach children, including librarians and media specialists.
- Sample table templates are provided (see links embedded in this document) to assist in the development of the educational technology plan. Please use these table templates unless information is already in a digital form.

	Indicate in the unshaded spaces the page number where the corresponding information is found	
Inventory Sample Table	Req'd by E-Rate	Not req'd by E-Rate
<p>TECHNOLOGY INVENTORY:</p> <p>1. Describe the technology inventory <u>needed to improve</u> 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 <i>for 12 months of the e-rate funded year</i>, such as the following areas:</p> <ol style="list-style-type: none"> a) Technology equipment including assistive technologies b) Networking capacity c) Filtering method d) Software used for curricular support and filtering e) Technology maintenance and support f) Telecommunications equipment and services g) Other services <p>NOTE: If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts: http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx</p>	3	
<p>NEEDS ASSESSMENT:</p> <p>2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.</p>	4	

	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	Not req'd by E-Rate
<p>THREE-YEAR GOALS:</p> <p>3. 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.</p> <p>E-Rate requirements: www.ecfr.gov</p>	5	
<p>THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:</p> <p>Implementation Activity Sample Table</p> <p>4. 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.</p> <p>a. Telecommunications,</p> <p>b. Information technology,</p> <p>c. Educational technology (including assistive technologies), and</p> <p>d. Student technology readiness in preparation for online testing in 2014-2015.</p>	5	
<p>PROFESSIONAL DEVELOPMENT STRATEGIES: Professional Development Sample Table</p> <p>5. 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. <i>Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</i></p> <p>Describe the planned professional development strategies by addressing each of the following questions:</p> <p>a) 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?</p> <p>b) What professional development opportunities, resources and support (online or in person) exist for technical staff?</p> <p>c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?</p>	6	
<p>EVALUATION PLAN: Evaluation Plan Sample Table</p> <p>6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.</p>	7	
<p>7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.</p>	7	
<p>FUNDING PLAN (July 2013 – June 2014): Funding Plan Sample Table</p> <p>8. 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.</p>		8

TECHNOLOGY INVENTORY:

Three-Year Educational Technology Plan Inventory Table			
Area of Need	Describe for erate funded year 1 2013-2014	Describe for erate funded year 2 2014-2015	Describe for erate funded year 3 2015-2016
Technology Equipment including assistive technologies	Chromebooks, Tablets, touch screens, interactive projectors, desktops	Chromebooks, Tablets, touch screens, interactive projectors, desktops	Chromebooks, Tablets, touch screens, interactive projectors, desktops
Networking Capacity	GB switches, Bandwidth enhancements	GB switches, Bandwidth enhancements	Bandwidth enhancements
Filtering Method	Sonicwall Child Information and Protection Act (CIPA) Compliant Web Filter	Sonicwall Child Information and Protection Act (CIPA) Compliant Web Filter	Sonicwall Child Information and Protection Act (CIPA) Compliant Web Filter
Software used for curricular support and filtering	Microsoft Office, Adobe, Google Docs, Read-180, Naviance, Study Island	Microsoft Office, Adobe, Google Docs, Read-180, Naviance, Study Island	Microsoft Office, Adobe, Google Docs, Read-180, Naviance, Study Island
Technical Support and maintenance	In-house technicians	In-house technicians	In-house technicians
Telecommunications equipment and services	Broadview network, Cisco IP telephony, Cellular network upgrade	Broadview network, Cisco IP telephony	Cisco IP telephony

Southern Regional School District Needs Assessment:

Southern Regional assesses technology needs annually. Instructional technology uses and needs are evaluated on a regular basis by members of the teaching staff and administration.

- Technology is not an independent curriculum area. Technology is infused throughout the District curriculum.
- Teacher training on all aspects the technology holds for education is critical.
- Teachers will utilize technological tools to expand and enrich learning opportunities for all students.
- The District continues its ongoing commitment to stay current with advances in technology and upgrade on an on-going basis.
- The District conducts an annual assessment of the needs of student learners and teachers.

Teachers are currently using educational technology in many ways, including but not limited to: interactive boards, document cameras, graphing calculators, teacher generated web pages, internet research and sharing, blogging, LCD projectors to enhance the delivery of instruction, web quests, Google Docs, Edmodo, and many more resources for students and teachers to improve learning and increase 21st Century Learning Skills. The primary goal is to improve student learning using the most modern technology possible.

In an effort to improve the technology experience for students and efficiency for staff the District constantly assesses bandwidth and network performance while following a five year rotation cycle for obsolete computer workstations. Software licenses are evaluated on an annual basis for cost effectiveness and to make sure the most current applications are available in the classroom.

Computers are deemed obsolete when their functional capacity decreases beyond a useful level. Currently computers are replaced on a four to five year cycle. The District continually strives to increase the functional life of computers and other technology resources.

THREE-YEAR GOALS:

1. Curriculum Updates
2. Ongoing Professional Development
3. Integrate New assessment Tools into the Instructional Program
4. Upgrade Network Infrastructure in Anticipation of PARCC Testing
5. Upgrade Bandwidth
6. Add Additional Wireless Devices and Student Work Stations

THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1	Curriculum updates	2013-2016	Curriculum Coordinators and Supervisors	Updated Curriculum
2	Ongoing Professional Development	2013-2016	District Administrators and Professional Development Committee	Review of annual surveys of staff
3	Update and implement new assessment tools in order to ensure effective use of instructional technologies in the areas of instruction and assessment in preparation for PARCC Testing.	2013-2016	Administration and Teachers	Teacher PGP's, formal and informal observations.
4	Upgrade network Infrastructure	2013-2016	Technology Coordinator	Equipment Inventory
5	Upgrade bandwidth	2014-2016	Technology Coordinator	Increased capacity
6	Add additional wireless devices and workstations in preparation for PARCC Testing	2013-2016	Administration and Technology Coordinator	Successful implementation of PARCC testing.

PROFESSIONAL DEVELOPMENT STRATEGIES:

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned	Support
Designing lessons that increase student knowledge of 21 st Century Learning Skills	Professional Development focusing on the use of interactive technologies including Google Docs. Teacher Leaders have been piloting and implementing various instructional technologies and strategies in their classrooms and mentoring teachers on their uses.	The District has provided the resources and PD release time for teachers to train and implement various instructional strategies into the classroom
Incorporating various educational technologies into the curriculum and classroom.	Ongoing Professional Development provided by the Southern Regional Education Foundation in the Learning to Transform Lives (LTTL) initiative. Teachers and other professionals provide training in the effective use of a host of instructional technology strategies to increase student learning.	The District has identified teacher leaders in educational technology who present hands on workshops and follow-up to teachers throughout the year.
Continue to host the Richard Stockton State College Masters in Instructional Technology (MAIT) program on campus at Southern Regional.	Through our ongoing partnership with Stockton over twenty teachers are receiving graduate level training in advanced, educational technology strategies. Graduate courses in Instructional Technology are conducted after school on the Southern Regional campus. Teachers who are trained have become teacher leaders and mentors to other members of the staff.	The District will continue to provide the resources necessary to train teachers in instructional technology skills.
Technology Staff Professional Development	Technology staff members will continue to have the opportunity to attend classes/work-shops to obtain/maintain their certifications within their fields.	The District will continue to provide resources to facilitate the on-going training of the technology staff
Assistive Technology	Opportunities for Professional Development will continue to be provided for staff members in the use and application of assistive technology devices.	The District will continue to provide resources to facilitate the on-going training of the staff in the application and use of assistive technologies

**District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist
Evaluation Plan Table**

The evaluation narrative must include how telecommunications services, hardware, software and other services will improve education. Telecommunications services are leased, tariffed, contracted, or month-to-month services that are used to communicate information electronically between sites. The services MUST be provided by an eligible Telecommunications Service Provider. Examples of Telecommunications Services for E-Rate include T-1 lines, basic telephone service, and ISDN. Broadcast services (such as over-the-air radio and television) and cable TV are not considered Telecommunications Services.

The burden of proof for any federal inquiry lies with the district, and they should be able to support their process with methodology and documentation. The use of this table is optional and is provided as a convenience.

Educational Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate how...	
<i>a. Telecommunication services, hardware, software and other services are improving education.</i>	<p>Technology surveys are conducted annually. Teachers are asked to assess the use of district technology and what suggestions they have for improvement. Professional Development opportunities are arranged and developed from the input that the teaching staff and administration provide.</p> <p>Technology needs are continually assessed. New technologies are piloted and implemented on a regular basis.</p>
<i>b. Effective integration of technology is enabling students to meet challenging state academic standards.</i>	<p>Evidence in the form of student work and performance. The district will continue to adapt to ever changing standards and assessments. The primary focus will be supporting the NJCCCS and Common Core Standards so our students achieve appropriate benchmarks that measure student learning.</p>
<i>c. The LEA is meeting the identified goals in the educational technology plan.</i>	<p>District administrators along with building principals and supervisors will meet regularly to evaluate the needs and uses of instructional technology in the district. Teacher use of technology will be evaluated through formal and informal observations and a review of lesson and unit plans.</p>

**District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist
Funding Plan Table**

Complete this table to indicate the funding source of anticipated costs of technologies to ensure that students have access to technology. The use of this table is optional and is provided as a convenience.

Three-Year Educational Technology Plan Anticipated Funding Table (First Year)					
ITEM	DESCRIPTION OF ITEM TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS)	Study Island, AutoCad	X		X	
Internet	Comcast Internet	X			
Technology Equipment	Wireless devices & computer workstations			X	
Network	Cisco switches			X	
Capacity	Additional cable modem	X		X	
Filtering	Sonicwall			X	
Software	Microsoft School Agreement			X	
Maintenance	In-house technicians			X	
Upgrades	Cellular network & Devices	X		X	
Policy and Plans	Strauss Esmay			X	
Other services	Professional Development			X	X Educational Foundation

Stakeholder Table

Stakeholder Table		
Title	Name	Signature
Superintendent	Craig Henry	
Principal	Lorraine Airey	
Technology Coordinator	Tim Daly	
Assistant Superintendent Curriculum Director	Daniel MacPhee	
Teacher	Kate Baker	
Special Education Teacher	Melissa Krupp	
Library Media Specialist	Darlene Kowalski	
Guidance	Jeff Reilly	
Board Member	Heather Tatur	
Parent	Kathleen Connolly	
Technology Staff	Mark Jankowski	
Special Education Supervisor	Bob Schoka	