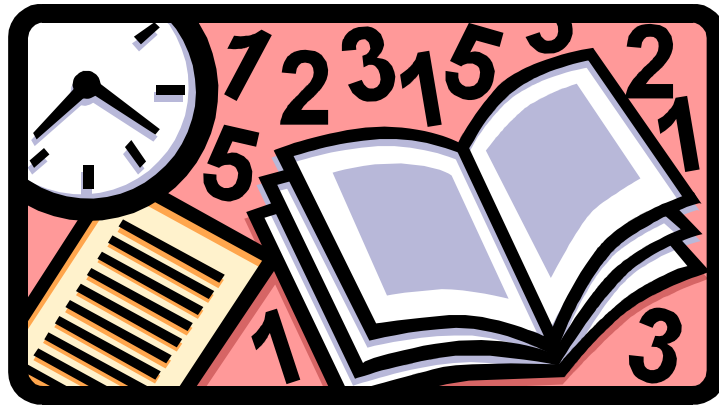


TECHNOLOGY PLAN



HOPE TOWNSHIP SCHOOL DISTRICT

Three Year Plan 2007-2010

Alfred J. Annunziata
Superintendent/Principal

Danielle Hamblin
Assistant Principal/Supervisor of Curriculum and Instruction

Three-Year Local School District/ Charter School
Technology Plan

July 1, 2007 through June 30, 2010

County: Warren County **County Code:** 41

District/Charter School or Affiliation: Hope Township School

District Code: 2250

Grade Levels: Kindergarten - Eighth Grade

Web Site: www.hope-elem.org

Date Technology Plan approved by school board or governing body
April 24, 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) Charlene Cardinale

Title: Technology Coordinator

E-mail: ccardinale@hope-elem.org

Phone: 908-459-4242 x224

Signature: _____ Date: _____

Superintendent/Lead Person Approval:

District Superintendent/Lead Person:(print) Mr. Alfred J. Annunziata

E-mail: ajannunziata@hope-elem.org

Phone: 908-459-4242 x222

Signature: _____ Date: _____

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone _____

Signature: _____ Date: _____

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
10	<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
11	<i>Describe the school district's or charter school's vision or mission statement</i>
III. TECHNOLOGY OVERVIEW	
Page #	A. Technology
12	<i>1. Provide an inventory of current technology networking and telecommunications equipment</i>
12	<i>2. Describe the technology inventory <u>needed to improve</u> 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>
14	<i>3. Describe how the district integrates assistive technology devices into the network to accommodate student needs</i>

15	4. Describe how the district's web site is <u>accessible to all</u> stakeholders (for example using Federal Accessibility Standards)
17	5. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.
Page #	B. Cyber Safety
18	1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)
18	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.
18	3. Explain how students are educated about online safety awareness.
19	4. Provide information on how parental resources regarding online safety are made available to parents.
Page #	C. Needs Assessment
20	<p>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.</p> <p>a. Evaluate <u>staff's current practice</u> in integrating technology across the curriculum.</p> <p>b. Provide a summary of teacher and library media personnel proficiency in the use of technology within the district.</p> <p>c. Determine the current educational environment and barriers by describing how:</p> <ul style="list-style-type: none"> i. staff are assured access to technology to facilitate technology integration, ii. often students have access to technology in their learning environment, iii. the needs of staff are evaluated, iv. the needs of students are evaluated,

	<ul style="list-style-type: none"> v. <i>past professional development addressed the staff and students' needs for technology integration,</i> 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> 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> 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> ix. <i>supports were provided for staff other than professional development,</i> x. <i>professional development needs and barriers related to using educational technology as part of instruction have been identified.</i>
23	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>
23	3. <i>Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
Page #	A. History
24	1. <i>List the goals from the 2004-07 plan.</i>
24	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>
29	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
30	1. <i>List and support the goals that continue from the '04-'07 plan.</i>
33	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>

33	3. 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.
Page #	V. THREE-YEAR IMPLEMENTATION ACTIVITY TABLES (July 2007 – June 2010)
34	<p>A. 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.</p> <p>B. Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities.</p> <p>C. Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</p> <p>D. Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</p>
Page #	VI. FUNDING PLAN (July 2007 – June 2008)
36	A. 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.
36	B. 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

37	<i>C. 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
38	<i>A. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.</i>
38	<i>B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i> <ol style="list-style-type: none"> <i>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).</i> <i>2. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i> <i>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.</i> <i>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.</i> <i>5. The professional development opportunities and resources that exist for technical staff.</i> <i>6. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
39	<i>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.</i>
40	<i>D. Identify the financial and time resources to keep staff current in learning about new technologies.</i>

41	<i>E. Project professional development activities that will continue to support identified needs through 2010, including all partners</i>
Page #	VIII. EVALUATION PLAN
42	<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> <ol style="list-style-type: none"> <i>1. integrating technology into curricula and instruction,</i> <i>2. enabling students to meet challenging state academic standards, and</i> <i>3. developing life-long learning skills.</i>

*Three-Year Local School Districts/Charter Schools Technology Plan
(2007-2010)*

Stakeholder Table

Stakeholder Table		
Title	Name	Signature
Superintendent	Mr. Alfred J. Annunziata	
Principal	Mr. Alfred J. Annunziata	
Technology Coordinator	Mrs. Charlene Cardinale	
Curriculum Director/Curriculum Committee Member	Mrs. Danielle Hamblin	
Teacher	Mrs. Jessica Luke	
Teacher	Mrs. Sylvia Mohlmann	
Teacher	Ms. Alane Seidel	
Teacher	Ms. Rosa Craig	
Teacher	Mrs. Tonya Sisto	
Special Education Teacher	Mrs. January Bizzozero	
Library Media Specialist	Mrs. Charlene Cardinale	
Board of Education Member	Mrs. Lorraine Ostrzyzek	
Student	Mr. Jonah Lucas	
Student	Miss Jessica Kiernan	
Business Administrator	Mrs. Dawn Huff	
Community Member	Ms. Margo Biblin	

II. EXECUTIVE SUMMARY

Technology continues to play a greater role in all of our lives. With that in mind, technology has become a prevalent learning tool within the classroom. The more educators develop a greater reliance on technology, the more current the technology needs to be to meet the instructional needs of the curriculum and students.

The Hope Township School Board of Education and Technology Committee understand and appreciate the role technology plays in education. This plan reflects strategies to keep the technology current and available; continue to offer professional development programs for educators; and maintain a quality program to our students.

VISION STATEMENT

The Hope Township School District envisions a commitment to educational technology, which allows students to expand their knowledge and to realize educational success in a technological world. In partnership with parents, students, faculty, staff, administration, the district, and the community, as directed by the Board of Education, strives to provide an academic environment for all students, which enables them to achieve the technological goals and objectives.

MISSION STATEMENT

The Hope Township School District is committed to the academic excellence and the social and emotional growth of all its students. In order to assist students in becoming productive, self-sufficient members of society, the Hope Township School District embraces the challenge of addressing all steps necessary to accomplish this mission. As part of the process to prepare students for the future, students must become technologically proficient. The responsibility of the Hope Township School District is to provide students with the technological knowledge and skills required to achieve this goal. Students must learn to understand and appreciate the role of technology and use technology as a means to an end, not as an end in itself.

PLANNING PROCESS

Students, teachers, parents, school administration and community members are stakeholders in the development of educational technology. The technology committee, comprised of community members, Board of Education members, parents, superintendent, principal, business administrator and the technology coordinator meets regularly to review, evaluate and plan future programs and technology acquisitions.

The major areas to be addressed by the Hope Township School District's Local Technology Plan include: Technology Inventory, Goals and Objectives, Implementation Strategies, Funding Plan, Professional Development and Evaluation Plan.

III. Technology Overview

A. Technology (Section 1-2)

(2007-2010)

Three-Year Technology Plan Inventory Table

Area of Need	Describe for 2007-8	Describe for 2008-9	Describe for 2009-10
Technology Equipment	<p><u>Lab</u>: 27 Pentium Dual Core computers (Dell Optiplex GX 520), 30 AlphaSmart Keyboards, 1 HP 4000 Laser Printer, 1 HP 4600 Color Laser Printer, HP 7400c Scanner, 2 CD Sony digital cameras</p> <p><u>Media Center</u>: 1 Pentium Dual Core computer, 3 Pentium 4 computers, Welsch scanner</p> <p><u>Administrative Offices</u>: 6 Pentium 4 Computers</p> <p><u>Classroom</u>: 70 Pentium 4 computers</p> <p><u>Nurse</u>: 1 Pentium 4 computer</p> <p><u>CST Office</u>: 2 Pentium 4 Computers</p>	<p><u>Lab</u>: 27 Pentium Dual Core computers (Dell Optiplex GX 520), 30 AlphaSmart Keyboards, 1 HP 4000 Laser Printer, 1 HP 4600 Color Laser Printer, HP 7400c Scanner, 2 CD Sony digital cameras (or better)</p> <p><u>Media Center</u>: 1 Pentium Dual Core computer, 3 Pentium 4 computers, Welsch scanner (or better)</p> <p><u>Administrative Offices</u>: 6 Pentium 4 Computers (or better)</p> <p><u>Classroom</u>: 70 Pentium 4 computers (or better)</p> <p><u>Nurse</u>: 1 Pentium 4 computer (or better)</p> <p><u>CST Office</u>: 2 Pentium 4 Computers (or better)</p>	<p><u>Lab</u>: 27 Pentium Dual Core computers (Dell Optiplex GX 520), 30 AlphaSmart Keyboards, 1 HP 4000 Laser Printer, 1 HP 4600 Color Laser Printer, HP 7400c Scanner, 2 CD Sony digital cameras (or better)</p> <p><u>Media Center</u>: 1 Pentium Dual Core computer, 3 Pentium 4 computers, Welsch scanner (or better)</p> <p><u>Administrative Offices</u>: 6 Pentium 4 Computers (or better)</p> <p><u>Classroom</u>: 70 Pentium 4 computers (or better)</p> <p><u>Nurse</u>: 1 Pentium 4 computer (or better)</p> <p><u>CST Office</u>: 2 Pentium 4 Computers (or better)</p>
Software used for curricular support and filtering	<p><u>Software</u>: MS Office (Word, Excel, PowerPoint, Publisher, Access), Kid Pix, PrintShop, Syncroneyes, Kidspiration, Easy Book, Adobe PageMaker, Adobe Photoshop, Movie Maker</p> <p><u>Subscriptions</u>: United Streaming, A-Z Reading, On-line Textbooks</p> <p><u>Filtering</u>: WatchGuard Firebox 700</p> <p><u>Virus Protection</u>: Symantec Anitvirus</p>	<p><u>Software</u>: MS Office (Word, Excel, PowerPoint, Publisher, Access), Kid Pix, PrintShop, Syncroneyes, Kidspiration, Easy Book, Adobe PageMaker, Adobe Photoshop, Movie Maker (or better)</p> <p><u>Subscriptions</u>: United Streaming, A-Z Reading, On-line Textbooks (or better)</p> <p><u>Filtering</u>: WatchGuard Firebox 700 (or better)</p> <p><u>Virus Protection</u>: Symantec Anitvirus (or better)</p>	<p><u>Software</u>: MS Office (Word, Excel, PowerPoint, Publisher, Access), Kid Pix, PrintShop, Syncroneyes, Kidspiration, Easy Book, Adobe PageMaker, Adobe Photoshop, Movie Maker (or better)</p> <p><u>Subscriptions</u>: United Streaming, A-Z Reading, On-line Textbooks (or better)</p> <p><u>Filtering</u>: WatchGuard Firebox 700 (or better)</p> <p><u>Virus Protection</u>: Symantec Anitvirus (or better)</p>
Technology maintenance policy and plans	<p>Policy outlines that the technology coordinator will attempt to resolve computer issues. If unable to, warranties will be accessed. If out of warranty, district will outsource services through a vendor that offers services at a reasonable rate. Goal is to keep equipment in good functioning order.</p>	<p>Policy outlines that the technology coordinator will attempt to resolve computer issues. If unable to, warranties will be accessed. If out of warranty, district will outsource services through a vendor that offers services at a reasonable rate. Goal is to keep equipment in good functioning order.</p>	<p>Policy outlines that the technology coordinator will attempt to resolve computer issues. If unable to, warranties will be accessed. If out of warranty, district will outsource services through a vendor that offers services at a reasonable rate. Goal is to keep equipment in good functioning order.</p>
Telecommunications Services	<p>Vendor that offers services at a reasonable rate.</p>	<p>Vendor that offers services at a reasonable rate.</p>	<p>Vendor that offers services at a reasonable rate.</p>
Technical Support	<p>Outsource services through a vendor that offers services at a reasonable rate.</p>	<p>Outsource services through a vendor that offers services at a reasonable rate.</p>	<p>Outsource services through a vendor that offers services at a reasonable rate.</p>

<p>Facilities – infrastructure including central telephone & security systems</p>	<p><u>Infrastructure:</u> The school is wired with a T1 LAN, Netopia Router (NAC), 1 Dell PowerConnect 5224, 1 Dell PowerConnect 3348, HP ProCurve 2424M, Rangemax Wireless router <u>Norstar Networked Telephone System:</u> Each classroom is equipped with a networked telephone/intercom. <u>Security System:</u> The school is equipped with a surveillance camera and buzzer system at two doors. Outdoor personnel carry Motorola Walkie Talkies.</p>	<p><u>Infrastructure:</u> The school is wired with a T1 LAN, Netopia Router (NAC), 1 Dell PowerConnect 5224, 1 Dell PowerConnect 3348, HP ProCurve 2424M, Rangemax Wireless router. (or better) <u>Norstar Networked Telephone System:</u> Each classroom is equipped with a networked telephone/intercom. (or better) <u>Security System:</u> The school is equipped with a surveillance camera and buzzer system at two doors. Outdoor personnel carry Motorola Walkie Talkies. (or better)</p>	<p><u>Infrastructure:</u> The school is wired with a T1 LAN, Netopia Router (NAC), 1 Dell PowerConnect 5224, 1 Dell PowerConnect 3348, HP ProCurve 2424M, Rangemax Wireless router. (or better) <u>Norstar Networked Telephone System:</u> Each classroom is equipped with a networked telephone/intercom. (or better) <u>Security System:</u> The school is equipped with a surveillance camera and buzzer system at two doors. Outdoor personnel carry Motorola Walkie Talkies. (or better)</p>
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III. Technology Overview

A. Technology *(Section 3)*

As a district, we aim to ensure that a fair and appropriate education is provided to all students. When a student's needs require assistive technology, we evaluate the available solutions and select the one that meets his or her needs. The Child Study Team (CST), 504 committee, and INRS committee cooperates together with the teaching staff to develop the most appropriate plan for each individual student.

Examples of assistive technology devices include:

- Portable Word Processor
- Word Processors
- Computers
- FM or Loop System
- Computer Aided Note Taking
- Signaling Device
- Screen Magnifier
- Large Print Books
- Screen Magnification Software
- Magnifier
- Screen Reader/Text Reader
- Alternate Keyboard with Enlarged Keys
- Wheelchair
- Pencil/Pen with Adaptive Grips
- Templates
- Voice Recognition Software
- Talking Calculator
- Highlighted Text
- Recorder Material
- Electronic Organizer
- Keyboard with Accessibility Options
- Track Ball
- Word Prediction Software
- Subscription to e-books and Palm or portable devices

III. Technology Overview

A. Technology (Section 4)

(Taken from:<http://www.ataccess.org/about/principles.html>)

Accessible to All

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

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

As a district we pride ourselves on our website. We aim to put forth a professional, organized product that serves to inform our public. We post:

- *Our Mission Statement*
- *an Assistant Principal's Message*
- *School Report Card*
- *Standardized Assessment results*
- *Copies of Education-related legislative information*
- *Hope School budget information*
- *Administration & Staff Directory*
- *Directions to our school*
- *School News & Classroom Updates*
- *New Staff Biographies*
- *Teacher of the Year Posting*
- *Hope Historic Information*
- *Acceptable Use Policy*
- *Board of Education Information*
- *PTA Information*
- *Student/Parent Resources*
- *On-line Textbook Links*
- *Health & Safety*
- *Student/Parent Handbook*
- *Student Links*
- *Parent Links*
- *Community Links*
- *Teacher Resources*

Our website is accessible to anyone with access to the internet environment. Its focus is ease of navigation, as evident by the ability to quickly tab through pages, view all pictures with labels, and, by using the built-in operating system tools, enable to user to magnify or read-aloud text.

III. Technology Overview

Technical Standards:

Web-based information or applications:

(taken from: <http://www.section508.gov/index.cfm?FuseAction=Content&ID=11#technical>)

Web-based Intranet and Internet Information and Applications (1194.22)

The criteria for web-based technology and information are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. Many of these provisions ensure access for people with vision impairments who rely on various assistive products to access computer-based information, such as screen readers, which translate what's on a computer screen into automated audible output, and refreshable Braille displays. Certain conventions, such as verbal tags or identification of graphics and format devices, like frames, are necessary so that these devices can "read" them for the user in a sensible way. The standards do not prohibit the use of web site graphics or animation. Instead, the standards aim to ensure that such information is also available in an accessible format. Generally, this means use of text labels or descriptors for graphics and certain format elements. (HTML code already provides an "Alt Text" tag for graphics which can serve as a verbal descriptor for graphics). This section also addresses the usability of multimedia presentations, image maps, style sheets, scripting languages, applets and plug-ins, and electronic forms.

The standards apply to Federal web sites but not to private sector web sites (unless a site is provided under contract to a Federal agency, in which case only that web site or portion covered by the contract would have to comply). Accessible sites offer significant advantages that go beyond access. For example, those with "text-only" options provide a faster downloading alternative and can facilitate transmission of web-based data to cell phones and personal digital assistants.

III. Technology Overview

A. Technology (Section 5)

DISTRICT'S REPLACEMENT PLAN/ CRITERIA FOR OBSOLESCENCE

Definition of Obsolescence: Technological obsolescence is the result of the evolution of technology: as newer technologies appear, older ones cease to be used. For example, new media for storing digital information rapidly replace older media and reading devices for these older media become no longer available. Newer versions of software constantly render older versions obsolete and the hardware required by this software also changes over time. Consequently, information which relies on obsolete technologies becomes inaccessible. Currently, it seems that the lifetime of digital storage media generally exceeds the life of the technology that supports it. (Taken from: The National Library of Australia, <http://www.nla.gov.au/padi/topics/13.html>)

The district's plan for replacing obsolete equipment includes an evaluation of the performance and processing speed of the machine, memory and storage, the age of the machine, the needs of the user[s], and the district's budget constraints. The performance is evaluated based on its ability to access the network, access the internet, run current software, and fulfill the needs of the user[s].

We are continually pursuing business donations and grant funding in an effort to keep the equipment functionally updated to fulfill the district's goals and objectives while working within a fiscally responsible budget.

III. Technology Overview

B. Cyber Safety (Section 1-4)

1. Filtering Method(s) Used:

- a. Hope School uses WatchGuard 700 III Firebox with WatchGuard* monitoring software. Our antivirus solution is Symantec Norton Antivirus.

**(taken from www.watchguard.com) WatchGuard® is the trusted partner in network security for thousands of small and mid-size businesses worldwide. Every model in our Firebox® family of solutions is tailored to meet the security and management needs of businesses that require comprehensive, multilayered network protection, intuitive management, expert guidance and support, and scalability with no hidden costs.*

Our solutions combine award-winning firewall/VPN appliances with zero day attack prevention, anti-spyware, anti-virus, anti-spam, intrusion prevention, and URL filtering in one fully integrated solution - the best Unified Threat Management in their class.

2. Acceptable Use Policies (AUP)

- a. Staff AUP is built into the board policies. See the document that follows on page 44 in the appendix. (Appendix A)
- b. Student AUP is located in our handbook and on our website <http://www.hope-elem.org/hts/internet.htm>. See the document that follows on page 50 in the appendix. (Appendix B)

3. Cyber Safety Program:

4th grade:

Students are educated starting in 4th grade on internet safety. There is a discussion on safety pitfalls, site selection, and strategies. We discuss Stranger Danger associated with chat rooms and instant messaging. They go through a safe searching lesson program. Finally we discuss the current sites to avoid and they take an internet safety quiz – which earns them their internet safety “driver’s license” and enables them to access the Internet using school technology.

5th – 8th Grades

Students revisit the topic of internet safety in 5th - 8th grade. They take quizzes, have discussions, and review concepts. Students are also presented with new topics as they arise and the content develops and expands along with their skills and exposure.

Guest speakers and assemblies are planned to cover this topic too. Within the state safety patrol program, a state trooper presents a program on internet safety. Through the state prosecutor’s office, classes on myspace.com and on-line danger are also presented.

III. Technology Overview

As this is an ever-changing and important concern, we as a district aim to stay abreast of the issues and continue to present information to our students with a goal to keep them informed and safe. The No Child Left Behind (NCLB) Title IV funding supports a positive school climate through violence prevention awareness programs. With this in mind, the curriculum is always adapting to meet the needs of our students. It is our belief that in order to offer a successful program, it needs to be flexible and adaptable.

4. Ensure Parental resources regarding online safety:

Programs are provided to parents through the Hope Parent University Institute (HPUI). Internet safety programs were offered by the technology coordinator and by guest speakers through the state police and prosecutor's office.

The program offered by the technology coordinator is an informative presentation on family safety –strategies including the pitfalls of chat rooms, e-mail, and game sites. Setting rules and boundaries are also discussed with suggestions provided. The popular sites that cause harm are discussed and ways avoid or use safely are also reviewed.

The program offered by the Prosecutor's Office on MySpace.com is an informative presentation given by a representative from the department, on children's use of MySpace. This program is appropriate for parents of students in grades 6-8 and a student program will follow during the school day that same week. Parental programs are partially supported through NCLB Title IV funds.

III. Technology Overview

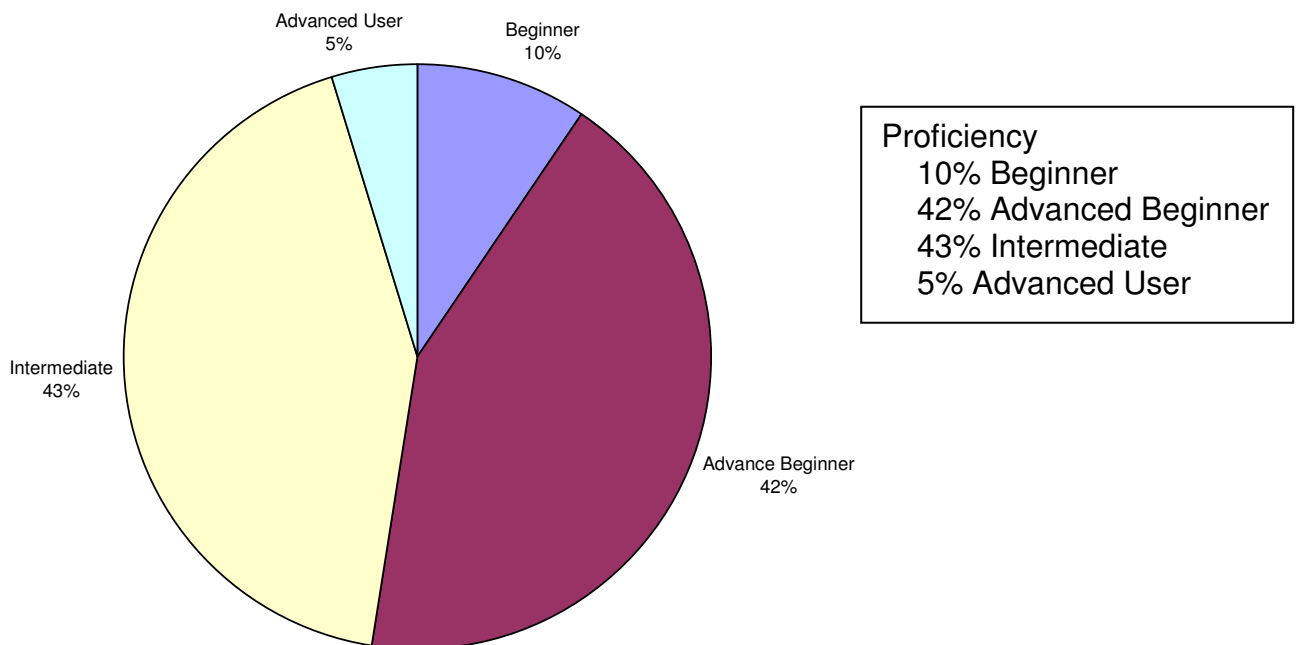
C. Needs Assessment (Section 1)

Needs Assessment for Educational Technology

- a. Evaluation of staff's current practice in integrating technology across the curriculum.

The teaching staff currently integrates technology across the curriculum through the use of a variety of projects. They utilize the computer lab, portable AlphaSmart cart, and portable SmartBoard cart with laptop. They use a variety of applications including, but not limited to, the Internet (WebQuests, scavenger hunts, research projects, etc...), multimedia programs (slideshows, digital photography, sound, production, Kidspiration, KidPix, etc...), word processors (documents, reports, brochures, newsletters, etc...) production software (PageMaker, PhotoShop, etc...) and databases (spreadsheets, databases, etc...).

- b. Provide a summary of teacher and library media personnel proficiency in the use of technology within the district.



III. Technology Overview

- c. Determine the current educational environment and barriers by describing how:
- i. Staff is assured access to technology through an in-house support system through the Technology Coordinator. All staff has access to at least one Pentium 4, updated computer in their location. If a problem arises, we have outsourced technical assistance available/warranty. We also have laptop computers that can be put in place temporarily during the repair period.
 - ii. Students have access to technology in their classroom, media center and computer lab. They have a dedicated lab time once a week and the teacher has access to the lab at other times during the week.
 - iii. The needs are evaluated via staff meetings and surveys annually or as needed.
 - iv. The needs of the students are evaluated with parental surveys, assessments, and open conversations annually or as needed.
 - v. The past professional development opportunities that were offered for our staff included:
 - *Project Based Learning*
 - *Literacy and Technology*
 - *WISC-IV*
 - *Electronic Verification – Free and Reduced Lunch*
 - *Test Coordinator Training*
 - *GEPA Administration Training*
 - *NJASK Coordination Training*
 - *Cluster Technology Articulation*
 - *NCLB/EWEG*
 - *County Wide Technology Coordinator’s Meetings*
 - *Diversity Thematic Unit Development*
 - *Strategies Using Whiteboards*
 - *County Project – Blogging*
 - *Adobe PhotoShop*
 - *Microsoft PowerPoint*
 - *Technology Assessment Writing*
 - *STI Training*
 - *E-mail Training*
 - *Individualized Application Training/Support*
 - vi. The past professional development opportunities that were offered for our administrators included:
 - *Grant Writing Workshop*
 - *NJASBO – Public Contracting*
 - *Test Coordinator Training*
 - *GEPA Administration Training*
 - *NJASK Coordinator Training*
 - *NJPASS Coordinator Training*
 - *Character Education Workshop*
 - *Development & Implementation of Wellness/Nutrition Policies*
 - *Educational Software des. by Educators*
 - *STI Training*
 - *E-mail Training*
 - *Individualized Application Training/Support*

- vii. Programs that were offered in 2006-2007 for all staff to further the effective use of technology in the classroom or media center included (but not limited to):
- *County Wide Technology Coordinator's Meetings*
 - *Cluster Articulation Meeting*
 - *Differentiated Assessment and Grading*
 - *Project Based Learning*
 - *Online Resources*
 - *Differentiated Instruction*
 - *Integration of Assistive Technology into the Educational Process*
 - *Assistive Technology*
- viii. Programs that were offered in 2006-2007 for all administrators to further the effective use of technology in the classroom or media center included (but not limited to):
- *Grant Writing Workshop*
 - *Differentiated Assessment and Grading*
 - *Integration of Assistive Technology into the Educational Process*
- ix. The support offered to staff included new updated equipment, in class support from a technology coordinator, support in the lab, acquirement of resources via the LRC, budgeted items, grants, etc.
- x. Professional development needs and barriers related to using educational technology as part of instruction are as follows:
- *Budgeting funds for professional development*
 - *Scheduling workshops*
 - *Purchasing additional equipment based on need*

III. Technology Overview

Needs Assessment (Section 2)

2. *Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology.*

The needs of our district include a continual goal of technological growth for our students and staff. We strive for excellence and look to provide our staff with the necessary tools. We look at grant opportunities to obtain equipment and training opportunities. We look to experts to help our staff expand upon their skills. We currently enjoy a staff that has a comfort level with technology enabling them to use student tracking software (STI) and e-mail for daily communications. They are also responsible for semester web updates and annual technology professional improvement plan item(s).

3. *Prioritize the identified needs.*

1. To continue to support and improve standardized test scores, teachers and students could be exposed to additional ASK and GEPA software (i.e. Study Island). They would also require training on the products so as to best utilize them in with their students. The need aligns the NCLB goals for achieving annual yearly progress in core academics.
2. To become more independent with their assigned web page, teachers would need web page editing software. They would also require training on the products so as to best utilize the product.
3. To add flexibility to the staff's access to our network for planning/production purposes, access to a VPN client (remote access). They would also require training on the products so as to maximize utilization.
4. To add additional lab opportunities for the students, a laptop cart with portable wireless and printing capabilities would be most beneficial. This would add an additional lab without the need of a classroom.

IV. Three-Year Goals and Objectives

A. History (Section 1-2)

Goals from 2004-2007	Success, Reason for Continuation or Issues Preventing Success
<p>Goal 1: Core Curriculum Workplace Readiness (CCWR) Section 2.3: All students will demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.</p> <p>Objective A: By the end of eighth grade, students will demonstrate the ability to keyboard effectively.</p> <p>Objective B: By the end of eighth grade, students will demonstrate the ability to access information effectively.</p> <p><i>Example: Students will develop and type original stories, poetry, research papers and reports. Students will locate information via the internet and other digital resources for appropriate projects.</i></p>	<p>Students in grades K-4 are introduced to keyboarding basics and finger placement. Exercises prepare them for success in the upper grade keyboarding program.</p> <p>Students in grades 5-8 type for the first 5-10 minutes of class. They either take a test and record their score or perform a practice exercise.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>
<p>Goal 2: CCWR 2.6: All students will access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.</p> <p>Objective A: By the end of eighth grade, students will be able to obtain information from various sources. They will also be able to evaluate the information and decipher the quality of the sources.</p> <p>Objective B: By the end of eighth grade, students will be able to print resources from a variety of sources.</p> <p><i>Example: Students will collect data from web-based encyclopedias, periodicals, research documents, etc., and distill the collected data into pertinent information for their projects including research papers. They will also evaluate information based on accuracy and credibility.</i></p>	<p>Beginning in grade 4, students are introduced to library research. They learn how to gather information from books, periodicals, encyclopedias, and web resources. They learn how to critically evaluate information based on source and content. They also learn how to take notes and how to cite their work and prepare a bibliography.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>

<p>Goal 3: CCWR 2.7: Use technology and other tools to solve problems, collect data, and make decisions.</p> <p>Objective A: By the end of eighth grade, students will be able to use spreadsheet software (i.e. Microsoft Excel) to collect data, analyze data, and make conclusions.</p> <p>Objective B: By the end of eighth grade, students will be able to use database software to collect data, create databases, and retrieve information.</p> <p><i>Example: Students will collect data from a variety of sources including web-based encyclopedias, periodicals, research documents, web sites etc.; display data using spreadsheet software in spreadsheets, charts and graphs; and demonstrate collected data in specific research projects or to solve specific problems.</i></p>	<p>Beginning in 2nd grade, students are exposed to spreadsheets and data collection. Each year students build upon their skills and by 8th grade they are taught how to use a database – including tables, forms, queries, and reports.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>
<p>Goal 4: CCWR 2.8: Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.</p> <p>Objective A: By the end of eighth grade, students will demonstrate the ability to use all components of an integrated software suite/office.</p> <p>Objective B: By the end of eighth grade, students will demonstrate the ability to use a variety of software to produce products including; a travel brochure, a research project, a world language inspired menu, a report presentation, etc.</p> <p><i>Example: Students will use applications such as Microsoft Word, Microsoft PowerPoint, Microsoft Access, etc. to develop a comprehensive project.</i></p>	<p>Starting in 3rd grade, students begin to learn the basics of word processing including formatting fonts, formatting paragraphs, and adding graphics. Each year students build upon these skills and by 8th grade, students will be able to use advanced features and be able to use all office <i>either capitalize Office as in “Microsoft Office” or else use “word processing”</i> applications in collaboration.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>

<p>Goal 5: VPA 1.3.2: Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the area of Visual and Performing Arts (i.e. the creation of dance, music, theater, or visual arts).</p> <p>Objective A: By the end of eighth grade, students will demonstrate the ability to research and develop a project within the music curriculum using the available technology.</p> <p>Objective B: By the end of eighth grade, students will demonstrate the ability to use creative software to express designs and ideas.</p> <p><i>Example: Students will utilize appropriate software applications (e.g., MovieMaker) to demonstrate the ability to use creative software to express designs and ideas for a specific project.</i></p>	<p>Throughout grades K-8, students are given opportunities to express creativity through technology. In 7th grade students create an original animation put to music.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>
<p>Goal 6: LAL 3.4: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources in the area of Language Arts.</p> <p>Objective A: By the end of eighth grade, students will demonstrate the ability to use on-line resources as well as traditional resources to successfully complete a project.</p> <p>Objective B: By the end of eighth grade, students will demonstrate the ability to make discriminating choices when locating materials.</p> <p><i>Example: Students will collect data from web-based encyclopedias, periodicals, research documents, etc., and distill the collected data into pertinent information for their projects including research papers. They will also evaluate information based on accuracy and credibility.</i></p>	<p>Beginning in grade 4, students are introduced to library research. They learn how to gather information from books, periodicals, encyclopedias, and web resources. They learn how to critically evaluate information based on source and content. They also learn how to take notes and how to cite their work, and prepare a bibliography.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>
<p>Goal 7: LAL 3.4 B.1: All students will understand the uses of technology (e.g., the Internet for research) in the area of Language Arts.</p> <p>Objective A: By the end of eighth grade, all students will demonstrate knowledge of technology and how it applies to their end product.</p> <p>Objective B: By the end of eighth grade, all students will demonstrate the ability to use a variety of technological resources to achieve project goals.</p>	<p>Beginning in grade 4, students are introduced to library research. They learn how to gather information from books, periodicals, encyclopedias, and web resources. They learn how to critically evaluate information based on source and content. They also learn how to take notes and how to cite their work, and prepare a bibliography.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which</p>

<p><i>Example: Students will collect information from web-based encyclopedias, periodicals, research documents, websites etc., and utilize this collected data in specific research projects or to solve specific problems.</i></p>	<p>they live.</p>
<p>Goal 8: MATH 4.4:1, 4: All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data in the area of Mathematics.</p> <p>Objective A: By the end of eighth grade, students will be able to use computers to both record and process information.</p> <p>Objective B: By the end of eighth grade, students will be able to use spreadsheet software to collect, analyze and display data.</p> <p><i>Example: Students will collect data from various web-based encyclopedias, periodicals, research documents, web sites, etc., and utilize applications such as Microsoft Excel to produce statistical spreadsheets with results applicable to a comprehensive project.</i></p>	<p>Beginning in 2nd grade, students are exposed to spreadsheets and data collection. Each year students build upon their skills and by 8th grade they are taught how to use a database – including tables, forms, queries, and reports.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>
<p>Goal 9: MATH 4.5:5: All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.</p> <p>Objective A: By the end of eighth grade, students will demonstrate the ability to solve problems using appropriate software.</p> <p>Objective B: By the end of eighth grade, students will demonstrate the ability to make and verify conjectures about geometric objects.</p> <p><i>Example: Students utilize applications to produce solve problems and demonstrate geometric objects.</i></p>	<p>Students learn using various programs and applications, which help them develop the skills necessary to solve problems.</p> <p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>

<p>Goal 10: SCI 5.2 All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.</p> <p>Objective A: By the end of eighth grade, students will demonstrate the ability to research and understand the advancement within the field of technology.</p> <p>Objective B: By the end of eighth grade, students will demonstrate the ability to think critically about technological advancements and hypothesize where new advancements may take place.</p> <p><i>Example: Students will collect information from web-based encyclopedias, periodicals, research documents, web sites etc. regarding advancements in the field of technology, and use that information to create a timeline or research project.</i></p>	<p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>
<p>Goal 11: SS 6.8.10: Describe how one technological innovation can be applied to solve a human problem, to enhance human life or extend human capability in the area of Social Studies or Social Sciences.</p> <p>Objective A: By the end of eighth grade, students will demonstrate the ability to use critical thinking skills and techniques in solving real life problems.</p> <p>Objective B: By the end of eighth grade, students will demonstrate the ability to analyze the impact of technology on human abilities.</p> <p><i>Example: Students will collect information from web-based encyclopedias, periodicals, research documents, web sites, etc., and develop a project reflecting the impact that technology has had on human abilities.</i></p>	<p>This has been a successful goal. We will continue this goal, as the ability to collect and analyze data is essential to the success of our students in the technological world in which they live.</p>

IV. Three-Year Goals and Objectives

A. **History** (*Section 3*)

The technology in place has had numerous positive outcomes that have greatly benefited the students. The updated technology has improved student learning – teachers are able to maximize learning time.

The equipment within the classroom has proven to be beneficial in record keeping and instruction. Teachers are able to take attendance and maintain grading within our student record system, STI. The updated computers and portable PC to TV presentation devices (TVator) have enabled the use of products like United Streaming.

Also, the use of the technology in place in public presentations and technology courses offered to the Hope community have proven to be extremely beneficial in demonstrating to parents and members of the community the value of such technology in conveying information.

IV. Three-Year Goals and Objectives

B. Goals and Objectives for 2007-2010 (Section 1)

Goals that will continue from the 2004-2007 plan (Updated to Reflect the Technology Literacy CCCS)

Goal 1: VPA 1.3.2: Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the area of Visual and Performing Arts (i.e. the creation of dance, music, theater, or visual arts).

Objective A: By the end of eighth grade, students will demonstrate the ability to research and develop a project within the music curriculum using the available technology.

Objective B: By the end of eighth grade, students will demonstrate the ability to use creative software to express designs and ideas.

Example: Students will utilize appropriate software applications (e.g., MovieMaker) to demonstrate the ability to use creative software to express designs and ideas for a specific project.

Goal 2: LAL 3.4: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources in the area of Language Arts.

Objective A: By the end of eighth grade, students will demonstrate the ability to use on-line resources as well as traditional resources to successfully complete a project.

Objective B: By the end of eighth grade, students will demonstrate the ability to make discriminating choices when locating materials.

Example: Students will collect data from web-based encyclopedias, periodicals, research documents, etc., and distill the collected data into pertinent information for their projects including research papers. They will also evaluate information based on accuracy and credibility.

Goal 3: LAL 3.4 B.1: All students will understand the uses of technology (e.g., the Internet for research) in the area of Language Arts.

Objective A: By the end of eighth grade, all students will demonstrate knowledge of technology and how it applies to their end product.

Objective B: By the end of eighth grade, all students will demonstrate the ability to use a variety of technological resources to achieve project goals.

Example: Students will collect information from web-based encyclopedias, periodicals, research documents, websites etc., and utilize this collected data in specific research projects or to solve specific problems.

Goal 4: MATH 4.4:1, 4: All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data in the area of Mathematics.

Objective A: By the end of eighth grade, students will be able to use computers to both record and process information.

Objective B: By the end of eighth grade, students will be able to use spreadsheet software to collect, analyze and display data.

Example: Students will collect data from various web-based encyclopedias, periodicals, research documents, web sites, etc., and utilize applications such as Microsoft Excel to produce statistical spreadsheets with results applicable to a comprehensive project.

Goal 5: MATH 4.5:5: All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

Objective A: By the end of eighth grade, students will demonstrate the ability to solve problems using appropriate software.

Objective B: By the end of eighth grade, students will demonstrate the ability to make and verify conjectures about geometric objects.

Example: Students utilize applications to produce solve problems and demonstrate geometric objects.

Goal 6: SCI 5.2 All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology. Goal 6 aligns with the district Comprehensive Equity Plan listed in the 2007-2010 plan goals.

Objective A: By the end of eighth grade, students will demonstrate the ability to research and understand the advancement within the field of technology.

Objective B: By the end of eighth grade, students will demonstrate the ability to think critically about technological advancements and hypothesize where new advancements may take place.

Example: Students will collect information from web-based encyclopedias, periodicals, research documents, web sites etc. regarding advancements in the field of technology, and use that information to create a timeline or research project.

Goal 7: SS 6.8.10: Describe how one technological innovation can be applied to solve a human problem, to enhance human life or extend human capability in the area of Social Studies or Social Sciences.

Objective A: By the end of eighth grade, students will demonstrate the ability to use critical thinking skills and techniques in solving real life problems.

Objective B: By the end of eighth grade, students will demonstrate the ability to analyze the impact of technology on human abilities.

Example: Students will collect information from web-based encyclopedias, periodicals, research documents, web sites, etc., and develop a project reflecting the impact that technology has had on human abilities.

IV. Three-Year Goals and Objectives

B. Goals and Objectives for 2007-2010 (Sections 2&3)

Goal 1: TL 8.1.3 Demonstrate effective input of text and data, using touch keyboarding with proper technique.

Objective A: By the end of eighth grade, students will demonstrate the ability to keyboard effectively.

Objective B: By the end of eighth grade, students will demonstrate the ability to access information effectively.

Example: Students will develop and type original stories, poetry, research papers and reports. Students will locate information via the internet and other digital resources for appropriate projects.

Goal 2: TL 8.1.7: Construct a simple spreadsheet, enter data, and interpret the information.

Objective A: By the end of eighth grade, students will be able to use spreadsheet software (i.e. Microsoft Excel) to collect data, analyze data, and make conclusions.

Objective B: By the end of eighth grade, students will be able to use database software to collect data, create databases, and retrieve information.

Example: Students will collect data from a variety of sources including web-based encyclopedias, periodicals, research documents, web sites etc.; display data using spreadsheet software in spreadsheets, charts and graphs; and demonstrate collected data in specific research projects or to solve specific problems.

Goal 3: TL 8.1.8: Use computer applications to modify information independently and/or collaboratively to solve problems. Objective A: By the end of eighth grade, students will demonstrate the ability to use all components of an integrated software suite/office.

Objective B: By the end of eighth grade, students will demonstrate the ability to use a variety of software to produce products including; a travel brochure, a research project, a world language inspired menu, a report presentation, etc...

Example: Students will use applications such as Microsoft Word, Microsoft PowerPoint, Microsoft Access, etc. to develop a comprehensive project.

V. Three-Year Implementation Activity Tables (July 2007 – June 2010)

Three Year Implementation Activity (Table Section A-D)

District Goal	Activity Telecommunication/ Information Technology	Timeline	Person Responsible	NCLB	Evaluation
1 All teachers will have access to network-accessible computers during the instructional and non-instructional times to effectively integrate technology into the curricula, assist in meeting the Core Curriculum Content Standards (CCCS).	Update and increase the number of computers in the classroom.	Annual/ Ongoing	Superintendent Principal Technology Coordinator Business Administrator	Equitable Access Statement	Documentation of upgrade and increase
2 All students will have access to network-accessible computers during instructional and non-instructional times to enhance learning and achieve the CCCS.	Update and increase the number of computers in the classroom.	Annual/ Ongoing	Superintendent Principal Technology Coordinator Business Administrator	90% of all 8 th graders will be proficient in all areas of technology – as evaluated in an in-house evaluation	Documentation of upgrade and increase
3 Library catalog will be integrated into future curricula.	Make the library catalog available in all classrooms.	June 2009	Superintendent Principal Technology Coordinator Business Administrator	N/A	Documentation of research, configuration, and purchase order. Documentation of availability
4 The internet and on-line resources will be integrated into current and future curricula.	Teach internet research skills and safety. Review staff and students AUPs and update.	Annual/ Ongoing	Superintendent Principal Technology Coordinator Teacher	Title II Funding	Documentation Class Attendance Sheet
5 Staff development activities will be offered to teachers on an after school basis as part of their personal development plan.	Provide professional development training on an after school basis and through the ETTCs.	Annual/ Ongoing	Superintendent Principal Technology Coordinator Teacher	Title III Funding	Documentation ETTC Brochure, In House Course Schedule, Class Attendance Sheet
6 Staff development activities will be offered to teachers through the Warren County Educational Technology Training Center (ETTC), by the Belvidere cluster districts, in-house, or through varying offerings.	Provide professional development training on an after school basis and through the ETTCs.	Annual/ Ongoing	Superintendent Principal Technology Coordinator Teacher	Title III Funding	Documentation ETTC Brochure, In House Course Schedule, Class Attendance Sheet
7 Articulation with technology coordinators and cluster meetings.	Meet with the county wide technology coordinators. Meet with the cluster team.	Annual/ Ongoing	Superintendent Principal Technology Coordinator Teacher	N/A No Funding Needed	Documentation Mailings Superintendent Meetings

District Goal	Activity Telecommunication/ Information Technology	Timeline	Person Responsible	NCLB	Evaluation
8. Educational opportunities focusing on technology will be offered to the community and parents through the Hope Parent University Institute (HPUI).	Provide technology courses to the community through the PTA and mailings based on participation and interest.	Annual/ Ongoing	Superintendent Technology Coordinator Community PTA Teacher	Title IV Funding & Equitable Access Statement	Documentation Class Attendance Sheet
9. All staff will have access to electronic mail as means to improve communications efficiency and decrease wasted resources.	Provide e-mail for all staff. Provide training and support for the use of e-mail to reduce paper waste – daily bulletin, lesson plans, attachments, etc...	Annual/ Ongoing	Superintendent Technology Coordinator Teacher	Title III Funding Increased Parent/ Teacher Communication	Documentation Class Attendance Sheet
10. Special education students will have access to assistive technology equipment including books on CD, voice recognition software, finger grips, and other items necessary for a fair education.	Purchase assistive technology equipment. Provide training. Pursue materials from non-profit organizations and available opportunities. (LRC, on-line textbooks renewal) Make available alternative locations for on-line usage in an effort to provide equity to all students. On-line access may not be available or the high speed alternatives may not be available in our rural area.	Annual/ Ongoing	Superintendent Technology Coordinator CST Teacher	Equitable Access	Documentation Class Attendance Sheet

VI. Funding Plan (July 2007 – June 2008)

Funding Plan (Section A-B)

<u>Services</u>	<u>Cost Projections</u>	<u>Source of Funds</u>
Print Media needed To achieve goals (includes budget for any NIMAS needs)	Media Subscription and supplies; United Streaming License; (\$5,000)	General operating budget (state and local funds)
Technology Equipment	Smart Boards for classrooms; Mobile cart for Laptops; Misc. wiring needs for permanent installation, pc to TV presentation device (\$16,000)	Small Rural School Achievement Grant
Network	Internet Service Provider; E-mail; Web Hosting. (\$9,600)	General operating budget (state and local funds)
Filtering	Antivirus for stations and server; Watchguard. (\$1,860)	General operating budget (state and local funds)
Software	Library/ Curriculum/Administration Software, Licenses, includes United Streaming. (\$3,000)	General operating budget (state and local funds)
Maintenance/Support	Computer Server Maintenance (\$1,900); Maintenance contract for Library data- base (\$450); STI Maintenance (student database)and updates (\$1,000)	General operating budget (state and local funds)

VI. Funding Plan (July 2007 – June 2008)

Funding Plan (Section C)

Board approval for this technology plan and the budget for the first year of this plan.

**HOPE TOWNSHIP BOARD OF EDUCATION
COUNTY OF WARREN
STATE OF NEW JERSEY
EXTRACT OF MINUTES AS RECORDED IN THE OFFICIAL MINUTE BOOK**

The Board of Education of the Township of Hope in the County of Warren, New Jersey met in Regular Session on April 24, 2007, at 7:00 P.M. in the Hope Elementary School, Hope, New Jersey.

The following members of the Board of Education were present: Pamela Faris, President, Leslie Woodworth, Vice President, Lori Ostrzyzek, John Lucas and Bart Young.

Absent: Robert Merle

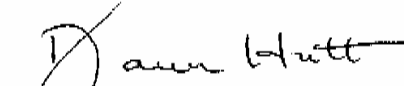
The following was part of a Block Motion under CURRICULUM / INSTRUCTION / TECHNOLOGY made by Mrs. Ostrzyzek and seconded by Mrs. Woodworth. The motion carried unanimously.

3. Approve the Technology Plan

To approve the 2007-2010 Hope Township School District Three Year Technology Plan and the 2007-2008 Funding Plan included as part of the plan.

I, Dawn Huff, Secretary of the Board of Education of the Township of Hope, in the County of Warren, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Education of said district duly called and held on April 25, 2007 has been compared by me with the original minutes as officially recorded in my office and in the minute book of said Township of Hope, Board of Education, and is a true complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to in said extract in witness I have hereunto set my hand and affixed the corporate seal of said Board of Education.

(seal)


Dawn Huff, Board Secretary
April 25, 2007

VII . Professional Development

Professional Development (Sections A-C)

A. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.

Mrs. Danielle Hamblin, Assistant Principal/Supervisor of Curriculum and Instruction

B. Describe the professional development activities for teachers, administrators, and school library media personnel that include:

1. Teachers have access to educational technology in their instructional areas through the use of desktops, computer lab, STI Software, SmartBoards and AlphaSmart keyboards. All of these items are topics of professional development training offered on site by the Technology Coordinator and through the Warren County Educational Technology Training Center (WCETTC). Workshops are also attended based on offerings by the local universities, cluster schools and organizations.
2. Teachers are given the opportunity to meet within their instructional team so that they may identify and modify their curriculum to meet the core curriculum content area and to support the infusion of technology. Teachers also brainstorm lessons that integrate technology within the Belvidere Cluster Articulation and Curriculum meeting.
3. Articles, websites and current information are distributed to different areas by the Superintendent, Principal, and teachers, highlighting topics related to integrating technology into curricula and instruction as an objective to improve student academic achievement, as measured by New Jersey's Core Curriculum Content Standards. Periodicals such as Mailbox, Educational Leadership, Technology & Learning, etc... are subscribed to and made available to teachers containing many research-based strategies for integration. Websites are made available via e-mail and via the district website which includes NJPEP. <http://www.hope-elem.org/Links/Teacher.htm>
4. Professional development opportunities, to foster the effective use of technology in the classroom or library media center, are provided to all administrators by the technology coordinator/computer teacher and the WCETTC. All staff members are also encouraged to attend relevant workshops offered by local universities and organizations.
5. Provide a summary of teacher and library media personnel proficiency in the use of technology within the District/Charter School. Teachers receive feedback in their technology skills from administrative during observations, annual evaluations, informal evaluation of staff technological proficiency level and development of Professional Improvement Plan.
6. The professional development needs and barriers have been identified in the District as they relate to using technology instruction. Teachers have identified the need for additional SmartBoards and/ portable pc to TV presentation device. They have also

identified a need for more contact time with the technology coordinator/media specialist.

7. Professional development is provided to all staff on the application of assistive technologies to support all students in their learning once the need is addressed and the device(s) are determined. Also the nurse offers programs to the staff working with varying illnesses and needs. (i.e. asthma, seizures)

C. Based on teacher and library media personnel proficiency and the needs in the District/Charter School for professional development, list and describe ongoing, sustained, high-quality professional development opportunities planned for 2007-2008 include the involvement of all partners associated with professional development in the District/Charter School.

It is noted that each year teachers improve their skills. Several teachers use SmartBoards, AlphaSmarts and United Streaming. Students are also assessed on their technological skills and feedback is provided to parents.

Professional Development Workshops include those offered through the WCETTC and those offered through our technology coordinator. Topics include but are not limited to the following and are based on the needs of the staff needs:

- Microsoft Word – Basic, Intermediate, Advanced
- Microsoft Excel – Basic, Intermediate, Advanced
- Microsoft PowerPoint
- Microsoft Access
- E-mail
- Internet Safety
- SmartBoard
- AlphaSmart
- KidPix
- Easy Book
- STI
- United Streaming
- On-line Textbooks
- A-Z Reading
- NJ PEP
- Winnebago Spectrum Library Database System
- Other topics as they are needed

VII . Professional Development

(Section D)

The Hope Township Board of Education recognizes the importance of providing resources and opportunities for professional growth and development for the staff at the Hope School. The faculty and staff benefit from the continued expansion of subject area knowledge and skill acquisition towards the use of technology in education. Integrating technology into learning continues to be a focus for the staff. There will be resources for technology lessons for the professional development and growth for staff both in district and out of district. When possible the staff will continue to take advantage of in-house, low cost training opportunities when available. However, the Board of Education recognizes that some training and travel to that training may be necessary. The operating budget for the district provides for financial support of necessary staff training services. The district has also obtained some grant money to supplement the professional development budget.

VII . Professional Development

(Section E)

Professional Development Workshops include those offered through the WCETTC and those offered through our technology coordinator. Topics include, but are not limited to, the following and are based on the needs of the staff needs:

- Microsoft Word – Basic, Intermediate, Advanced
- Microsoft Excel – Basic, Intermediate, Advanced
- Microsoft PowerPoint
- Microsoft Access
- E-mail
- Internet Safety
- SmartBoard
- AlphaSmart
- KidPix
- Easy Book
- STI
- United Streaming
- On-line Textbooks
- A-Z Reading
- NJ PEP
- Winnebago Spectrum Library Database System
- Other topics as they are needed

VIII . Evaluation Plan

Three Year Technology Plan Evaluation

Level	Activity	Evaluation	Timeline
Staff	<ul style="list-style-type: none"> • Professional Improvement Plan (PIP) • Annual Evaluations • Professional Development • Staff Work Sessions • Curriculum Revision • CCCS Integration • Instructional Team Meetings 	<ul style="list-style-type: none"> • Professional Improvement Plan (PIP) • Annual Evaluations 	Annual/Ongoing
School/District	<ul style="list-style-type: none"> • Professional Development • Faculty Meetings • Staff Work Sessions • District Level Objectives • School Level Objectives • School Improvement Plan • Curriculum Reviews • CCCS Integration/review • Initiatives • Policies • Budgetary Support • Annual Review/Adoption of the Local Technology Plan • Surveys 	<ul style="list-style-type: none"> • Faculty Meetings • Technology Teacher • School Improvement Plan • Annual Report to the Board of Education • School Improvement Plan • Annual Review of the Local Technology Plan 	Annual/Ongoing

APPENDIX

POLICY

HOPE TOWNSHIP BOARD OF EDUCATION

TEACHING STAFF MEMBERS
3321/Page 44 of 53
Acceptable Use of Computer
Network(s)/Computers and Resources
By Teaching Staff Members

3321 ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND RESOURCES BY TEACHING STAFF MEMBERS

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow teaching staff members to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by teaching staff members to information sources but reserves the right to limit in-school use to materials appropriate to educational purposes. The Board directs the Superintendent/Principal to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow teaching staff members access to information sources that have not been pre-screened using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer network(s) and declares unethical, unacceptable, inappropriate or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, instituting legal action or taking any other appropriate action as deemed necessary.

The Board provides access to computer network(s)/computers for educational purposes only. The Board retains the right to restrict or terminate teaching staff members access to the computer network(s)/computers at any time, for any reason. The Board retains the right to have the Superintendent/Principal or designee, monitor network activity, in any form necessary, to maintain the integrity of the network(s) and ensure its proper use.

Standards for Use of Computer Network(s)

Any individual engaging in the following actions declared unethical, unacceptable or illegal when using computer network(s)/computers shall be subject to discipline or legal action:

A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network(s). Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

C. Using the computer network(s) in a manner that:

1. Intentionally disrupts network traffic or crashes the network;
2. Degrades or disrupts equipment or system performance;
3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this policy; and/or
11. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.

Violations

Individuals violating this policy shall be subject to appropriate disciplinary actions as defined by Policy No. 3150, Discipline which includes but are not limited to:

1. Use of the network(s)/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;

5. Revocation of computer privileges;
6. Suspension;
7. Dismissal;
8. Legal action and prosecution by the authorities; and/or
9. Any appropriate action that may be deemed necessary as determined by the Superintendent/Principal and approved by the Board of Education.

N.J.S.A. 2A:38A-3

Adopted: 28 September 1999

POLICY

HOPE TOWNSHIP BOARD OF EDUCATION

SUPPORT STAFF MEMBERS
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Acceptable Use of Computer
Network(s)/Computers and Resources
By Support Members

4321 ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND RESOURCES BY SUPPORT MEMBERS

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow support staff members to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by support staff members to information sources but reserves the right to limit in-school use to materials appropriate to educational purposes. The Board directs the Superintendent/Principal to effect training of support staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow support staff members access to information sources that have not been pre-screened using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer network(s) and declares unethical, unacceptable, inappropriate or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, instituting legal action or taking any other appropriate action as deemed necessary.

The Board provides access to computer network(s)/computers for educational purposes only. The Board retains the right to restrict or terminate support staff members access to the computer network(s)/computers at any time, for any reason. The Board retains the right to have the Superintendent/Principal or designee monitor network activity, in any form necessary, to maintain the integrity of the network(s) and ensure its proper use.

Standards for Use of Computer Network(s)

Any individual engaging in the following actions declared unethical, unacceptable or illegal when using computer network(s)/computers shall be subject to discipline or legal action:

A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network(s). Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

C. Using the computer network(s) in a manner that:

1. Intentionally disrupts network traffic or crashes the network;
2. Degrades or disrupts equipment or system performance;
3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this policy; and/or
11. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.

Violations

Individuals violating this policy shall be subject to appropriate disciplinary actions as defined by Policy No. 4150, Discipline which includes but are not limited to:

1. Use of the network(s)/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;

5. Revocation of computer privileges;
6. Suspension;
7. Dismissal;
8. Legal action and prosecution by the authorities; and/or
9. Any appropriate action that may be deemed necessary as determined by the Superintendent/Principal and approved by the Board of Education.

N.J.S.A. 2A:38A-3

Adopted: 28 September 1999

Appendix B – Student Acceptable Use Policy

Hope Township Elementary School Acceptable Use Policy

Parent/Guardian and Student: Please read the following document carefully before signing the attached form.

Hope Township Elementary School is pleased to offer students access to a computer network and the internet. To gain access to the Internet, all students must obtain parental permission as verified by the signatures on the attached form. Should a parent prefer that a student not have Internet access, use of the computers is still possible for more traditional purposes such as word processing.

What is possible?

Access to the internet will enable students to explore thousands of libraries, databases, museums, and other repositories around the world. Families should be aware that, even with web filtering hardware in place, some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support and respect each family's right to decide whether or not to apply for access.

What is expected?

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

What are the rules?

Privacy -- Network storage areas may be treated like school lockers. Administrators may review communications to maintain system integrity and to insure that students are using the system responsibly.

Storage Capacity -- Users are expected to remain within allocated disk space and delete materials which take up excessive storage space.

Illegal Copying -- Copyright laws should always be followed. Students should never download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the Technology Coordinator. Nor should students copy other people's work or intrude into other people's files.

Inappropriate Material or Language -- Profane, abusive or impolite language should not be used to communicate nor should materials be accessed which are not in line with the rules of school behavior. A

good rule to follow is never view, send, or access materials which you would not want your teachers and parents to see. Should students encounter such material by accident, they should report it their teacher immediately.

Removable Media – Students are not permitted to use personal disks into (3 ½ floppy, CD, etc...) and /or transfer information onto school machines without first obtaining permission from the Chief School Administrator, Assistant Principal or Technology Coordinator.

Inappropriate Use of Equipment – Students are not permitted to tamper or alter hardware/software configurations; delete files/programs; deface equipment (including CPU, monitor, keyboard, mouse etc...); remove or change cables; print excessively; or perform any other action that may result in damage of school machines.

Guidelines

These are guidelines to follow to prevent the loss of network privileges at Hope Township Elementary School.

1. Do not use a computer to harm other people or their work.
2. Do not damage the computer or the network in any way.
3. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.
4. Do not violate copyright laws.
5. Do not view, send, or display offensive messages or pictures.
6. Do not share your password with another person.
7. Do not waste limited resources such as disk space or printing capacity.
8. Do not trespass in another's folders, work, or files.
9. Do notify an adult immediately, if by accident, you encounter materials which violate the miles of appropriate use.
10. BE PREPARED to be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated.

Violations may result in a loss of access as well as other disciplinary or legal action.

Hope Township Elementary School
Acceptable Use Policy
2003-2004

Parent Permission & User Agreement Form

Parent:

As the parent or guardian of a student at Hope Township Elementary School, I have read the above information about the appropriate use of computers at the school and I understand this agreement will be kept on file at the school. I also understand that violations may result in a loss of access as well as other disciplinary and/or legal action. (Questions should be directed to an administrator for clarification.)

_____ Yes, my child may use the Internet while at school according to the rules outlined.

_____ No, I would prefer that my child not use the Internet while at school.

Parent Name (print) _____
Parent Signature _____ **Date** _____

Student:

As a user of the Hope Township Elementary School computer network, I agree to comply with the above stated rules and to use the network in a constructive manner. I understand that violations may result in a loss of access as well as other disciplinary or legal action

Student Name (print): _____
Student Signature _____ **Date:** _____

Homeroom Teacher:

As the homeroom teacher of the student, I agree to supervise and create a safe environment for all users. All violations noted during usage under my supervision will be reported immediately to the CSA, Assistant Principal and Technology Coordinator to maintain a safe environment for all users.

Homeroom Teacher: _____ **Grade:** _____
Teacher Signature: _____ **Date:** _____

