



**THREE-YEAR DISTRICT
TECHNOLOGY PLAN:
2010 – 2013**

**Gloucester City Public Schools
Gloucester City, NJ**

Paul Spaventa
Superintendent of Schools

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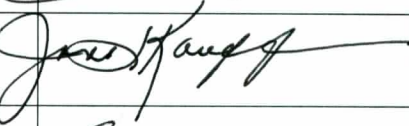




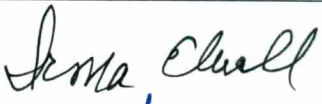





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I. Stakeholders – Technology Planning Committee

Stakeholder Table		
Title	Name	Signature
Superintendent	Paul Spaventa	
Principal	Jack Don Kenneth Wagstaff	 
Technology Director	Janet Kauffmann	
Curriculum Director	Elizabeth Curry	
Teacher	Mary Beth Reiners Kathleen Schoener	 
Special Education Teacher	Sandra Hughes	
Library Media Specialist	Irma Elwell	
Guidance	Sean Gorman	
Technology Coordinators	Bernie Collins Thomas Cunningham	 
Parent	Harlan Blackiston	
Student	Frank Klemowitz	
Community Member		

II. Executive Summary

District Profile

The Gloucester City Public School System is designated as a School Development Authority (SDA) District. This new designation has been assigned replacing the Abbott District label. All districts receiving funding for the construction of new school buildings fit under the SDA model. Our Abbott monies have remained constant, with no increases. That funding has been instrumental in providing math and language arts coaches, helping to keep productive class sizes and providing an early childhood program that has given the children of Gloucester City an opportunity to succeed in the educational process.

Gloucester City Public Schools is a Pre-K3 through Grade 12 District that also runs a successful adult education program. Situated in Camden County, the district is home to four schools with an enrollment of approximately 2200 students. The district maintains a state of the art web presence at <http://www.gcsd.k12.nj.us> that provides the community with up-to-date information about school programs and events.

The district is well known for its' exemplary curricular offerings. We have a strong commitment to structured Academies serving diverse needs and interests, including a Technology Academy. The District is committed to providing student centered technology access most notably through a successful 1:1 laptop initiative at our high school. Our students' academic lives are further enriched by well rounded and successful programs in the Arts and Athletics.

Our district technology planning process is a collaborative effort facilitated by School Leadership Committees consisting of administrators, teachers, coaches, parents and community members. This diverse group provides curriculum and pedagogical expertise, technology leadership, administrative support and input from parents and the community.

District Mission Statement

The educational process of the Gloucester City Public School District is the embodiment of visionary leadership, involved community, and individual needs. It is characterized by a holistic approach, by technological innovation, and by the development of socially responsible citizens. All students in the Gloucester City School District will be able to demonstrate the skills as outlined in the New Jersey Core Curriculum Content Standards. The students of the Gloucester City Schools will become contributing members of a changing economy and be prepared and committed to life long learning.

District Technology Vision Statement

Our district believes that the school of tomorrow will not be bound by walls or limited to a standard school day. In a society that is dependent on information and knowledge, equitable and universal access is essential to the learning process. With the guidance of skilled educators and community members, all students will have the opportunity to become actively engaged in the learning process as they think, create, inquire, solve problems and communicate in collaborative and interdisciplinary environments. Students will emerge as lifelong learners, productive members of the workforce and citizens that can contribute to society. The Technology Department is committed to providing the necessary resources and support to allow all students to

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practice the essential skills of communication and collaboration while learning what it means to be a citizen in the digital era.

III. Technology Overview

A. Technology

Our district's 2007-2010 technology plan was centered around professional development and strategies for curriculum integration with a focus on cross curricular strategies to bring technology into every content area. The plan also included details about our continuing commitment to maintaining a technology infrastructure capable of meeting both current and emerging needs. This new plan continues that commitment to meeting the needs of the district by providing appropriate infrastructure support. The 2010-2013 plan includes strategies to move toward more student centered technology activities that will help our students achieve the goals of the new 8.1 and 8.2 standards with an emphasis on communication, collaboration and citizenship in the digital era. The plan supports our commitment to fiscal responsibility and to building strong student and professional learning communities.

1. Technology Inventory (Current)

The district maintains a wide variety of equipment including the hardware, software, networking equipment and supplies necessary to ensure that students and staff have access to the technology they need for successful integration in all content areas. To achieve this goal, standards for equipment and software have been established that include but are not limited to the following-

All student and staff workstations will have a **minimum** of:

- Network Interface Card
- Pentium III Processor
- Ram equal to or greater than 512 MB
- Hard Drives of 40 GB or larger
- SVGA Video Cards
- Sound Cards with Audio Output devices
- 17 inch or larger monitor
- Access to a network printer
- WindowsXP
- Microsoft Office 2003

All teacher workstations will have access to presentation media in the form of:

- A TvAator unit connected to a classroom television
- A ceiling mounted LCD projector
- A Smart Board unit with a ceiling mounted projector

The district's network is currently a client-server based environment running on Novell Netware 6.5 or Windows Server 2003. All client workstations are running on WindowsXP. Dell is the current standard for district servers and workstations. Cisco is the current standard for all core and edge switches with Cat 5 or Cat 6 between the MDF-IDF's and client locations. The High School currently has a CISCO wireless network consisting of 50 remote access points providing wireless network access for the entire campus. Internet service is currently being handled by a dedicated DS3 line with 20MG

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throughput at the High School that also services the Elementary School through a direct fiber line between the High School and Elementary School and separate T1 lines at the Middle School and Adult School with 1.5MG throughput at each facility. Internet service is currently handled by SNIP.

The district telecommunication services include a PSI/Siemens Phone System that services the entire district providing telephone and voicemail services. Local phone service is provided by Verizon and Xtel, Long Distance is also covered by Xtel. Verizon Wireless covers cell phone service for employees who status requires them to have availability beyond the walls and time of the school day.

The current inventory summary sheet shows location and details of the equipment in the Technology Overview

	CSS	GHS	MEC	AEP	Totals
Desktop Computers - Student	111	82	52	0	245
Desktop Computers - Teacher	82	105	38	9	234
Desktop Computers - Staff	25	40	34	5	104
Desktop Computers - Labs	25	125	55	18	223
Desktop Computers - Media Center	5	39	5	0	49
Laptop Computers - Dedicated	5	16	10	1	32
Laptop Computers -Wireless Labs	54	65	48	0	167
Laptop Computers - Student	0	160	0	0	160
Laser Printers	10	26	24	1	61
Inkjet Printers	99	86	43	10	238
Scanners	12	20	27	1	60
Smart Boards - Stationary	28	25	27	0	80
Smart Boards - Portable	2	0	0	2	4
Mimio Portable Interactive Boards	0	2	1	0	3
Ceiling Mounted LCD Projectors	3	6	3	0	12
Projectors	3	2	0	4	9
Portable A/V Carts	1	4	0	1	6
iPod Cart	0	1	0	0	1
Senteo Units (24 remote sets)	0	2	1	0	3
Digital Cameras	9	3	2	1	15
Video Cameras	13	10	1	0	24
Document Cameras	1	1	1	0	3
Portable Sound Systems	1	1	1	0	3
eBook Readers	0	3	0	0	3
Alpha Smarts Units	5	4	5	0	14
Adaptive Touch Screen Monitors	8	0	0	0	8
Polycom Units	1	1	1	0	3
Wii Units	1	7	7	0	15

2. Technology Inventory (Needed to Improve Student Academic Achievement)

Technology Department staff have reviewed district goals and completed network surveys to create a three-year plan that covers all inventory and services necessary to help the district meet or exceed those goals and improve student academic achievement. The inventory and services are broken down as follows -

Technology supplies and equipment

- Student workstations and laptops to support the move to student-centered technology use
- Digital Still and Video cameras for classroom use
- Dell Servers to replace EOL equipment
- LCD projector units to replace failed equipment at teacher workstations
- Supplies and replacement parts for equipment
- Supplies and replacement parts for ID Card system

Networking capacity

- The District will continue to use **Revinex** for network back-up
- The District will continue to use **Novell** for both the network operating system and for **GroupWise** email. A Novell OES conversion to Linux is planned.
- The district plans to replace EOL Cluster Services with a **Compellent** SAN solution environment – this replacement is critical to the ongoing function of the network

Software used for curricular support and filtering

Filtering Software –

- The District will continue to use **K12USA Schools Secure School** product to provide CIPA compliant internet filtering services
- The District will continue to **Symantec Security Services**
- The District will continue to use **Barracuda** appliances to filter email to control for SPAM and to archive email in compliance with federal law

Online Curriculum Services

- Moodlerooms** – The district will continue to use Moodlerooms to provide network capacity and support services
- Athena or Follett** software for Media Center resource management
- Classroll** – Online teacher grade book and parent portal
- Virtual High School** – Online course options to expand curricular offerings
- Discovery Education/United Streaming** – online provider of digital content
- Brain Pop** – online provider of digital content for elementary and middle school age students
- Study Island** – online provider of digital curriculum for language arts, math, science and technology
- SuccessMaker** – provider of computer based enrichment for language arts

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Open Source Products

- GIMP** – Digital imaging software
- Audacity** – Audio editing software
- iTalc** – Computer lab management software
- Moodle** – Online learning environment software
- TimeTrex** – Maintenance management software
- OpenOffice** – An alternative to Microsoft Office
- PDFCreator** – Software to convert office documents to pdf format

Technology maintenance policies and agreements

Equipment Warranties –

- CISCO** for switch warranties
- Oce** for copier/printer services
- Dell** – Server warranties and support

Licensing Agreements –

- RIM** for Blackberry services
- Numara** for Help Desk and Inventory management control
- Citrix** for remote access
- Novell** – for network services including GroupWise, Zen Management and File Systems

Telecommunications services

- Internet Services** – The district plans to migrate to a different internet service provider in July 2010. This move will allow us to increase bandwidth, which is at a critical state, and reduce our costs. Included in the migration will be the replacement of EOL pix firewall appliances.
- Phone Services** – The district is investigating options to prepare for replacement of an aging phone system including participation in a county wide VOIP project and conversion to a VOIP system
- Verizon** – local and long distance phone service
- X-Tel** – phone services

Technical support

- The District will use **Novacoast** for Network Services and Repairs
- The District will use **Intellicom** for Paging System support
- The District will use **Jan Communications** for Portable communications support and repair

Facilities infrastructure

- Controlled Access** – Security System at CSS and GHS support
- Switch and workstation support for **Trane** HVAC system

Other services

- Student Information System** – The district intends to continue it's relationship with **MMS (Modular Management for Schools)** to provide Student Information Services including Attendance, Scheduling, Grading, Discipline,

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Health and State Reporting functions throughout the three years covered by this plan.

Student Notification System – The district will continue to use **Global Connect** services to provide phone notification service for the community.

Food Services – The district will continue to use **LunchTime** cafeteria management software for monitoring the Free and Reduced lunch stats and for Point of Sale operations in the cafeteria

Inventory Table

The three year inventory table contains projections of the technology necessary to meet the goals of this technology plan. Detailed descriptions of services and programs can be found on the inventory narrative.

Three-Year Technology Plan Inventory Table			
Area of Need	Describe for 2010-11	Describe for 2011-12	Describe for 2012-13
Technology Equipment	Student workstations and netbooks Digital still and video cameras Dell Servers LCD Projectors Supplies Upgrade EOL Equipment	Student workstations and netbooks Digital still and video cameras Dell Servers LCD Projectors Supplies Upgrade EOL Equipment	Student workstations and netbooks Digital still and video cameras Dell Servers LCD Projectors Supplies Upgrade EOL Equipment
Network Capacity	Revinex Novell Upgrades GroupWise SAN replacement Upgrade EOL Equipment	Revinex Novell Upgrades GroupWise Upgrade EOL Equipment	Revinex Novell Upgrades GroupWise Upgrade EOL Equipment
Software used for curricular support and filtering	Secure School Symantec Security Barracuda Spam App Barracuda Archiver Moodlerooms Athena/Follett Classroll Virtual High School Discovery Education Brain Pop Study Island Success Maker GIMP Audacity iTalc Moodle TimeTrex OpenOffice PDF Creator	Secure School Symantec Security Barracuda Spam App Barracuda Archiver Moodlerooms Athena/Follett Classroll Virtual High School Discovery Education Brain Pop Study Island Success Maker GIMP Audacity iTalc Moodle TimeTrex OpenOffice PDF Creator	Secure School Symantec Security Barracuda Spam App Barracuda Archiver Moodlerooms Athena/Follett Classroll Virtual High School Discovery Education Brain Pop Study Island Success Maker GIMP Audacity iTalc Moodle TimeTrex OpenOffice PDF Creator

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	Upgrade EOL Equipment and software	Upgrade EOL Equipment and software	Upgrade EOL Equipment and software
Technology maintenance policy and plans	Cisco - switches Oce – Copier/Printer Dell – Servers RIM Blackberry Numara Citrix Novell Revise licensing and agreements for market conditions	Cisco - switches Oce – Copier/Printer Dell – Servers RIM Blackberry Numara Citrix Novell Revise licensing and agreements for market conditions	Cisco - switches Oce – Copier/Printer Dell – Servers RIM Blackberry Numara Citrix Novell Revise licensing and agreements for market conditions
Telecommunications Services	Line Systems RFP Services (planned) Verizon X-Tel PSI (current) Review for EOL	Line Systems RFP Services (planned) Verizon X-Tel PSI (current 2010) Review for EOL	Line Systems RFP Services (planned) Verizon X-Tel PSI (current 2010) Review for EOL
Technical Support	Novacoast Intellicom Jan Communications Revise licensing and agreements for market conditions	Novacoast Intellicom Jan Communications Revise licensing and agreements for market conditions	Novacoast Intellicom Jan Communications Revise licensing and agreements for market conditions
Facilities – infrastructure including central telephone & security systems	Controlled Access Trane – HVAC K12USA Worktrakker Revise licensing and agreements for market conditions	Controlled Access Trane – HVAC K12USA Worktrakker Revise licensing and agreements for market conditions	Controlled Access Trane – HVAC K12USA Worktrakker Revise licensing and agreements for market conditions
Other Services:	MMS Global Connect Lunchtime Revise licensing and agreements for market conditions	MMS Global Connect Lunchtime Revise licensing and agreements for market conditions	MMS Global Connect Lunchtime Revise licensing and agreements for market conditions

3. Assistive Technology

The district is committed to providing appropriate assistive technology support as outlined in student IEP's. The Child Study Team and the Technology Department work very closely to adopt and monitor equipment and software to meet the needs of all children. The district currently has the following assistive technology devices in place-

Alpha Smart Units for students with writing and organizational difficulties

Intellikeys keyboard for visually impaired students and for students with gross motor skill needs

An iPod Cart for the delivery of instruction using audio and video equivalents for content including literature, textbooks, podcasts and recorded instructions created by instructional staff

eBook readers for students with reading deficits

DynaVox handheld communication devices for speech support

The district also maintains relationships with several agencies to borrow assistive technology tools on an as needed basis.

4. Technology Access for Educators

Educators at Gloucester City Public Schools have access to a wide array of educational technology tools and programs. All teaching staff members have access to a full workstation in every instructional area. Every workstation has network and internet access. In addition to the teacher workstation, all Math, Science and Special Education classrooms have Smart Boards. At a minimum, all teacher workstations include Microsoft Office 2003, Microsoft Movie Maker, Microsoft Photostory, Inspiration or Kidspiration, Audacity, GIMP and Read Please. Additional software titles are installed on an as-needed basis.

In addition to fixed hardware and software in instructional areas, educators in all district schools have access to portable projection equipment, portable sound equipment, senteo responder units, mimeo portable interactive units, digital still and video cameras and classroom size laptop carts using an online equipment reservation process. At the high school, educators also have access to technology in dedicated computer labs during scheduled content time in both Language Arts and Math for all junior high students or through a reservations system for computer labs housed in the media center. Special Education teachers throughout the district have access to appropriate assistive technology devices to meet specific needs as indicated in student IEP's.

Teachers in each school have access to Classroll, an online grade book and teacher web page service. This instructional tool is widely used for student and parent communication and for instructional support for classroom activities including online homework and assignment postings. Access to this program is available off-campus.

All teachers have access to ongoing, sustained professional development programs designed to assist them in the planning and implementation of classroom

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technology including support from curriculum coaches and an online professional development community facilitated using the Moodle platform.

5. Technology Access for Administrators

Administrators in the Gloucester City Public Schools have access to a variety of technology products including workstations and dedicated wireless laptops. Some administrators also have access to email using Blackberry devices. All administrators have full access to school information from any remote site with internet availability – this access allows them to provide rapid response in any situation. Administrators also have access to Global Connect, a telephone calling system to enable them to communicate quickly with parents and the community.

The primary method of communication used by school administrators is through email. A system of shared folders on the network is also employed by administrators to share documents in an effort to promote and model the use of technology and to contain costs related to printing.

6. Website Accessibility

The Gloucester City Public Schools website underwent a complete revamping in the summer of 2009. In addition to the redesigned visual and organizational elements, the page was re-configured with the Electronic and Information Technology Accessibility Standards in mind. An effort was made to ensure that all stakeholders including students, parents, teachers, administrators, school board members and the community have equitable access to the information contained on the site. Some of the standards addressed in the redesign of the current website include –

- Text equivalents for every non-text item
- Equivalent alternatives are provided for multi-media presentations
- Documents are organized to be read without requiring associated style sheets
- Redundant text links are provided for all active regions
- Pages are designed to avoid page flicker
- Pages are designed to be accessible to older equipment with minimal or no scrolling

A district web master manages and updates the page content on a daily basis. The website is used as a means of communication for emergencies, for upcoming events and school closing information and for community notices. The website is also used as a repository of information making the district more transparent and allowing the community to view meeting minutes from both the Board of Education and the School Leadership Committee meetings and items including school handbooks and policies. The district web presence is also used to provide access links for a variety of programs in place for the district. One very popular section of the website is the food services section which contains school menus and nutritional information. In addition to community outreach, the website is used as an employee resource giving staff access to Technology help desk services, Classroll to maintain grades, equipment reservation requests, access to curriculum including the district Moodle online learning community and remote access to district email.

Plans are in place to expand our efforts to provide greater accessibility by adding additional alternatives including sound. The addition of RSS feeds in the future will allow

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community members to stay connected with important news and exciting information regarding our schools.

7. Technology Obsolescence Plan

Our district obsolescence plan focuses on two critical areas, hardware (including desktop computers, servers and peripherals) and software. Using Moore's Law as the foundation, the district will support instruction and services by balancing the desire of keeping technology current and functioning with the need to practice sound fiscal management by using technological components until they are no longer viable.

All equipment will be inventoried and reviewed on a regular basis. Equipment will be considered obsolete after at least 5 years of use or when the cost of repair exceeds 40% of the cost of a comparable replacement. Equipment may also be considered obsolete when it can no longer run up-to-date programs to support instruction. Equipment that has reached EOL status according to the manufacturer may be considered obsolete if parts and/or service become unavailable and/or after warranty repair and replacement is no longer available. Equipment includes, but is not limited to, all servers, switches, routers, desktops, laptops, and peripherals including printers, tv-ators, Smart Boards and projectors.

All operating system and application software will be inventoried and reviewed on a regular basis. Software will be considered obsolete when it is no longer compatible with the current desktop configurations and operating systems in use in the district.

Once equipment has been declared obsolete, suitable replacements will be found and equipment will be retired according to district guidelines. These guidelines include the removal of the item from inventory and written notice to the board office for approval. Once the salvage/trash lists have been approved, the district will offer equipment at public auction.

B. Cyber Safety

Gloucester City Public Schools view the safety of students and staff as a paramount priority. Several mechanisms are in place to ensure that the district is in compliance with both CIPA (Child Internet Protection Act) and the Protecting Students in the 21st Century Act. While compliance is a concern, our focus has been and will continue to be the safety of our students and staff and providing instructional programming to educate students, staff and the community on technology related safety and security issues. The following programs and procedures are in place and will continue to expand during the time frame covered in this three-year technology plan.

All internet access from within the district is filtered for appropriate content using K12USA Secure School filtering appliances. These appliances act as the district proxy servers and are fully CIPA compliant. Internet activity is monitored according to user groups and fully searchable logs are available to review activity.

Cisco Pix Firewall appliances are in place district wide to ensure that inappropriate content and malicious programs do not compromise district

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workstations. These appliances are monitored and adjusted on a regular maintenance schedule.

All workstations and servers employ Symantec End Point Protection to further guard from malicious programs that may be introduced by users within the network or through email.

Barracuda Spam filtering appliances are in place to ensure that malicious content is removed from email prior to reaching end users.

The district has several Acceptable Use Policies in place including a policy for students, staff, participants in the 1:1 laptop initiative and cell phone users. Copies of those agreements are attached in the Appendices

Parents are required to sign an Internet User Agreement at the beginning of each school year acknowledging that they have read and agreed to the appropriate Acceptable Use Policy for their student.

All staff members are required to sign an Internet User Agreement at the beginning of each school year acknowledging that they have read and agreed to the staff Acceptable Use Policy as outlined in staff handbooks. A revised Acceptable Use Policy will be presented to the board for approval at the March 2010 public meeting and will be included with the final submission of this plan in June 2010.

Staff who carry district issued cell phones are required to sign the District Cell Phone Use Policy.

All students receive instruction on cyber-safety including appropriate use of email, social networking sites, chat rooms and other online activities. The school system utilizes iSafe curriculum in addition to programming delivered by the Technology Department in cooperation with local law enforcement.

High School students also receive information regarding the appropriate use of cell phones and smart phones including information about sexting and cell phone camera usage. Staff members are presented with information regarding both CIPA and the Protecting Children in the 21st Century Act at staff in-service events.

At the time of this writing, the Technology Department is planning a Spring Technology Night that will include presentations to parents and the community on cyber-safety, cyber-bullying, safe and appropriate use of social networking sites, cell phone usage and the districts use of the Moodle online learning environment to teach these skills to our students. The plan is to make these Technology Nights annual events.

C. Needs Assessment

The district completed a needs assessment for both instructional and administrative staff using the online Survey Monkey service. The goals of the survey were to determine staff comfort level with instructional technology, their current practices and proficiencies and to identify barriers to successful use of technology in the classroom.

The survey results indicate that 48% of our instructional staff consider themselves to be intermediate users of technology who are able to apply tools for instruction, professional growth and research. The survey results also show that 57% of staff use technology tools primarily to enhance productivity in the form of email communication and online grade books. 55% state that they regularly use the internet to provide student activities to support curriculum. 9% report that they regularly use technology to provide curricular activities that include global outreach and collaboration and 13.5% make regular use of video streaming, podcasting and other web 2.0 tools for the delivery of instruction.

The survey also shows that administrative staff have a strong three prong approach to ensuring that teachers are using educational technology tools appropriately in the classroom including monitoring the inclusion of technology in weekly lesson plans, the inclusion of technology in formal classroom observations and the use of technology goals in creating professional development plans.

The results of the survey show that our current educational technology environment is mostly teacher centered and that a major barrier to becoming a more student centered environment is the availability of equipment for student use on a daily basis, this barrier has been identified consistently in the last three years during staff needs assessments. In the 2009-2010 school-year, a 1:1 laptop initiative that provided laptops to each senior was started to remedy this barrier. The district is currently seeking ways to expand this program to additional grade levels during the time frame covered by the 2010-2013 Technology Plan. At the current time, staff report that 53.7% of our students have access to technology on a daily basis. Our goal with the laptop initiative is to significantly increase the percentage of students who have daily access to the technology necessary to support student use of 21st century skills. We will continue to assess the needs of both students and teachers using a variety of means including needs assessment surveys, our informal classroom walk-through program and formal observations of technology use in the classroom.

The district is very committed to providing sustained, ongoing professional development on a wide range of topics including technology. Technology training sessions are offered on-campus, off-campus and online for both instructional staff and administrators. Training has been driven by staff requests and has included sessions on technology productivity tools for both school and classroom management and technology integration tools for teachers in the classroom and for administrators as an evaluation tool. For the 2009-2010 school-year, technology training was offered at full-day, half-day and mini-pd sessions held after school hours. These trainings covered a wide range of topics including the use of laptops in the classroom, creating publishable student work using Web 2.0 tools, using interactive whiteboards with responder units, using digital video in the classroom to create student products and on using classroom management tools to communicate with parents. New during the 2009-2010 school-year was the introduction of a Moodle Online Learning Environment. A staff needs assessment on training delivery identified a need to expand our options to accommodate staff having

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additional duties including coaches, tutors and school committee members. We also were responding to the need to introduce Web 2.0 communication and collaboration tools without compromising student safety and remain in compliance with both CIPA and the Protecting Children in the 21st Century Act. We are currently running 3 week sessions on Creating an online student learning community, Public Service Announcements in the Classroom, Podcasting in the Classroom, Web 2.0 tools for Teachers and a Classroll Teachers Lounge. Administrators have been provided with professional development to evaluate the use of Moodle Environments during observations.

In addition to professional development programs, instructional staff can seek support for the use educational technology from curriculum coaches who help develop lesson plans and model the appropriate use of technology. The Technology Department Help Desk program provides instructional support from highly qualified, trained technology professionals and, at the high school, from students who have been trained to provide support for the hardware and software made available by the district. The online Moodle community also contains a Teachers Lounge area where teachers can communicate and collaborate with staff district wide to share ideas and provide collegial support.

Our needs assessment shows a clear need to provide students with greater access to technology equipment. The results of our successful 1:1 laptop initiative for the senior class has resulted in a strong commitment on the part of the district to provide a laptop to all students so they can communicate, collaborate and learn content in all curriculum areas using the same tools they find outside of school while acquiring the skills necessary to truly become productive citizens in the digital era. In addition to providing access to equipment, the technology department is committed to providing and maintaining the infrastructure necessary to support the use of laptops in an online environment. The curriculum department is equally committed to providing high quality professional development to staff so they can learn to use these new tools effectively and efficiently.

The district has already installed a wireless network at the high school to support the use of laptops in instructional areas without the need to run sufficient data drops to every classroom. The technology department will continue to monitor and maintain the system to accommodate the load required for additional equipment. This infrastructure set-up and maintenance is critical to the success of the program. The Technology Department must also build appropriate infrastructure at the Elementary and Middle School to support additional student workstations and equipment to provide access to student centered instructional tools. The technology department will also aggressively pursue options to reduce the cost of all projects by piloting and implementing Open Source alternatives that will allow the district to reapportion resources to support student centered projects and staff professional development. The final element of the program will be developing and delivering professional development to support teachers as they shift to new ways of delivering content in all curricular areas and for administrators to encourage the use of new technologies methods and provide appropriate feedback to teachers as part of both informal and formal observations.

IV. Three-Year Goals and Objectives

A. History (2007 – 2010)

Goal One – Improve student academic achievement through the use of technology in Grades K-12 by 2010

This goal is being met through the utilization of technology based enrichment programs including Success Maker and Study Island. The district has seen a dramatic improvement in Language Arts Scores at the Junior High and especially at Mary Ethel Costello School. The impact that the individual programs had on testing is difficult to measure in isolation and must be kept in the context of being on part of an organized commitment to improving student achievement with support from tutors and the introduction of the Power Hour at Mary Ethel Costello School.

Goal Two - To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes high school, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

This goal is being met through a fully articulated technology literacy program that starts at our Cold Springs School and builds through the Junior High where students are assessed and determined to be fully capable of using technology products in all content areas. The articulation between buildings and grade levels is in place for both technology focused courses and for all content areas.

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

This goal is being met by a commitment to provide curriculum units that fully integrate technology in all content areas, by ongoing sustained professional development that addresses the needs of staff to participate in a variety of training venues and by a supportive team of curriculum coaches and technology support staff who provide technology training, application support and model lessons on a regular basis.

B. Three-Year Goals and Objectives (2010 – 2013)

Goal One - Instruction

Students will use digital tools and media-rich resources to enhance creativity and the construction of knowledge. (From the 8.1 and 8.2 standard)

Objective

Students will be able to utilize a variety of digital tools to create products that demonstrate mastery of subject matter in all content areas

Activity Table – Goal One

Students will use digital still cameras to document research and create a publishable project

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Students will use digital video cameras to present information in the form of podcasts for publication on the web

Students will use digital tools to conduct research and present the findings of that research

Students will use digital tools to practice communication skills in collaborative communities

Goal Two - Instruction

Students will use digital tools to access information in order to solve problems individually and collaboratively and to create and communicate knowledge

Objective

Students will be able to utilize digital communication tools to fully participate in online learning communities

Activity Table - Goal Two

Students will participate in online communication delivery systems including appropriate use of chat rooms and social networking using the Moodle Online Learning Environment

Students will use digital tools to conduct research, answer hypothesis statements, and present the results of their work using online publishing tools.

Students will have the opportunity to participate in online learning programs covering a variety of subject areas where they will engage in collaborative processes with students both locally and globally such as online courses through Virtual High School and other content providers.

Students will use Virtual Worlds to simulate real life situations to solve problems, create knowledge, and communicate with their peers.

Goal Three - Instruction

Students will practice safe, legal and ethical behaviors as they relate to societal concerns regarding the impact technology has on society.

Objective

Students will be able to analyze and evaluate digital content and make appropriate choices that demonstrate their ability to discriminate between behaviors that are safe, legal and ethical and those that are not.

Activity Table – Goal Three

Students will be able to model legal and ethical behaviors when using both print and non-print information by citing resources.

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Students will be able to utilize alternative resources to acquire and use content including the application of fair use and Creative Commons licensing and guidelines.

Students will be able analyze acceptable use agreements and online policies and demonstrate their understanding of the underlying principles of safety, security and ethical behavior.

Students will be able to participate freely and safely in online social networking activities while maintaining acceptable levels of personal security and socially acceptable behavior.

Goal Four – Professional Development

All staff will use digital tools to enhance instruction and provide a vehicle for students to construct knowledge and promote creativity.

Objective

Staff will be able to guide students to create products using a variety of digital tools to help students construct knowledge and promote creativity in all content areas.

Activity Table – Goal Four

Staff will have the opportunity to participate in ongoing, sustained professional development sessions to enable them to use digital imaging tools to help students create authentic projects that will allow them to demonstrate mastery of content area material by producing publishable projects

Staff will have the opportunity to participate in ongoing, sustained professional development sessions to enable them to help students conduct research and produce products to present the results of that research.

Staff will have the opportunity to participate in and create online learning communities to help students learn the skills of communication, collaboration and citizenship while producing products to demonstrate mastery of content area material.

Goal Five – Professional Development

All staff will use technology to help all students access information and learn the critical skills of problem solving, collaboration and communication.

Objective

Staff will be able to create and manage online student learning communities to provide students with the opportunity to practice the critical skills of problem solving, collaboration and communication in a global environment.

Activity Table – Goal Five

Staff will have the opportunity to participate in an online Professional Learning Community using the Moodle platform to acquire the skills necessary to help

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students master Web 2.0 tools including the use of collaborative and communication technologies.

Goal Six – Professional Development

All staff will use technology to help students understand and practice digital citizenship skills including safe, ethical and legal behaviors when functioning in a global society.

Objective

Staff will promote and model digital citizenship skills including responsible social interactions related to the use of technology and information

Activity Table – Goal Six

Staff will have the opportunity to engage in professional development activities that will give them the skills and knowledge to teach students how to practice safe, legal and ethical behaviors when using technology and digital communication products.

Goal Seven – Technology and Infrastructure Support

The Technology Department will maintain adequate network and instructional technology resources to ensure that the district is able to meet instructional goals and provide a safe and secure environment for students and staff.

Objective

The Technology Department will support instructional staff by ensuring that network resources are available and in optimal working order for seamless integration of technology in all content areas.

Activity Table – Goal Seven

Technology Department staff will manage and maintain the network using TrackIt Technology Management Software to monitor hardware and software inventory, track the availability of mobile equipment and provide timely help desk support for hardware and software questions and concerns.

Technology Department staff will manage and monitor staff and student access to network resources to ensure that a viable working environment is in place and provide a safe and secure online experience for students and staff.

Technology Department staff will work closely with instructional staff to provide training for all available network resources including hardware, software, internet services and network shared services.

Goal Eight - Technology and Infrastructure Support

The Technology Department will provide access to current and emerging technologies that will allow our students to be connected to people and places and facilitate the acquisition of communication, collaboration and citizenship skills

Objective

The Technology Department will continually monitor and manage network resources to provide optimum access to Web 2.0 tools while maintaining a safe and secure environment for all students and staff and ensure compliance with both CIPA and the Protecting Children in the 21st Century Act.

Activity Table – Goal Eight

The Technology Department will work closely with instructional staff to provide access to a variety of Web 2.0 tools using the Moodle platform as a safe, secure environment.

The Technology Department will advise staff on the options available to them while maintaining compliance with regulations.

Goal Nine - Technology and Infrastructure Support

The Technology Department will continually review resources and programs, read literature and collect information that will allow the district to provide high quality instructional technology services while aggressively practicing fiscal responsibility.

Objective

The Technology Department will participate in professional development activities to learn about and implement new and emerging technology programs that will allow the district to meet its' goals of fully integrating technology with a commitment to investigating fiscally responsible solutions including the use of shared services agreements and Open Source initiatives.

Activity Table – Goal Nine

The Technology Department will research, test and pilot a variety of Open Source products that will provide access to new and emerging technologies thus saving the district money by providing alternative programs at little or no cost when available.

The Technology Department will maintain an inventory of resources to share with instructional staff to provide access to programs to avoid redundant purchasing between departments

The Technology Department will continually seek new and emerging programs and projects to help move instructional technology use from a teacher centered approach to a more student centered approach as indicated in district curriculum guidelines that have been revised to include exemplary technology integration in all content areas with grade level articulation.

Goal Ten - Achieving the Goals of NCLB

The District will ensure that all students be technologically literate by the end of grade eight.

Objective

The District will continue its' programs designed to ensure that all students are technologically literate by the end of grade eight.

Activity Table – Goal Ten

The Curriculum Department will continue to modify and monitor current programs that articulate technology instruction through Kindergarten through Grade 6 for direct instruction of the technology skills outlined in Standards 8.1 and 8.2

The Curriculum Department will continue to modify and monitor current programs that articulate technology instruction for Grades 7 & 8 to achieve skills outlined in Standards 8.1 and 8.2

V. Three-Year Implementation and Strategies Table - July 2010 – June 2013

Three-Year Technology Implementation and Strategies Table

Goal One - Instruction

Students will use digital tools and media-rich resources to enhance creativity and the construction of knowledge. (From the 8.1 and 8.2 standard)

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Students will be able to utilize a variety of digital tools to create products that demonstrate mastery of subject matter in all content areas	Students will use digital still cameras to document research and create a publishable project	ongoing	Coaches Teachers	Student Artifacts
	Students will use digital video cameras to present information in the form of podcasts for publication on the web	ongoing	Coaches Teachers	Student Artifacts
	Students will use digital tools to conduct research and present the findings of that research	ongoing	Coaches Teachers	Student Artifacts
	Students will use digital tools to practice communication skills in collaborative communities	ongoing	Coaches Teachers	Student Artifacts

Goal Two - Instruction

Students will use digital tools to access information in order to solve problems individually and collaboratively and to create and communicate knowledge

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Students will be able to utilize digital communication tools to fully participate in online learning communities	Students will participate in online communication delivery systems including appropriate use of chat rooms and social networking using the Moodle Online Learning Environment	ongoing	Coaches Teachers Director of Technology	Student Artifacts
	Students will use digital tools to conduct research, answer hypothesis statements, and present the results of their work using online publishing tools.	ongoing	Coaches Teachers Director of Technology	Student Artifacts
	Students will have the opportunity to participate in online learning programs covering a variety of subject areas where they will engage in collaborative processes with students both locally and globally such as online courses through Virtual High School and other content providers.	ongoing	Coaches Teachers Director of Technology	Student Artifacts
	Students will use Virtual Worlds to simulate real life situations to solve problems, create knowledge, and communicate with their peers.	ongoing	Coaches Teachers	Student Artifacts

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Goal Three - Instruction				
Students will practice safe, legal and ethical behaviors as they relate to societal concerns regarding the impact technology has on society.				
Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Students will be able to analyze and evaluate digital content and make appropriate choices that demonstrate their ability to discriminate between behaviors that are safe, legal and ethical and those that are not.	Students will be able to model legal and ethical behaviors when using both print and non-print information by citing resources.	ongoing	Coaches Teachers	Student Artifacts
	Students will be able to utilize alternative resources to acquire and use content including the application of fair use and Creative Commons licensing and guidelines.	ongoing	Coaches Teachers	Student Artifacts
	Students will be able analyze acceptable use agreements and online policies and demonstrate their understanding of the underlying principles of safety, security and ethical behavior.	ongoing	Coaches Teachers	Student Artifacts
	Students will be able to participate freely and safely in online social networking activities while maintaining acceptable levels of personal security and socially acceptable behavior.	ongoing	Coaches Teachers	Student Artifacts
Goal Four – Professional Development				
All staff will use digital tools to enhance instruction and provide a vehicle for students to construct knowledge and promote creativity				
Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Staff will be able to guide students to create products using a variety of digital tools to help students construct knowledge and promote creativity in all content areas.	Staff will have the opportunity to participate in ongoing, sustained professional development sessions to enable them to use digital imaging tools to help students create authentic projects that will allow them to demonstrate mastery of content area material by producing publishable projects	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts
	Staff will have the opportunity to participate in ongoing, sustained professional development sessions to enable them to help students conduct research and produce products to present the results of that research	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts
	Staff will have the opportunity to participate in and create online learning communities to help students learn the skills of communication, collaboration and citizenship while producing products to demonstrate mastery of content area material	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts

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Goal Five – Professional Development				
All staff will use technology to help all students access information and learn the critical skills of problem solving, collaboration and communication.				
Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Staff will be able to create and manage online student learning communities to provide students with the opportunity to practice the critical skills of problem solving, collaboration and communication in a global environment	Staff will have the opportunity to participate in an online Professional Learning Community using the Moodle platform to acquire the skills necessary to help students master Web 2.0 tools including the use of collaborative and communication technologies.	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts
Goal Six – Professional Development				
All staff will use technology to help students understand and practice digital citizenship skills including safe, ethical and legal behaviors when functioning in a global society				
Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Staff will promote and model digital citizenship skills including responsible social interactions related to the use of technology and information	Staff will have the opportunity to engage in professional development activities that will give them the skills and knowledge to teach students how to practice safe, legal and ethical behaviors when using technology and digital communication products.	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts

Gloucester City Public Schools District Technology Plan (2010-2013)

Goal Seven – Technology and Infrastructure Support

The Technology Department will maintain adequate network and instructional technology resources to ensure that the district is able to meet instructional goals and provide a safe and secure environment for students and staff.

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective The Technology Department will support instructional staff by ensuring that network resources are available and in optimal working order for seamless integration of technology in all content areas.	Technology Department staff will manage and maintain the network using TrackIt Technology Management Software to monitor hardware and software inventory, track the availability of mobile equipment and provide timely help desk support for hardware and software questions and concerns.	ongoing	Director of Technology Technology Coordinators	TrackIt Reporting Monthly Tech Reports
	Technology Department staff will manage and monitor staff and student access to network resources to ensure that a viable working environment is in place and provide a safe and secure online experience for students and staff.	ongoing	Director of Technology Technology Coordinators	TrackIt Reporting Monthly Tech Reports
	Technology Department staff will work closely with instructional staff to provide training for all available network resources including hardware, software, internet services and network shared services.	ongoing	Director of Technology Technology Coordinators Coaches	TrackIt Reporting Monthly Tech Reports

Goal Eight - Technology and Infrastructure Support

The Technology Department will provide access to current and emerging technologies that will allow our students to be connected to people and places and facilitate the acquisition of communication, collaboration and citizenship skills

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective The Technology Department will continually monitor and manage network resources to provide optimum access to Web 2.0 tools while maintaining a safe and secure environment for all	The Technology Department will work closely with instructional staff to provide access to a variety of Web 2.0 tools using the Moodle platform as a safe, secure environment.	ongoing	Director of Technology Technology Coordinators Coaches	TrackIt Reporting Monthly Tech Reports Sign-In Sheets
	The Technology Department will advise staff on the options available to them while maintaining compliance with regulations.	ongoing	Director of Technology Technology	TrackIt Reporting Monthly Tech Reports Sign-In Sheets

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students and staff and ensure compliance with both CIPA and the Protecting Children in the 21 st Century Act.			Coordinators Coaches	

Goal Nine - Technology and Infrastructure Support
 The Technology Department will continually review resources and programs, read literature and collect information that will allow the district to provide high quality instructional technology services while aggressively practicing fiscal responsibility

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective The Technology Department will participate in professional development activities to learn about and implement new and emerging technology programs that will allow the district to meet its' goals of fully integrating technology with a commitment to investigating fiscally responsible solutions including the use of shared services agreements and Open Source initiatives	The Technology Department will research, test and pilot a variety of Open Source products that will provide access to new and emerging technologies thus saving the district money by providing alternative programs at little or no cost when available.	ongoing	Director of Technology Technology Coordinators Coaches	TrackIt Reporting Monthly Tech Reports
	The Technology Department will maintain an inventory of resources to share with instructional staff to provide access to programs to avoid redundant purchasing between departments	ongoing	Director of Technology Technology Coordinators Coaches	TrackIt Reporting Monthly Tech Reports
	The Technology Department will continually seek new and emerging programs and projects to help move instructional technology use from a teacher centered approach to a more student centered approach as indicated in district curriculum guidelines that have been revised to include exemplary technology integration in all content areas with grade level articulation.	ongoing	Director of Technology Technology Coordinators Coaches	TrackIt Reporting Monthly Tech Reports

Goal Ten – Achieving the Goals of NCLB
 The District will ensure that all students be technologically literate by the end of grade eight.

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective The District will continue its' programs designed to ensure that all students are technologically literate by	The Curriculum Department will continue to modify and monitor current programs that articulate technology instruction through Kindergarten through Grade 6 for direct instruction of the technology skills outlined in Standards 8.1 and 8.2	June 2010 June 2011 June 2012	Director of Curriculum Director of Technology Teachers	Checklist for Grade 2 Rubric for Grade 6 Student Artifacts

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the end of grade eight.	The Curriculum Department will continue to modify and monitor current programs that articulate technology instruction for Grades 7 & 8 to achieve skills outlined in Standards 8.1 and 8.2	June 2010 June 2011 June 2012	Director of Curriculum Teachers Director of Technology	Student Artifacts Study Island Metrics
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VI. Funding Plan

Funding Plan (July 2010- June 2011)

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 Technology Plan Anticipated Funding Table (2010-2011)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Internet Access		84,000*		
Software Licensing, Maintenance and Warranty Renewals		161,375		
Filtering Software and Services		38,420		
Instructional Technology Equipment and Supplies (under \$2,000)		302,000** 152,345		
Instructional Licensing and Renewals		48,500*		
Infrastructure Upgrades and Repairs		225,000*,** 42,000		
Professional Development for Technology Staff		8,600		
Communication Services, Repairs and Upgrades		375,000*,**		

*** Prior to erate re-imbursement ** Projects**

Funding Date for erate purposes will be provided after final BOE budget approval

Funding Plan (June 2011-July 2012)

Three-Year Technology Plan Anticipated Funding Table (2010-2011)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Internet Access		84,000*		
Software Licensing, Maintenance and Warranty Renewals		161,375		
Filtering Software and Services		38,420		
Instructional Technology Equipment and Supplies (under \$2,000)		156,000** 152,345		
Instructional Licensing and Renewals		48,500*		
Infrastructure Upgrades and Repairs		42,000		
Professional Development for Technology Staff		8,600		
Communication Services, Repairs and Upgrades		25,000		

* Prior to erate re-imbursement

** Projects

Funding Plan (June 2012- July 2013)

Three-Year Technology Plan Anticipated Funding Table (2010-2011)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Internet Access		84,000*		
Software Licensing, Maintenance and Warranty Renewals		161,375		
Filtering Software and Services		38,420		
Instructional Technology Equipment and Supplies (under \$2,000)		156,000** 152,345		
Instructional Licensing and Renewals		48,500*		
Infrastructure Upgrades and Repairs		42,000		
Professional Development for Technology Staff		8,600		
Communication Services, Repairs and Upgrades		25,000		

* Prior to erate re-imbursement

** Projects

**GLOUCESTER CITY BOARD OF EDUCATION
GLOUCESTER CITY, NEW JERSEY 08030**

MARCH 9, 2010

Upon the Superintendent's recommendation, Motion by Mrs. Waddington, seconded by Mrs. Borger to approve the following Curriculum Items.

RCV # 4 – 9 votes yes, 1 member absent. Motion approved.

Curriculum

1. Approve the Three Year Technology Plan SY 2010-2013.

This is to certify that the above Motion was passed by the Gloucester City Board of Education at the MARCH 9, 2010 Board Meeting.


Margaret M. McDonnell, Secretary

VII. Professional Development

- A. The person responsible for coordinating the professional development activities as stated in the district's professional development plan is
Elizabeth Curry, Director of Curriculum and Instruction
- B. Describe the planned professional development activities for teachers, administrators, and school library media personnel to meet the goals of the district.
1. Describe how ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning areas.

The Gloucester City Public School system is committed to providing high quality, ongoing and sustained professional development in a variety of forms to meet the needs of all administrative, instructional, support and technical staff. The district recognizes and respects the diverse culture of these groups and offers professional development in a variety of formats including –

Attendance at organized district-wide professional development day workshops

On-Site availability of programs from a variety of outside sources including High Schools That Work and Penn Literacy Network

Mini-PD sessions held after school on a wide range of topics

Online courses using our Moodle Online Learning Environment

Online courses using an outside vendor

On-site special interest group professional learning communities

The district is also committed to sustaining professional development activities. A team of curriculum coaches, including technology specialists, are available to teachers to model lessons, assist in lesson planning and provide insight into new and emerging technologies. Teachers are encouraged to share their success and to model best practices for their peers.

2. Describe how ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.

The district is committed to providing access to Web 2.0 tools to teach our children 21st Century skills. The Technology Department is in the process of building two distinct learning communities to help achieve this goal. Our Professional Learning Community offers courses on using online learning in the

Gloucester City Public Schools District Technology Plan (2010-2013)

classroom and on the use of technology based projects that are language based and content rich. Staff spend three weeks as part of the online community and then have access to the course for the remainder of the year. Taking the skills learned in these programs, teachers are building online Student Learning Communities within our Moodle site to deliver content using a variety of methods including chat, forums, blogs, wiki's, online and offline activities, collaborative processes both here and with students outside of the district and to produce work that is publishable in a variety of forms. In addition to our Moodle presence, the district utilizes a number of resources including videoconferencing and web conferencing to reaffirm our commitment to a school without borders.

3. Describe the professional development opportunities and resources that exist for technical staff.

Our technical staff also engages in ongoing, sustained professional development activities. We consciously strive to create partnerships with our vendors that include ongoing professional development on the products we use in district. Our technical staff participate in the professional development offerings for instructional staff to help them understand the programs and provide technical support. They also participate in a variety of webinars during the course of the year to investigate emerging technologies, hone skills on current technologies and understand the relationship between technology and education. Technical staff also have the opportunity to participate in the Moodle Community. They also have the opportunity to participate in a variety of workshop and conferences including NECC and TechSpo.

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

Professional development for staff on the use of assistive technologies is offered on an as needed basis. Training on specific devices is provided by the vendors who are most able to demonstrate the device and provide training. Instructional support for assistive devices is provided to teachers by coaches and child study team members. In addition to dedicated assistive devices, the district has a strong commitment to providing opportunities for disabled students to use a variety of technology tools, including iPods and eBook readers, as part of the instructional process. Staff are trained to use these devices in creative ways to help students with diverse learning needs meet their educational goals.

C. Describe ongoing sustained high-quality professional development activities planned for the 2010-2011 school year as they relate to the infusion of technology into technology into the curricular process.

The district needs assessment indicated a clear need to provide professional development activities to help teachers move toward more student centered technology activities. The Technology Department goal for professional development in the 2010-2011 school year will be to provide ongoing and sustained professional development that focuses on using technology to produce

Gloucester City Public Schools District Technology Plan (2010-2013)

student products and experience online learning environments. The following programs are planned –

1. Podcasting in the classroom – a three week series designed to help teachers plan lessons that give students the opportunity to produce a publishable podcast to demonstrate mastery of content in all subject areas. This workshop will emphasize the critical language skills of reading, writing, listening and speaking.
2. Public Service Announcements in the classroom - a three week series designed to help teachers plan lessons that give students the opportunity to produce a publishable Public Service Announcement to demonstrate mastery of content in all subject areas. This workshop will emphasize the critical language skills of reading, writing, listening and speaking.
3. Digital Media Training – a three week series that will focus on the use of digital media tools available in the district including digital still cameras, flip video cameras, GIMP software, Audacity, Movie Maker and PhotoStory. The series will provide teachers with lesson plan support to use digital media to produce John Collins Type 5 writing projects.
4. Ready, Set, Moodle – a three week series designed to introduce teachers to the use of the Moodle Online Learning Environment that focuses on using moodle rooms to as part of the instructional process
5. Twitter in the Classroom – a mini-pd that focuses on using the social media Twitter process to communicate with students and parents and to encourage the critical thinking and organizational skills.
6. Web 2.0 Tools for Teachers – this three week series will introduce teachers to the wide range of web 2.0 tools that keep our kids connected outside of school and presents ideas and lessons to keep them connected in school.

In addition to providing the initial professional development programs, we understand that additional, ongoing support is an essential element to the success of any program. Instructional staff will be able to continue to communicate with peers using online forums. Coaches will support teachers in the classroom by modeling lessons. The technology staff will provide support by ensuring that all necessary elements are in place and working. Administrative staff will provide leadership and feedback using our informal walk-through process and formal observations for technology best practices.

D. Project professional development activities that will continue to support identified needs through 2013.

Our student centered focus will continue throughout the term of this Technology Plan. As we continue to build both our Student and Professional Learning Communities, we will continue to offer sustained support for the programs begun in year one. Those programs will be expanded to include more advanced skills and will become an integral part of our educational process. In years two and three we plan to move teachers who have become comfortable with the use of

Gloucester City Public Schools District Technology Plan (2010-2013)
collaborative Web 2.0 tools in their classroom to reaching beyond our borders and
participating in educational experiences with students in the US and abroad.

VIII. Evaluation Plan

The Technology Plan is a “living” document and it is continually reviewed in the light of such things as: future projects that are envisioned, developed, and incorporated, required modifications due to ever-changing and emerging technologies and milestones being reached and surpassed

The integration of technology into curricula and instruction, enabling students to meet challenging state academic standards, and developing life long skills are all considered as the Technology Plan is developed, evaluated, and executed. The results of assessments are evaluated on a regular basis. Every year the Superintendent, Director of Technology, Technology Coaches and Technology Coordinators meet to review the technology plan for accomplishments and future projects. As goals are met, the activities and achievements are documented to reflect the results.

Progress in all curricular areas will continue to be measured and monitored. The nine Activity Plans have timelines, documentation/evidence, and accountability notations for each strategic item associated with the overall Implementation Activity Table. This data is gathered throughout the year and then the Steering Committee evaluates and incorporates the information into the Technology Plan as appropriate.

The Technology Department meets on a monthly basis and gives feedback on technology services provided in the district. Feedback is evaluated and incorporated into the ultimate strategy of the Technology Department as appropriate. This department then recommends areas which require more technology professional development or assistance. These areas are reviewed and incorporated in the overall district Professional Development strategy as future workshops and in-services are developed.

Appendix A : Student Acceptable Use Policy

BOARD OF EDUCATION POLICY #6141.4

Adopted March 11, 1997

INTERNET

Internet access is available to students and teachers in the Gloucester City School District. We believe it offers valuable and unique resources to both students and teachers. Our goal in providing this service is to promote education excellence in the district.

The purpose of this policy is to ensure that use of Internet resources is consistent with the district's mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the students and faculty who must follow strict guidelines. If a Gloucester City School District user violates any of these terms, the user account will be closed and future access could be denied.

To gain access to the Internet, all students under the age of 18 must obtain parental permission which would be legally binding.

Terms and Conditions

1. Users are responsible for good behavior on the school computer networks, just as they are in the classroom or a school hallway. General school rules for behavior apply.

Internet access is provided for students to conduct research and to communicate with others. Access is given to students who agree to act in a considerate and responsible manner. Access is a privilege not a right.

Inappropriate use will result in a suspension or cancellation of Internet privileges.

3. Users are expected to conduct themselves in a responsible, ethical, and polite manner while online.

4. Users are not permitted to use the computing resources for commercial purposes, product advertising, political lobbying, or political campaigning.

5. Users are not permitted to transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material.

6. Physical or electronic tampering with computer resources is not permitted. Damaging computers, computer systems or computer networks intentionally will result in cancellation of privileges.

7. Users must respect all copyright laws that protect software owners, artists, and writers. Plagiarism will not be tolerated.

8. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem in the school's computers, network, or Internet connections, you must notify the system administrator. Do not demonstrate the problem to others. Using someone else's password or trespassing in another person's files without written permission is prohibited. Attempts to log on to Internet as anyone but you may result in a cancellation of user privileges.

9. Gloucester City School District makes no guarantees of any kind, whether expressed or implied, for the service it is providing. The district assumes no responsibility or liability for any damage a user may suffer. This includes the loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

10. All communication and information via the computer resources shall be regarded as private property. However, people who operate the system may review files and messages to maintain system integrity and insure that users are using the system responsibly. Messages relating to or in support of illegal activities may be reported to the authorities.

11. Absolutely no food, drink, chewing gum, or candy is permitted in any of the classrooms where computers are utilized.

Any violations may result in a loss of computer access, as well as other disciplinary or legal action. Users are considered subject to all local, state, and federal laws. A student may be removed from the class, therefore resulting in loss of credit(s).

Appendix B : Staff Acceptable Use Policy

Gloucester City School District
INFORMATION TECHNOLOGY ACCESS AGREEMENT

I, _____, a staff member in the Gloucester City School District, am aware of the significant responsibilities associated with the use of information technology and the Internet. My signature below indicates that I have read the following policies, that I understand them and that I agree to be bound by them. Specifically, I agree to:

Section One:

1. Use the district Information Technology Resources for educational purposes only. District technology resources may not be used for personal business.
2. Treat with respect and exercise reasonable care in the use of all district computer hardware, software and communications resources.
3. Keep all passwords and access information issued private and secure. I will not share passwords with anyone or trespass in another's folders, files or network assets.
4. Staff members will not allow students to use staff computers for any reason.
5. Make responsible, cost effective use of district consumable supplies such as paper, electronic media and printer ink and toner.
6. Not develop, acquire, display or transmit any material by electronic means or hardcopy that could be considered by a reasonable person in our community as obscene, scatological, racist, abusive, degrading to men or women by gender or demonstrating intolerance or prejudice toward any ethnic or religious group.
7. Not use district technology resources to support political or religious causes or support candidates for public, elected office, or to promote personal agendas.
8. Not violate copyright laws, licensing agreements or terms of use agreements.

Section Two: Unless authorized by the Technology Department

1. Make no attempt to in any way, alter, modify, upgrade, or repair any district hardware including, but not limited to, computers, interface cards, monitors, printers, scanners, wiring, cabling or online resources.
2. Make no attempt to damage, modify or upgrade any district software.
3. Make no attempt to install software of any kind on any district computer or network resource or download and install programs of any kind to any district computers.

Section Three: Cell Phone Usage

1. Staff are prohibited from using a cell phone for phone calls and/or texting while performing school responsibilities except in emergency situations.
2. Staff are permitted to use their cell phones to make personal calls/texting during their (prep) periods or lunch periods as long as it is outside the presence of students.

THIS IS A TWO-SIDED FORM

Section Four

Technology is a powerful tool that can enhance instruction. Every staff member maintains the responsibility to closely monitor student use of the Internet when that student is assigned to him/her. If a staff member suspects any misuse of technology by a student, the staff member will report that suspicion to the building principal or designee.

Each Staff Member Will:

1. Receive an email account that is assigned by the district. Email IS NOT private and may be monitored by the school district. All email is archived by the district in a searchable database according to state regulations.
2. Be given a password to access the network. In accepting this password, the staff member agrees to keep the password confidential and report any breaches of security to building principal or designee.
3. Contact appropriate supervisors or school administrators if special provisions are needed such as the establishment of individual or group student accounts that would enhance instruction.
4. Report any malfunction or hardware problem to the Technology Department using the online help desk system.
5. The use of the computer, including Internet/Email connections is closely monitored and IS NOT PRIVATE. Network storage space, called home drives or H:Drives, is provided for every staff member and is treated as a locker. The home directories are closely monitored and may be inspected at any time if there is reason to believe that there is a difficulty. This means that the Network Administrator reviews files and communications contained in home directories to maintain system integrity and insure that users are using the system consistent with district policy. Users should not expect that files stored on district servers will always be private.
6. If a staff member inadvertently accesses an inappropriate site, it must be reported immediately to the Technology Department.
7. In general, equipment is not permitted to leave district facilities. Exceptions may be made for instructional purposes. ALL requests to borrow equipment must go through the technology department and will require that the borrower sign a checkout form indicating that they have received the listed equipment and are aware of the policies regarding borrowed equipment. NOTE: Borrowed equipment is the sole responsibility of the person signing the check-out form. Repair or replacement costs for missing or damaged equipment may be assessed to the borrower of record.

Staff Member Name Printed _____

Building Location CSS GHS HPS MEC (Circle all that apply)

Staff Member Signature _____ Date _____

Appendix C : District Cell Phone Usage Policy

Gloucester City School District
DISTRICT CELL PHONE USAGE POLICY

I, _____, a staff member in the Gloucester City School District, am aware of the responsibilities associated with the use of a District issued cell phone. My signature below indicates that I have read the following policies, that I understand them, and that I agree to be bound by them.

Guidelines:

1. Cell phone users are responsible for following board policies and carrying out administrative procedures regarding technology use.
2. All district cell phones users are required to sign the District Cell Phone Usage Policy when cell phones are issued on either a temporary or ongoing basis.
3. Use of District cell phones is for School District business only.
4. The District will not reimburse personal cell phone bills for District-related business calls, except for extraordinary or emergency circumstances. All reimbursements under this rule must be approved by the Superintendent.
5. District cell phones shall not be used for personal calls, except in the event of personal emergency. Cell phone users may be required to reimburse the district for personal call charges over and above plan limits.
6. Only cell phones and services outlined in the District phone contract will be permitted. Users may not upgrade phones or add applications without approval from the Superintendent.
7. Cell phone users may not “loan” their cell phone to non-approved District personnel.
8. Cell phone users are responsible for all calls made from their assigned devices.
9. Improper use of cell phones can be considered misappropriation of District funds and may result in disciplinary action, up to and including termination.
10. Cell phone users must surrender devices on request, at termination of employment or upon re-assignment of duties that do not require the use of a District issued cell phone.
11. Cell phone users should be aware that the District will periodically review cell phone usage to ensure that District guidelines are being followed.
12. Cell phone users should be aware that the District maintains a file with cell phone bills, including call summaries, for audit purposes.

Cell Phone User Name _____

Cell Phone Number Assigned to User _____

Cell Phone User Signature _____ Date _____

Administrator Signature _____ Date _____