

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

July 1, 2007 through June 30, 2010

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**County: Middlesex County**\_\_\_\_\_ **County Code: \_23\_**

**District/Charter School or Affiliation: Old Bridge Township Public Schools**

**District Code: \_3845\_**

**Grade Levels: K-12**\_\_\_\_\_

**Web Site: www.oldbridgeschools.org**

**Date Technology Plan approved by school board or governing  
body**\_\_\_\_\_ **March 20, 2007**\_\_\_\_\_

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

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plan:**

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# 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.

<b>Page #</b>	<b>I. Stakeholders</b>
	<p>Stockholders' Committee: There are 30 people that are part of the Stackholders' Committee. They are a cross reference of the entire school committee - administrators, parents, teachers – elementary, middle &amp; high. I am one of those people. I believe, I was part of all the meetings that formulated the plan. There were never more than 15 people in attendance at any meeting. I never saw the superintendent of schools or a board member although they were part of the committee. These are key positions. They hold the purse strings. It becomes extremely difficult to initiate many initiatives without the financial backing. We would be asked to bring information to the meeting but I never felt I was part of creating the plan. Actually, when I was first invited to be part of the committee my principal asked me if I wanted to go to a meeting regarding technology. I said sure and attended. I never figured out if I missed the first meeting or not but it took until my second attendance to understand exactly what we were doing. It almost felt surreal. Having said all that it is my opinion that the plan was well done and comprehensive. The supervisor of technology headed the committee and was responsible for creating the final report. The report was easy to find. A hard copy is in the office of curriculum, an electronic copy was given to all the stakeholders, and the two high school libraries had an electronic copy.</p>
<b>Page #</b>	<b>II. EXECUTIVE SUMMARY</b>
	<p><i>Describe the school district's or charter school's vision or mission statement</i></p> <p>Vision Statement: This statement correctly points out that technology needs to be integrated into the curriculum seamlessly. It recognizes that technology is only a tool but that this tool must be used to “assist in problem solving regardless of subject area”. In this district there is never enough money allocated for technology. The running joke is we are just arriving in the 20<sup>th</sup> century and we haven't gotten to the 21<sup>st</sup> century yet. So there are many veiled references to the need for additional technology hardware. “Attention must be given to providing our staff members with the technology tools...” It recognizes that teachers need to instruct students as well as each other in the use of technology. To that end the supervisor of technology (TF) has begun to have in-service time dedicated to classroom teachers and tech teachers working together. The statement recognizes that teachers will teach not only students but each other. Students will be taught by teachers but they will also teach each other.</p> <p>The statement recognizes that technology needs to be equitably distributing over the entire student population and to be used in a variety of ways, in a variety of subject areas. In our district there is always a tug of war regarding which level “deserves” to have the newest technology. There was a time when all new workstations would be delivered to the high school; the high school would then send their older machines to the middle school and in turn send their machines to the elementary school. It was a yearly migration of computers. After</p>

	<p>the technology supervisor was hired this practiced was greatly reduced. She saw the need to equitably distribute technology throughout the district.</p> <p>The district’s mission statement was also included here. The mission statement of the school district is the captain of the ship. All other statement has to support the mission statement. Therefore, it was appropriate to include the school district’s mission statement.</p> <p>It is a well thought out plan. It focuses on the future and the global society in which we live. The plan recognizes that we are preparing students for a future world that we cannot envision and so we must help them adapt and grow in the ‘information age’</p>
	<p><b>III. TECHNOLOGY OVERVIEW</b></p>
<p><b>Page #</b></p>	<p><b>A. Technology</b></p>
	<p><i>1. Provide an inventory of current technology networking and telecommunications equipment</i></p> <p><b>1a. Technology Survey</b></p> <p>2006 NJDOE School Tech Survey was attached in detail. All 12 elementary school principals, 2 middle school principals and one high school principal did an on-line survey. Their responses were printed out and attached as an appendix. It was interesting to review their responses. They all have the same equipment, opportunities for professional development and technical services, yet many of them responded differently from each other. For example, “is there someone at your school whose responsibilities include providing leadership &amp; support for teachers in integrating technology into the curriculum?”. Although there are teaches who unofficially try to integrate technology i.e. the technology teacher and in some cases the librarian; there is no one with the official responsibility to support integrating technology. One might argue that it is the principal’s responsibility but I have found the principals, generally, know less than the teachers.</p> <p>None of the elementary libraries are automated. It is a bone of contention with the elementary librarians. Yet 3 principals noted that the “library has automated systems for card catalogs”. So either they are grossly mistaken on purpose or they simply are not aware what is in their library. In either case, as a librarian that tried desperately to get the libraries automated, I find that disturbing.</p> <p>Another question focuses in on how much the Internet is used. “What percentage of all students in your school uses the Internet on a daily basis as part of the curriculum?” One middle school responded at 40%, the other at 50%, the high school responded at 60%, the elementary schools responded from 30% to 100%. The disparity between the numbers was note-worthy. None of the schools have enough computers to accommodate all of the students using a computer even once at 100%. The most realistic number is somewhere between 30 and 40%.</p> <p>As I read the principals’ surveys I note so many discrepancies. All elementary schools are exactly the same in terms of personnel, hardware, software, training of teachers and offerings to students. Not one of the surveys’ responses is the same to another school. Principals claim to have resources or offer instruction that is non-existent. The survey is just a questionnaire of what someone thinks that he/she has and not the reality of real verifiable facts. Unfortunately, it is misleading. Someone without direct knowledge would read the survey and think that a school has more to offer than it, indeed, does.</p>

### **1b. Inventory**

The inventory in the main body of the tech plan centers on the Network & Servers. This is beyond my knowledge. In the Appendix there is a summative inventory of all the workstations and printers for each building. It is further broken down by what is used strictly by administration/clerical, computer lab and classroom use. Many of our classrooms have workstations that are not on the network that are simply standalone computers that teachers will use for games or word processing. Unfortunately, the number of standalone computers can be approximately 25% of all the computers in a school. Most of the standalone computers can be found in the elementary schools. Again, it is due to the belief that elementary students can play educational games on standalone computers. On some level it allows administrators to see these computers and not feel the need to replace them. All 12 elementary schools have only 15 computers in the computer lab. With class sizes at approximately 25, students always have to double up on computers. There are times that a special ed classroom will be mainstreamed with a regular ed class. Then the number of students in the computer lab can be over 30. At any given time a lab can have 1-3 computers down because of the small and over-burdened tech staff. There are times I have seen a large class sharing less than 15 computers. The bottom line is that each computer lab should have enough computers so that students can have their own computer. Of course, to their credit, the classroom and technology teachers do make the best of the situation. They create activities where two students can work on the same computer.

I am assigned to be in our Grade Nine Center. We have two computer labs that are exclusively used by three computer teachers to teach business applications. These are exclusively used by the regularly scheduled classrooms. There are 9 antiquated computers in the library and 30 computers in one lab that is available for teachers. Teachers are hesitant to bring their classes to the library since there are not enough computers for their students to use and because the age of the computers makes using them frustrating. The main campus high school holds 2,400 students. There are two computer labs that are open for teachers to bring their classes to work on school assignments or projects. Teachers sign up for these labs weeks and sometimes months ahead of time because there is such a high demand for these rooms. Most of our focus is on the inadequate number of workstations but our inventory of other devices is seriously lacking. For example, recently we had approximately 350 students in the library watching the presidential inauguration. I wanted to take a picture of all the students in order to do a news story only to find out we do not possess a digital camera in the entire Grade Nine Center.

Smartboards-There are approximately a half dozen Smartboards in the entire district of 16 schools and 10,000 students.

Laptops-Only administrators that earned laptops through training have district owned laptops in their possession. Teachers that have decided they need laptops to enhance their performance in their position bring their own laptops to school. There are no district laptops available to teachers to use.

In some cases teachers are still scrambling to find overhead projectors so planning to use more sophisticated equipment becomes overwhelming.

### **2. Describe the technology inventory needed to improve student academic achievement through 2010**

In Old Bridge teachers regularly complain about the lack of hardware and software that will enhance and support student learning. We are also regularly reminded how far we have come. We have made get strides considering technology is not fully supported by the board of education. The old adage “put your money with your mouth is” comes to mind. If technology was as important as the board says it is it would allocate much more money to technology than it currently does. With that in mind this section begins with 13 points of

items that have already been accomplished. It is a reminder that ‘yes there is much we have to do but don’t forget about what we have accomplished on a shoestring’.

**2a Technology equipment and networking capacity**

A group of “core” stakeholders were asked to garner recommendations from colleagues to create the list of recommendations. We each came to the meeting armed with our own list of recommendations. I believe all the recommendations are items that we as a district would like to move toward. The key words in this list were ‘continue’ and ‘investigate’. Words that push us onward but allow time (sometimes too much time) to develop the item. There are 24 recommendations for the upcoming three year period.

In the defense of school districts, everything they do is dependent on funding that is unknown and unpredictable. That is the caveat of the opening paragraph for the three year recommendations.

The 2008/2009 school year is drawing to a close. We are already creating budgets for the 2009-2010 school year. This budget will be voted on by the taxpayers in April 2009 and that will determine what stays and what gets cut out of the final budget. This will be the last budget that will impact the current technology plan. There are many items in this plan that were recommended but seem to have little or no chance of being implemented in this “go-round”.

At times, the list of recommendations is vague. I would imagine that was done deliberately. For example, it states that we should continue to purchase computer workstations but it does not set a goal. So if we purchase 10 or 1,000 we have met the recommendation by continuing to purchase workstations.

As stated in the previous section, the district is sorely in need of peripheral devices. Once these devices are eventually purchased there will be a need to in-service the teachers on their use and ways to integrate the devices into the curriculum in meaningful ways.

**2C. Technology Maintenance Policy and Plans.**

This section did not include a plan for replacing and updating hardware. It did state that all new hardware is purchased with a 3-year maintenance and then in-house technicians support maintenance.

The district sponsors a technology summer intern program. We get students from DeVry University during the summer to help the technology team performed yearly maintenance to all the equipment. This is a plus for the district because they get extra help for a minimal amount of money.

**2d. Telecommunications Services**

The district has E-rate applications for telephone and network services.

**2e. Technical support**

The technical support personnel department is top heavy. There are three technicians that visit schools to make necessary repairs. This is an inadequate number for 19 buildings. Every year the technology supervisor puts in the budget to hire more repair technicians and that is the first thing that is eliminated from the proposed budget. As of this writing it need not make the first round of cuts in this year’s budget.

There is also a “Coordinator of Technical Support/Technicians”. This is an interesting position given the political history of Old Bridge. As a long time employee, I remember when this position was created and the controversy surrounding it. We needed someone who could coordinate the technical staff and send them out on their jobs. It could be an average paying clerk type position. The person who was eventually hired was the spouse of a board member and the salary was set as the second highest position in the department; paying higher than the network specialist. For what the district is paying the coordinator they could have hired one coordinator and one more technician.

**2f Facilities Infrastructure**

A few years ago Old Bridge went through a building referendum. Many upgrades to the district’s network were done at that time but not all. Two glaring omissions have been noticed in recent months. Many (but not all) of the schools have television cable from the local cable company run to the building. Some schools have a cable connection in one room, either the gym or the library. Some schools have multi-room connections while other schools have no connection. Unfortunately, our high school with a student population of 2,400, did not see the presidential inauguration. The cable line goes into our TV studio but not to any other room. The studio seats approximately 100 people. The TV studio has no way to connect their feed to classrooms or the auditorium. I have chatted with the TV production teacher and suggested that the morning announcements be done as a newscast and broadcast to the classrooms. I was told that the connections were never made and therefore impossible. There would be so much authentic learning if the TV studio was used as a real newsroom. Students would be able to write copy and deliver news so that the entire school community could benefit.

*3. Describe how the district integrates assistive technology devices into the network to accommodate student needs*

There are 17 items in the list of assistive technology software and hardware. An informal poll was taken among a group of seven special education teachers with disappointing feedback. Many of the items listed in the tech plan have never been seen. One teacher explained that some of the items exist in the district but have never been implemented due to various problems. One special ed teacher said she was not aware of assistive technology options so wouldn’t know if something was available to help her students. Currently, It is the responsibility of the Child Study Team to recommend the use of assistive technology and then the director is to research the pros and cons of the recommendations. Once the decision is made to purchase a device the Supervisor of Technology is responsible for researching the purchase of that device. One person is in-serviced by the technical staff. One of our middle schools is wired with FM systems. It will be interesting to see if the high school will also be wired as those students move through the district. One recommendation is for Child Study Team members and special ed teachers to be in-serviced as to the range of assistive technologies in order for the best recommendations for the success of those students who need these technologies. Staying in the dark on this subject might be cheaper but does not serve the students well.

*4 Describe how the district’s web site is accessible to all stakeholders (for example using Federal Accessibility Standards)*

The district concedes that has several deficiencies with regard to compliance with Section

	<p>508. Although the plan outlines a list of items that they intend to do in order to be in compliance. The district is also hoping that the use of a third-party web page editing software will afford the district the opportunity and flexibility to meet the 508 Section standards. The completion date was the 2007-2008 school year. As of this writing the website is available but with limited use. It is the hope of the district that more attention will be placed with the development of the website in the 2009-2010 year.</p>
	<p><b>5. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.</b></p> <p>The recycle plan is common sense and cost effective. It basically only deals with obsolete equipment that is inoperable. If a piece of equipment is greater than five years old and cannot be repaired there is a system in place to designate it as obsolete and remove it from the district. Those items older than five years that are in working condition stay in the district until such time that they become inoperable. This explains why in some kindergarten classrooms there are old MACs that still work and therefore still count as standalone computers as part of the district's inventory. A copy of the district approved Refresh Plan was not attached to this document.</p>
<p><b>Page #</b></p>	<p><b><i>B. Cyber Safety</i></b></p>
	<p><b>1a List the filtering method(s) used</b></p> <p>The internet filtering system that is used is WebSense. It is a robust system that seems to work most of the time. There is not a good system in place to unblock a site that WebSense has deemed unacceptable but that a teacher would like to use. Teachers are not aware of the fact that they can submit a blocked site for review and have it unblocked if it is determined that the site is safe. An official school procedure needs to be created whereby teachers may request sites that are educationally sound to be unblocked. In addition, teachers need to be in-</p>
	<p>serviced on how to manipulate YouTube videos, download and burn videos in order to view them during instruction.</p>
	<p><b>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</b></p> <p>Parents are expected to sign an Internet User's Contract to allow their students to use the internet. At the elementary level it is closely checked before a student is allowed internet access. This is not the case at the high school. It is difficult to coordinate all a students' teachers to inform them of which students have internet access and which students do not.</p> <p><b>3. Explain how students are educated about online safety awareness</b></p> <p>"All principals, technology teachers, building technology support staff and librarians are certified as i-SAFE facilitators". This may be true but the last time I looked at i-SAFE was the day of the training and haven't considered it since. I'm sure that is the case with many others in the original training pool. I-SAFE is a wonderful program but it is one more thing put on everyone's overloaded plate and therefore doesn't get the attention it deserves. Some students go through online safety awareness and other students do not get any training. It's dependent on who the technology teacher is in the building and his/her commitment to the project. It should be noted that at the elementary level, technology teachers are part time. They split their time between 2 or 3 schools. They teach classes and worked collaboratively with teachers during any scheduled lab times. The lack of time in each building becomes part of the problem to scheduling i-Safe activities.</p>

	<p><b>4 Provide information on how parental resources regarding online safety are made available to parents.</b></p> <p>Child Safety on the net is available on the districts web site. In addition, the D.A.R.E. officers are trained in iSafe and do one lesson on safety. Safety workshop/classes are not provided to the parents. In my home district child safety workshops were offered to the parents via PTA meetings run by the FBI. These classes were poorly attended. Parents seem to think they have a firm handle on what their children are accessing and ‘it couldn’t happen to me’ mentality. There needs to be creative ways devised that will bring parents to iSafe workshops. They can be done the same night as other events that bring parents into the building where on-going mini-lessons are done in order to educate parents in an easy and non-threatening manner.</p>
Page #	<b>C. Needs Assessment</b>
	<p><b>1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining <i>current</i> status. Afterwards, determine the educational needs, prioritize the identified needs and establish necessary changes through goals and objectives.</b></p> <p>To its credit the district met in January, 2007 with the Curriculum/Technology Committee to review short term and long range goals. Two of the most glaring crucial needs are the addition of workstations in order to facilitate learning and to increase the staffing of the Technology Department in order to provide support to the current technology in a timely manner. The belief is that technology is not a stand alone course or subject but is a tool that should be woven seamlessly into the curriculum in order to foster learning. This approach is supported by administrators, teachers and parents.</p>
	<p><b>1a Staff’s current practice in integrating technology across the curriculum.</b></p>
	<p>It is truly amazing how the staff is able to integrate technology with the limited resources at their disposal. It is also amazing how we are able to find a cheaper way of doing things.</p>
	<p>With the idea of stretching a dollar a cart of AlphaSmart 3000 was purchased for all the elementary schools. These machines do not have the capability of a workstation. However,</p>
	<p>they allowed the teachers to plain word processing activities that did not require using the labs. Each student could do their own work on the AlphaSmart and not worry about sharing workstations. Teaches are encouraged to include technology goals in their PIPs. Lastly, there</p>
	<p>is a robust relationship with ETTC and Old Bridge Technology Department enabling teachers to take workshop at no charge in a variety of topics.</p>
	<p><b>1b. Summary of teacher and library personnel proficiency</b></p>
	<p>The teachers were surveyed utilizing ETTC “Can Do” list. Through self-reporting it was found that 15% are at the beginner level; 58% at the intermediate level and 28% are at the advanced level for technology skills. Based on the in-district workshops that I have attended and the casual help I have given, I believe the number of those at the advanced level is high.</p>
	<p>Since this was a self diagnostic test it is possible that one would overrate one’s abilities.</p>

**1c. Current Educational environment and barriers.**

*i. staff are assured access to technology to facilitate technology integration,*

All schools have computer labs. The elementary classrooms have at least 2 computers which are utilized as centers. Again, it is recognized that although classroom teachers and technology teachers work together to support technology within the curriculum the impediment is the insufficient monetary resources to provide an adequate number of workstations

*ii. how often students have access to technology in their learning environment,*

Elementary students use technology on a daily basis. The use of AlphaSmarts allow for prewriting activities that lend flexibility to the lack of workstations. Teachers devise collaborative projects so that large classes can take full advantage of labs that require student sharing.

*iii. the needs of staff are evaluated,*

At the conclusion of any professional development training teachers are anonymously surveyed for their recommendations. This input is used to plan additional PD workshops. Teachers are regularly solicited by the Professional Development Committee for their input in creating additional professional opportunities.

*iv. the needs of students are evaluated,*

The District curriculum/Technology committee takes seriously the needs of students. They meet monthly to discuss goals and action plans on how to reach those goals. The plan does state that students are regularly surveyed by their teachers and/or administrators. To my knowledge high school were only surveyed once. It was part of the Middle States Accreditation process. Randomly selected students were asked to complete surveys on a number of topics, technology being one of those topics.

*v. past professional development addressed the staff and students' needs for technology integration,*

The plan listed approximately 75 different courses that have been offered to the staff at one time or another. The district has many teachers that have facilitated these workshops among the staff either after school or during the two yearly professional days that the district provides. Keeping the training in-house provides a cost-effective way of accomplishing this goal.

*vi. past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,*

Old Bridge supports its administrators in participating in the NJ Elite Program. Many administrators have earned laptops by completing their course work. In addition, when school is not in session, the Board sponsors additional PD opportunities. Old Bridge currently has subject area supervisors for each of the core curriculum areas. The technology knowledge that the supervisors possess goes from minimal to extensive. Supervisors main responsibility is guidance to the teachers on good teaching practices and creation of department budgets. If supervisors are unaware of technology initiatives that teachers can incorporate in their lessons how can they possibly fight for the funding?

vii. *ongoing, sustained professional development was provided in 2006-2007 for all staff to further the effective use of technology in the classroom or library media center,*

This section was entirely eliminated from the Technology Plan. There is no evidence that this was accomplished in the 200-2007 school year.

viii. *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,*

This section was entirely eliminated from the Technology Plan. There is no evidence that this was accomplished in the 200-2007 school year.

ix. *supports were provided for staff other than professional development,*

Although, it is purported here that the district maintains subscriptions that provide information to support the integration of technology these subscriptions have never been seen. The district does have a subscription to edhelper for elementary students – it would be beneficial for all teachers to have this subscription. At the time of the writing of this plan Verizon’s Thinkfinity was not available. In the last year, we have trained all K-3<sup>rd</sup> grade teachers in the use of this valuable resource. There are plans to continue training teachers in Thinkfinity.

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

Size of the staff, the geographic scope of the district and, once again, budgetary constraints are noted as barriers in developing opportunities. The slim technology budget is the 600 pound gorilla in the room. It can’t be ignored and it impacts every aspect of the teaching day. It is to the credit of the administrators and staff that they are able to find innovative and unique ways to the integration of technology in all subject areas. A large scale effort needs to be employed to garner public support for funding technology in the district. Both community and business partnership needs to be developed to create initiatives and support for programs. Old Bridge is a bedroom community lacking a robust industrial or business base. It does, however, have many private citizens that are employed by businesses that, possibly, can be supportive to a technology initiative.

**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.**

How do we increase student achievement? By continuing to do what we do well and expand on those items seems to be the answer. One of the items mentioned is to continue to encourage PD opportunities through CyberAcademy. Faculty members don’t hear about the offerings of these online opportunities. One suggestion would be for principals to become familiar with them and demo some of the opportunities that are available at staff meetings. Again, the District Refresh Plan is needed to support the continued updating and upgrading of the current hardware inventory. Although the plan calls for the support of classroom teachers to work with colleagues in integration of technology it never outlines specific ways that this support can be implemented. More time needs to be allocated to dialogue among teachers to reach the goal of seamless integration of technology in cross-curricular activities. The plan calls for the utilizing technology to address the needs of all learners to support differentiation of instruction. Again, this goes back to the budget issues. Until the district makes a real and concrete commitment to invest in technology this is an item that will be put on the back burner.

	<p><b>3. <i>Prioritize the identified needs</i></b>  Ask any administrator, teacher, student, or parent what does Old Bridge need the most and the resounding answer would be more computers. That is #1 and #3 on the list or needs; refreshing existing computer and purchasing new workstations. Without the hardware it becomes harder and harder to integrate technology and thus affect student academic achievement. As has been noted in other sections of this report the district does not meet industry standards regarding the number of technicians to support the technological hardware that exists in the districts. There are three full time district employed technicians. Additionally, there is one part time technician that comes through a working agreement with DeVry University. This has been a successful partnership as they provide inexpensive interns. #4 and #5 are connected in that it will enhance the way teachers communicate with parents; whether it is about notices and homework via a district webpage or computerization of student grades and record keeping so that parents may log on to the child's account to keep abreast of class grades. Finally, #6 is integrating technology into the curriculum. It is appropriate that this item, seemingly, be so far down in the list of priorities. Students are currently embracing and working towards a seamless integration of technology as it supports the NJCCCS.</p>
<b>IV. THREE-YEAR GOALS AND OBJECTIVES</b>	
<b>Page #</b>	<b>A. <i>History</i></b>
	<p><b>1. <i>List the goals from the 2004-07 plan</i></b>  It is vital that one look at where one is coming from. The state has districts revisit old goals in order to evaluate where the district was and where it is going in terms of technology. The Old Bridge Public Schools goals are well written and well thought out. There are four points to the district goals. They include students, educators, and infrastructure. The students' goals include NJCCC and workplace readiness. The goals for educators are to attain the skills and knowledge to effectively use technology in a manner that will enable students to meet the NJCCC successfully. Lastly, it recognizes that without a robust infrastructure and access to technology the other goals cannot be met.</p>
	<p><b>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></b>  The goals for students and teachers "have been earmarked as an ongoing goal for the 2007-2010 technology plan" and as it should be. These goals were written broad enough that they should last the district a good long time. As the NJCCCS change so will our goals change as we keep in step with meeting the expectations of what teachers and students should achieve. Goal #3 is our most challenging and the one that we fall most short on. The stakeholders' committee recognizes the fact meeting the needs of the 21<sup>st</sup> century school in terms of hardware and software is directly connected to budgets and financial allocations. As technology changes, as it always will, we must stay current, changing as needs change. The committee recognizes that the district needs to find alternative funds and creative ways to implement technology. Yet, I have seen little in the way of funding projects with alternative funding. Old Bridge Board of Education employs a part time grant writer with the Township. The classroom teacher has seen little in the way of procurement of equipment via grants. In talking to people about the grant writer there is a certain amount of frustration. Old Bridge has two planetariums. One of the planetarium teachers has been working with the grant writer for over a year looking for a grant that will allow him to purchase a cart of laptops to use with his program. To date, he has been told that no grant can be found. Old Bridge does have an educational foundation but its highest dollar amount of grant awards is \$500. This is limited at best. In conclusion, Old Bridge has a good understanding of where it needs to go in terms</p>

	<p>of educational technology. In terms of funding, it is solely lacking.</p> <p><i>3. Describe any unexpected outcomes or benefits specifically linked to the educational technology in place.</i></p> <p>The plan states that the unexpected outcome that has developed is camaraderie among the staff. It points to a ‘we are all in this together’ mentality. It reminds me of a poor family that doesn’t have much for the children but they support each other and get through it while they see other families with much more than they have. We see districts all around us with much more and, yet, we make do with what we have. I imagine there is a certain amount of camaraderie among the staff, sharing when we can and supporting each other. We have one of the lowest per pupil cost in the county and state sometimes it gets frustrating to always be the ‘poor relation’.</p>
<b>Page #</b>	<b><i>B. Goals and Objectives for 2007-2010</i></b>
	<p>This plan does not separate out the subcategories of each goal by simply states the goal and elaborates on the objectives. Unfortunately, the author of the document does not review how well the district did in reaching the goals and objectives for the previous plan. Be that as it may the objectives for each goal are far-reaching and sets the bar high enough in order to have the goals within reach yet requires striving to do better.</p>
	<p>Goal 1: Students will attain the skills that will assist them in achieving NJCCCS ...</p> <p>The first point on in the objectives in this goal is a 5:1 computer ratio for staff &amp; students. No where in the entire technology plan does it say what the ratio is currently. It is positive to note that students with special needs as well as English language learners are addressed in this plan. Technology is a tool that would benefit this subset of students.</p>
<b>Page #</b>	<b>V. THREE-YEAR IMPLEMENTATION ACTIVITY TABLES (July 2007 – June 2010)</b>
	<p><i>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.</i></p> <p>See below #B</p>
	<p><i>B. Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities.</i></p>
	<p>Tables were created for each of the four goals which included the action, responsibility, target, completion time, and evaluation. There are some actions that we do well and other actions that need to be improved. On-going professional development training is an area where we can do better. We use our own home-grown teachers to do many of our professional development classes. There comes a time when we have reached the saturation point of this resource. How many times can you offer a PD on Microsoft Word? We have an excellent partnership with ETTC. Why not have ETTC do PD workshops on premises offering the most popular classes such as podcasting and Smartboards.</p>
	<p>The plan states that lesson plans should be annotated to include infusion of technology. Yet, an informal poll of elementary and high school teachers show the teachers have no knowledge of such a requirement.</p>

Another goal that we have fallen short on is providing parents with electronic resources to disseminate information. The Target year was year one. At the end of year 2 it has just begun to take with no additional push to make it indispensable tool to parents. Many districts have web pages where parents can find out everything – from what is being served for lunch, homework, grades and social happenings. Old Bridge has created a web page and a part time faculty member that serves as the webmaster maintains it. Most teachers do not have web pages. This is because of monetary issues and contract issues. When administration requires teachers to maintain web pages then we will see this implemented. Additionally, the webmaster position may need to be increased and thus the stipend to be increased.

*Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.*

To its credit the district allocated release time so that the elementary tech teachers could develop a skills matrix which defines technology skills and grade levels for introduction, reinforcement and attainment. The teachers develop this matrix so that all students in all schools would have equal opportunity for the development of skills. Further, they have recently arranged for all 4<sup>th</sup> grade teachers and librarians to be part of this matrix. Without dictating to teachers, specific technology rich projects they were given a pamphlet of ideas that can be adapted to their own needs as they support the NJCCS. Further the middle school teachers have worked in tandem to identify cross content curriculum activities that will have technology woven seamlessly through each activity. It is the hope in the next plan high school teachers, at least in the 9<sup>th</sup> grade, will be able to create cross curricular activities using technology as a tool for collecting and presenting information. Finally, the plan states that the district recognizes the importance of embracing the elements of *The National Technology Plan: The Future is Now*. It is an exciting plan. It does hold some concern because although the board says this is a plan that is to be embraced until the budget reflects the financial support for technology many of the key elements cannot be adopted

*D. Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.* SMARTS is a system the district uses for student recordkeeping. It is made a commitment to this software. Unfortunately, SMARTS does not support electronic grading and report cards. The district has also purchased a site license for GradeKeeper. It has sponsored professional development workshops and many teachers use this program. Some teachers have elected not to use Gradekeeper until the administration says they have to. It is apparent this may never happen as Gradekeeper is only a step towards a more sophisticated and powerful electronic grading system. This may mean waiting for SMARTS to be upgraded or it may mean purchasing an entirely new system. Although it is understandable that the district does not want to throw away money invested in SMARTS it may have no other choice and they are putting off the inevitable.

Page #	VI. FUNDING PLAN (July 2007 – June 2008)
45-47	<p>Over the last five years Old Bridge has either lost funding or stayed stagnant in its funding of technology. Passing of budgets have been difficult at best and traditionally budgets do not pass. It has been jokingly said we are the state's largest and poorest rich district. We are too rich to qualify for grants and funding often given to Abbott districts and yet we don't have the generous budget of more affluent communities. Our cost per student is the lowest in Middlesex County and one of the lowest in the state. With all that said budgets still have a difficult time passing. Last year, there was a big push to pass the budget getting 18 year-old seniors to join in the fight by registering them. It was the first time in a long time that the budget passed. Having said all that Old Bridge Board of Education has partnered with the township to hire a grant writer to assist staff members in securing grants. The technology plan calls on working with other community agencies to share services and create partnerships. It calls for the Old Bridge Education Foundation to take a more active role in raising funds that sponsor technology.</p> <p>The anticipated funding for the 2007-2008 school year is approximately 1.2 million dollars. This includes all supplies, equipment, material, licensing fees, new software and hardware. There are approximately 10,000 students enrolled in Old Bridge schools. That divides out to \$120 student. The anticipated funding for 2008-1010 is zero increase. As prices of everything increases when the budget does not increase it is as if one is going backwards.</p>

Page #	VII. PROFESSIONAL DEVELOPMENT
	<p><i>A. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.</i></p> <p style="text-align: center;"><b>Francis M. Perrino, Ed.D.</b></p>
	<p><i>B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i></p> <p>Professional development for teachers and school library media personnel has not changed in many years except for one notable change. In the past there were a certain number of professional development days restricted to administrators. Subject supervisors were not considered part of this group. Recently, the district has included subject area supervisors in administrative staff development. There are two professional days reserved for district-wide staff development. They are on a variety of topics only some of which are dedicated to technology. The district does not provide administrators with laptops or PDAs. Those administrators that do have one have earned them through a state initiative. Basic training on these devices is done by the technology maintenance personnel on an as-needed basis. Training on assistive technology is done on an as needed basis where one staff member will learn the device and then 'turn key' other staff members. The lack of meaningful professional development, again, goes back to a budgeting issue. The technology department does its best to have in-house personnel such as technology teachers and librarians share their knowledge and expertise with other teachers. The time dedicated to doing this is the district wide in-service days. Teachers are contractually obligated to attend grade level, department, and faculty meetings. Those meetings are generally used for housekeeping chores and less for sharing professional development opportunities with the staff. Lastly, one suggestion for the high school is to have many more professional development opportunities that focus on technologies in the subject areas for higher level students. We can</p>

	<p>do much more in weaving technology into the curriculum if content area supervisors were more technology literate. They would then be able to conduct required curriculum meetings that would take one aspect of technology and broaden teachers' knowledge of that technology.</p>
	<p><i>C. Planned Professional Development Activities</i>  The list here runs the entire gamut of topics related to hardware, software and technology instruction. All of these topics have not been addressed in one school year but occasionally will be offered. Generally, the district utilizes staff members to do this training. The most popular way staff is trained on educational technology topics is through the offerings at ETTC. All faculty, contractually, have two professional days a year. Many staff members avail themselves to the course offerings that are free to Old Bridge faculty.</p>
	<p><i>D. Identify the financial and time resources to keep staff current in learning about new technologies.</i>  The district spends approximately \$400,000 to support all professional development activities, both technology and non-technology based. It would be interesting to note how this compares to other districts of comparable size. As noted before, financial constraints are the number one issue in Old Bridge. The staff has supported each other in unique and creative ways to weave technology into the curriculum. Currently, all 4<sup>th</sup> grade teachers, tech teachers and librarians are in meaningful discussion to support the NJCCCS while enhancing the students' technological knowledge. They are working collectively, cooperatively and collaboratively to accomplish this goal. The vision is to move these types of collaborative work to the lower grades and to the upper grades as the success of this partnership becomes more evident.</p>

Page #	VIII. EVALUATION PLAN
	<p><i>1. Describe the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services</i></p>
	<p>Old Bridge currently has a robust District Technology Committee. Members of the teaching staff as well as members of the technology staff have roundtable discussions monthly to discuss technology related items. The main focus of the committee is more of the nuts and bolts of the district’s technology. Although this is an important aspect there needs to be more time and effort devoted to the activities that support NJCCCS through technology. The district does support a district-wide “Technology Night” each year that showcases the accomplishments of the students. These type of showcases are a double-edged sword. On the one hand it is important for the community to see some of the students’ accomplishment. On the other hand, the community may falsely believe that the district has all it needs in terms of technology devices. As has been pointed out in various sections the number one problem the district has is the lack of funds to fully support the needs of the district.</p> <p>The district’s Administration is committed to give time at grade-level meetings and district-level meetings. These are regularly scheduled meetings that are jammed packed with many other items that need to be addressed. It would be more productive if the district could provide regularly scheduled meetings whose sole objective technology initiatives. The district administration is committed to supporting technology related PD training. Yet, the training comes from in-house staff. At some point a saturation point is reached and the topics that need to be addressed are beyond the staff’s technical abilities. It would be cost-effective to have an ETTC instructor do on-site after-school training of some of the topics that to date have not been addressed such as podcasting, blogging, interactive boards, and movie maker.</p>