

High Point Regional High School
Local Technology Plan
2004-2007

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Director of Curriculum and Instruction

With input from the Technology Plan Team
2004

High Point Regional High School
Technology Plan Team
2004-2007

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**New Jersey Department of Education
Office of Educational and Informational Technology
Technology Plan Checklist for NJ School Districts/Charter Schools
July 1, 2004 through June 30, 2007**

[Local District Technology Plan Procedure](#)

New Jersey Department of Education
www.state.nj.us/education

County: _____ School District/Charter School: _____

Grade levels: _____ Date approved by District Board of Ed/or Trustees: _____

District/Charter School web site address: _____

Is the District/Charter School compliant with the Children’s Internet Protection Act (CIPA)? (y/n)

Indicate in the first column the page numbers where the item in the second column can be found in the technology plan.

Page		NCLB	E-RATE
	I. EXECUTIVE SUMMARY <i>Include a vision or mission statement</i>		
	II. TECHNOLOGY INVENTORY A. <i>Attach a copy of the 2003 NJDOE School Technology Survey for each school in the district or for the Charter School.</i>		
	B. <i>Describe the District/Charter School’s technology inventory needed to improve student academic achievement through 2007 including, but not limited to:</i> <ul style="list-style-type: none"> i. <i>Technology equipment and networking capacity</i> ii. <i>Software used for curricular support and filtering</i> iii. <i>Technology maintenance policy and plans</i> iv. <i>Telecommunications services</i> v. <i>Technical support</i> vi. <i>Facilities infrastructure</i> 		

	vii. <i>Other services</i>		
	C. <i>Include a plan for replacing obsolete computers/technology; include your District's/Charter School's criteria for obsolescence.</i>		
	<p>III. THREE-YEAR GOALS AND OBJECTIVES</p> <p><i>Describe the specific goals and objectives for using technology to improve student academic achievement aligned with NJ Core Curriculum Content Standards, include goals and objectives for integrating technology (including software and other electronically delivered learning materials) into curricula and instruction. Also include a timeline for such integration.</i></p>		
	<p>IV. THREE-YEAR IMPLEMENTATION STRATEGIES/ACTIVITY TABLES (July 2004 – June 2007)</p> <p><i>Describe the implementation strategies and activities that relate to the District/Charter School's goals and objectives. Include strategies and activities that address the following:</i></p> <p>A. <i>how all students will acquire information technology literacy skills;</i></p>		
	B. <i>how all students regardless of gender, race, national origin, special need and religious affiliation have equitable access to educational technology;</i>		
	C. <i>how are resources/services/activities coordinated and shared with projects that are funded from federal, state and local sources;</i>		
	D. <i>how are innovative strategies supported and developed for use in the instructional classroom (such as using distance learning for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources);</i>		
	E. <i>how effective use of technology will promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child</i>		

	<i>receives at school, and</i>		
	F. <i>how programs will be developed, where applicable, in collaboration with Adult Literacy service providers.</i>		
	V. FUNDING PLAN (July 2004 – June 2007) <i>Describe a spending plan that includes:</i>		
	A. <i>the supporting resources that include services, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology;</i>		
	B. <i>the projected costs of technologies to be acquired and expenses such as hardware/software, digital curricula, upgrades and other services that will be needed to achieve the goals of this plan, including specific provisions for interoperability among components of such technologies;</i>		
	C. <i>the federal, state, local and other sources of funds used to help ensure that students have access to technology, and</i>		
	D. <i>the federal, state, local and other sources of funds used to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.</i>		
	VI. PROFESSIONAL DEVELOPMENT <i>Describe the professional development activities for teachers, administrators, and school library media personnel that include:</i>		
	A. <i>how teachers have access to educational technology in their instructional areas (such as using desktops, mobile laptop and wireless units, PDAs);</i>		
	B. <i>the process to identify and modify the core curriculum content area to support the infusion of technology;</i>		
	C. <i>how relevant research is used to integrate technology into curricula and instruction, to improve student academic achievement, as measured by New Jersey's Core Curriculum</i>		

	<i>Content Standards;</i>		
	D. <i>how ongoing, sustained professional development for all administrators is provided to further the effective use of technology in the classroom or library media center.</i>		
	E. <i>Provide a summary of teacher and library media personnel proficiency in the use of technology within the District/Charter School.</i>		
	F. <i>What professional development needs and barriers have been identified in the District/Charter School as it relates to using technology as part of instruction?</i>		
	G. <i>Based on teacher and library media personnel proficiency and the needs in the District/Charter School for professional development, list and describe ongoing, sustained, high-quality professional development opportunities planned for 2004-2007 include the involvement of all partners associated with professional development in the District/Charter School.</i>		
	VII. EVALUATION PLAN <i>Describe the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in integrating technology into curricula and instruction, students meeting challenging state academic standards, and developing life-long learning skills.</i>		

QUESTIONS?

CHECK "FREQUENTLY ASKED QUESTIONS" (FAQ) ON THE NJDOE WEB SITE - <http://www.nj.gov/njded/techno/localtech/faq.htm>

County: _____ **District/Charter School:** _____

Print Superintendent's/Lead Person's name: _____

Superintendent's/Lead Person's Signature: _____

Phone number: _____ **ext:** _____ E-mail: _____

Please indicate below the person to contact for questions regarding this technology plan:

Print name & Title: _____

Signature: _____

Phone number: _____ ext: _____ E-mail: _____

Review Approvals by the County Coordinating Councils for Distance Learning and Technology:

Print Name & Title: _____

Signature: _____ Date: _____

Print Name & Title: _____

Signature: _____ Date: _____

Print Name & Title: _____

Signature: _____ Date: _____

I. Executive Summary

The stakeholders of the High Point Regional High School District are committed to establishing High Point Regional High School as one of the top high schools in New Jersey by providing its students with a state of the art, student-centered and multifaceted learning environment that encourages its students to actively participate in their own lives and in the community. Our core values place a high priority on our faculty, staff and parents. We encourage visionary leadership, focus on results, create a learning-centered environment and utilize Malcolm Baldrige quality principles to manage by fact.

Our goals and objectives are aligned with the National Educational Technology Goals:

- To use technology to enhance content mastery as detailed in the New Jersey Core Curriculum Content Standards
- To use technology to build safe learning environments that promote the achievement of the New Jersey Cross Content, Workplace-Readiness Standards and technology literacy across the curriculum
- To build a culture of communication through technology
- To use technology to build future global citizens
- To use technology to engage the community in the education of children
- To maximize the use of technology for administrative information management

Our vision and values help High Point provide a foundation for growth into the future. The effective appropriation and utilization of our technology resources will play a key role in realizing this vision and in achieving our goals and objectives. Because technology is a vital utility necessary for the successful operation of the school, sufficient budgetary allocations need to be provided to support and maintain our system. High Point is no longer only preparing its graduates for the jobs and careers that are available today; we must continue to maintain a visionary approach which seeks to prepare our students for jobs that have yet to be created.

Budgetary constraints and other district priorities will continue to challenge our technology efforts. The plan will continue to be reviewed and alternative solutions to fiscal challenges will be explored. Innovative and emerging technologies, such as a Thin Client solution to our need for additional workstation capability, will be utilized to overcome these obstacles.

The High Point Regional High School Mission Statement

High Point Regional High School, in partnership with faculty, family and community, is dedicated to the quest for individual excellence. By fostering high standards of achievement, we prepare students to become responsible and productive members of a diverse society.

II. Technology Inventory

- A. Enclosed is the 2003 NJDOE School Technology Survey for High Point Regional High School.

B. Technology Inventory needed to improve student academic achievement through 2007.

i. Technology equipment and network capacity:

There are 460 computers located in classrooms, offices, labs and worksites throughout the high school and in the administrative office building. Of these, 435 are attached to the Network. There are two computer labs (with 24 workstations in each lab) and an additional 12 computers located in the library. Computers vary in age from 1 to 7 years, with 50% of our computers more than 3 years old. There are 125 printers located throughout the building, with 22 network printers available. We also have 6 projectors for use with computers. A total of 7 servers complete our hardware inventory.

Our PC based computers are linked to the Internet via 2, T1 point to point dedicated lines. A fiber-based backbone distribution network is installed at the high school; six data port drops are located in every classroom in the building. All Windows based computers are connected to the backbone network and provide high quality access to the Internet. A portion of our Internet connectivity is provided to the Sussex-Wantage Middle School.

2004-2005

- In order to meet the needs of our increasing student enrollment, and to increase the seating capacity of an existing lab in the building several solutions to this need are being considered. In lab room 438, an additional 25 workstations would be added. These 25 would be relocated from room 123, thus creating a 50 seat lab with identical equipment configurations. The equipment in room 123 (an AutoCAD lab purchased with Perkins funding) would be replaced with new up to date equipment, assuming there is Perkins support available
- Room 215 would become a new computer lab, with the installation of 30 workstations and the required network connections. Because the high school building is operating at capacity, alternate scheduling of this room and the approval of the additional funds is necessary.
- One of the existing computer labs, room 316, would be fitted with an additional 3 workstations to accommodate increased class size. The room could be used as a business department classroom, changing it from a lab to a classroom.
- A large computer classroom, room 318, which currently holds 25 workstations, could be fitted to accommodate up to 36 computers. Additional network drops would be added. New equipment would need to

be purchased, again keeping up with the ever-changing new software programs for students.

- Our Web server, purchased in 1999, was unable to be upgraded to Novell 6 during the district's most recent upgrade in 2003, due to its age and specifications. Because the creation and maintenance of department and teacher WebPages continues to grow, this server will need to be replaced in 2004-2005 to meet our additional needs.
- The nine departments at the high school will need an additional computer for each department office to facilitate the implementation of the STI Teacher Classroom module. To support the additional workstations, network drops and peripherals will need to be purchased. An additional network printer/copier is also needed to replace the local printers in the guidance area of the high school.
- Replacement and additional projectors would be purchased to provide at least one projector in each department (9), as well as an additional 4, complete with workstation and cart, for use within the building. The possibility of mounting wherever possible will be considered.

2005-2006

- An additional 28 workstations will be added along with a total retrofit of the Media Center. This would create a location where up to 40 students could be housed and utilize the media center at any given time. To increase the utility of the Media Center, a wireless laptop lab solution will be explored.
- Additional coordination of the technology support staff, and to meet the needs of additional equipment, technology innovations, and to facilitate the learning process through the use of technology requires the addition of a technology specialist experienced and with a four year degree in computer science or a related field.
- Replacement and additional projectors would be purchased to work toward providing at least one projector in each department (9), as well as an additional 4, complete with workstation and cart, for use within the building. The possibility of mounting wherever possible will be considered.
- Upgrade/replacement of 20% of the computers, as needed based on the district replacement plan.
- Replacement of all administrative and secretarial workstations unable to support Windows XP will be necessary, as the industry standard has moved to this platform. Existing computers to be re-deployed where none exists or where newer is needed to support software requirements.
- An additional computer will be added to each department to assist teachers in the implementation of the STI Classroom Module.
- The addition of 2 network printer/copier stations for building use will replace local printers where the most need exists.

- It will be necessary to explore a solution to upgrade all systems to Windows XP, by replacing equipment that does not meet industry standard requirements for Windows XP. In addition, Network servers and backbone connection equipment will be evaluated and recommendations for replacement/upgrades made for the 06-07 school year.
- To support the additional workstations, up to 37 new drops will need to be installed, as well as additional switches.
- The addition of workstations to room 426 to accommodate 30 units will be explored. This room is currently configured for 20 workstations. Additional network drops will need to be added, as well as 30 computer workstations would need to be purchased. Currently this location does not have existing equipment.

2006-2007

- Equipment including the Network server and backbone connections will be replaced/upgraded as recommended in 2005-2006.
- Projector equipment will be replaced as necessary. Mounted units, within the departments, will be provided for locations that require extended use. Additional projectors will be added where needed.
- Upgrade and replace workstations that do not support Windows XP according to the district replacement plan.
- An additional computer will be placed in each department office to support implementation of the STI Teachers Classroom Module.
- The addition of 3 network printer/copier stations for building use will replace local printers where the most need exists.
- Upgrade room 426 to accommodate 30 workstations and a network printer. Additional network drops is necessary because only 20 are currently installed. The increased enrollment requires the support of technology to meet the needs of the students.
- To support additional workstations, up to 19 new drops will need to be installed, as well as additional switches.

ii. Software used for curricular support and filtering:

Our internet filtering software is Surf Control. This license is renewed on an annual basis, with upgrades installed when the license is renewed. Our software is supported by Novell Netware/Zen works 6.0, Novell Border Manager, Novell GroupWise, and Windows 2000.

Typical classroom software includes: Microsoft Office Professional including: Word, Excel, Access, and PowerPoint, Microsoft Publisher, Novell Groupwise, Geometer's Sketchpad, SimCity,

Glencoe Accounting, Borland C++, Visual Basic, Turbo Pascal, Venier Science Group, Glencoe Spanish-French-German, AutoCAD, Netscape Composer, and Dreamweaver.

iii. Technology maintenance policy and plans:

Currently, we contract a combination yearly maintenance and time and material service agreement with a certified local vendor. This company provides hardware and software installations, equipment maintenance, product support, equipment preventive maintenance, and conflict resolution between hardware and system software. The district has on staff a full time computer technician who handles day to day problems, a full time computer assistant and a part-time lab aide.

We have also implemented an internet based Computer System Maintenance Process that allows teachers, supervisors, administrators and support staff to report electronically problems or concerns they have to the technology staff. Problems are evaluated and a technician is assigned to resolve it. The system also creates a historical record of technology problems in the district, and allows system administrators to produce reports of the status of problems, the resolution, and an account for where problems are occurring.

iv. Telecommunications services:

The high school currently maintains a distance learning lab, complete with telecommunication capability. This facility is utilized for school activities that can be used to “scrimmage” or practice skills, such as for the Mock Trial Team competition, before the actual contest takes place. We are exploring the need for additional opportunities to link with other educational organizations. William Paterson University has been a partner in these endeavors in the past. Should the need for classroom space continue we will explore removing the distance learning equipment, and reallocating the space for instructional technology.

v. Technical support:

The day to day needs for technical support are provided by the two full-time technology staff members. One has taken advanced level training in GroupWise, Novell system administration, Mac computer

repair and troubleshooting. The other staff person is an aide with workstation level experience.

Although we are increasing the number of workstations yearly in the high school, we have not increased our support staff in technology. One of our Baldrige Action Committees focusing on Technology has determined the need for a full time Director of Technology to oversee all of the current technology efforts and those that may be developed in the future. These include Maintenance, Network Administration and all related services in the district. This technology specialist would provide the vision our district needs to identify and achieve our technology goals in the next three years.

Problems that are not resolved utilizing district personnel are referred to the maintenance contractor and a service call is initiated.

vi. Facilities infrastructure:

The High Point Regional School District is comprised of one school: The High Point Regional High School, which serves students in grades 9-12. In the 2004-2005 school year, the high school will be in its 39th year of operation. The original part of the building opened in the 1966-1967 school year. Expansions were added in 1974 and in 1990. The district continues to experience an increase in student enrollment that is projected to continue for the next three years. In addition to the high school building, an administrative office housing the Superintendent, The Director of Curriculum and Instruction, The Business Administrator and 6 support staff members is located on the Pidgeon Hill Campus of High Point Regional High School.

Our classrooms, computer labs, and offices are networked and provide internet services as well as electronic mail via GroupWise. The most recent inspection of our network capabilities indicated the backbone(fibre optic) will meet the needs of our facility for the next three years and perhaps beyond as long as it is properly maintained. Should a need for a building expansion project arise, backbone and classroom network connectivity will need to be included.

vii. Other services:

Student, faculty, and staff security and safety continues to be of utmost importance to our stakeholders. Our current security camera system will be evaluated against the growing national concerns for

adequate homeland security. Surveillance cameras strategically placed to maximize visibility, increased exterior lighting, repairs to existing fencing of school property, a student photo ID system, and the need for additional security staff will be addressed to minimize liability claims and to deter student to student violence, criminal mischief and theft both in and around the school. Recent proposals for the installation of a complete surveillance system for the interior and the exterior of the high school revealed an estimated \$40,200 would be required to fund the requirements.

The existing Bogen 2A Communications System provides classroom phone lines to each classroom in the high school. Because the unit is failing on a daily basis, a state of the art Bogen Multi Com 2000 Communications System needs to be installed to ensure each classroom teacher has uninterrupted access to immediate assistance by contacting the main office. A quote of \$22,450 has been obtained to purchase and install the system.

- C. Plan for replacing obsolete computers/technology: including the district criteria for obsolescence.

In order to meet the goals and objectives of the district technology plan, and the district vision, it is necessary to institute a 5 year replacement policy, where each year 20% of the technology hardware is replaced. However in the case of servers, it is recommended that servers be replaced every 3 years. Obsolescence in hardware or software is defined as occurring when the item is not able to support the existing technology required to meet the district goals and objectives. A complete inventory of our computer equipment is kept by the technician, with the configuration, location, and date of purchase noted. As new equipment is acquired, existing equipment is evaluated and re-deployed to where it will meet the needs of our students and staff. Equipment that is obsolete or broken beyond repair is disposed of properly. Sufficient budgetary funds are necessary in order to adhere to our replacement policy.

III. Three-Year Goals and Objectives

- A. To use technology to enhance content mastery as detailed in the New Jersey Core Curriculum Content Standards.

2004-2005

- Ensure that all teachers are achieving competency with the role of technology (both directly and indirectly) in achieving the New Jersey Core Curriculum Content Standards and indicators. Through performance reviews and teacher observations, activities that support the enhancement of the CCCS through technology will be assessed for their effectiveness. Feedback will be provided by the department supervisors and administrators to support the classroom teachers.
- Provide the technology skills that teachers need to ensure competency.
- Utilize the International Society for Technology in Education (ISTE) performance indicators for technology literacy, students in grades 9-12, to guide our content requirements.

2005-2006

- Research the role of technology in increasing student achievement as measured by the High School Proficiency Assessment.
- Purchase on line services that are scientifically based and show proven results in increasing student performance. For example, the Learning Express online website will be utilized for High School Proficiency Assessment, practice tests and quizzes. If research indicates that this technology has a positive effect in improving student performance on the HSPA, we will purchase student access accounts to provide on line, immediate assessments of student work for our HSPA prep teachers.

2006-2007

- Provide a fulltime Technology Administrator to oversee the implementation of technology in the classroom, support the network operability, provide a vision of technology for the district, and serve as the main technology resource person for the students and teachers in the district.
- To use technology to build safe learning environments that promote the achievement of the New Jersey Cross Content, Workplace-Readiness Standards and technology literacy across the curriculum.

2004-2005

- Ensure that all teachers know and implement the New Jersey Core Curriculum Content Standards and the infusion of technology in the curriculum. In alignment with initiatives from the state, ensure that the latest requirements for technology are implemented.
- To continue to require that all students successfully complete at least one course to promote student computer literacy.
- Provide support to classroom teachers and the necessary resources to ensure the infusion of technology and student technology comprehension throughout the curriculum.

2005-2006

- To provide the technology peripherals such as projectors, white boards, and a mobile technology capability that support the classroom infusion of technology.
- To upgrade or redesign efficient communication links from each classroom to the main office and other identified areas where appropriate assistance can be provided should an emergency occur in the classroom or in the hallways.

2006-2007

- To upgrade the security surveillance system to ensure the safety of faculty and students both inside and outside the school building.
- To explore electronic locking systems or other remote locking options that would secure the building and classroom doors and protect our staff and students from an intruder should a crisis situation occur.
- To identify and implement a faculty and student identification system to prevent unauthorized entry.

B. To build a culture of communication through technology.

2004-2005

- To continue to upgrade the email network through which teachers and administrators regularly communicate.
- To continue to establish home/school connections through district, department and teacher Web-based information.
- To promote regular articulation with the sending district schools of Frankford, Sussex-Wantage and Lafayette utilizing common inservice workshops and meetings.

2005-2006

- To encourage communication with educators, institutions of higher learning, and other organizations to build partnerships facilitated by the use of Web-based applications.
- To explore other applications of our voice mail system to increase the number of communication opportunities for parents and teachers.
- To foster a home/school connection and to reinforce the school-parent compact.

2006-2007

- To establish the media center as a communication hub for the school.
- To provide resources for the hiring of a technology specialist to ensure adequate communication systems are implemented and maintained.

C. To use technology to build future global citizens.

2004-2005

- To continue to promote curriculum requirements that encourage student engagement in global issues enhanced by the use of technology.
- Utilize technology to build a greater student understanding of cultures and economies around the world.
- To utilize the student career center to promote student exposure to careers that involve community service and the study of global issues.

2005-2006

- To empower all students with excellent skills in technology to foster positive social action in real-world situations.

- To utilize technology appropriately for researching and exploring other cultures through the Internet.

2006-2007

- To continue to provide the appropriate budgetary resources to support the development of students as global learners.

D. To use technology to engage the community in the education of children.

2004-2005

- To continue to use email as a means to promote home/school partnerships to collaboratively address curriculum activities.
- To use technology to disseminate information about classroom and school activities to the community.
- To continue to offer technology skill building opportunities to adults in the community during evening hours.

2005-2006

- To develop business partnerships that pair technology leaders with our students and teachers.
- To continue to gain support from the community for technology advancements in education.

2006-2007

- To continue to maintain educational partnerships with the New Jersey Educational Consortium at Kean College, the New Jersey Department of Education Northern Office at Montclair State, The Sussex County ETTC, The Sussex County Community College, and The New Jersey Statewide Systemic Initiative at the County College of Morris.
- To establish new educational and business partnerships that promote technology and that engage the community.

E. To maximize the use of technology for administrative information management.

2004-2005

- Maintain and develop the capabilities of the student management system, STI (Software Technologies Inc.).
- To streamline business operations through the use of electronic facility repair requests and other business operations.
- To streamline the technology repair process through the use of an electronic repair request through SMS.
- To continue to implement an electronic grading system.

2005-2006

- To explore the use of digital textbooks on CD.
- To utilize Web based practice test programs that provide on line resources for the HSPA prep, SAT review and other remedial programs that provide a student data base of proficiencies in Math and Language Arts.
- To explore other electronic options utilizing our student management system. These include electronic progress reports, report cards and medical history.

2006-2007

- To work with the department of education to facilitate information sharing of student HSPA test results sharing the NJ DOE data base.
- To manage student disaggregated data from student HSPA scores ensuring action can be taken to promote achievement of adequate yearly progress for each sub-group.

IV. Three-Year Implementation Strategies/ Activity Tables

(July 2004-June 2007)

A. How will students acquire information technology literacy skills?

2004-2005

- Students attain technology literacy through participation in the required technology course offered as a high school graduation requirement.
- Students are given technology literacy skill building activities in each content area course, as these skills are infused throughout the curriculum.
- Students are given the opportunity to participate in independent and collective library/media supported research projects in our computer labs during school and during after-school hours.

2005-2006

- Students are given the opportunity to participate in specialized technology courses, such as Media Technology, Engineering Design Technology, Computer Programming, Computer Applications, Communication Technology and Computer Aided Drafting.
- Curriculum is revised or new curriculum implemented to address the technology needs of students in preparing them for educational goals or real work experiences after graduation.

2006-2007

- Acquisition of hardware, software, and support services will be provided to ensure new and developing technology innovations are implemented, based on budgetary appropriations.

B. How will students regardless of gender, race, national origin, special need and religious affiliation have equitable access to educational technology?

2004-2005

- Redeployment of existing computers to ensure equitable opportunity for all students to obtain and practice technology skills will continue to occur.
- Assistive technology will continue to be utilized by our special education population.

- Additional time after-school will be provided for our students to practice and acquire technology giving them access to school hardware and software beyond the regular school day hours.

2005-2006

- In development or revision of the district long range facility plan, technology access will be ensured for all students in accordance with the provisions of the Individual's with Disabilities Act (IDEA).
- Articulation with the four sending districts will provide the opportunity for our staff to be prepared for any special accommodations that may be necessary for our future students.

2006-2007

- Special education classrooms will continue to maintain hardware and software developmentally appropriate for the skills and ability of the students.
- Continued membership in the New Jersey Educational Computing Cooperative, based at Kean College will continue to provide technology updates to technology needs of specialized populations.

C. How are resources/services/activities coordinated and shared with projects that are funded from federal, state, and local sources?

2004-2005

- Coordination of services will continue to be articulated in the No Child Left Behind 2004-2005 grant submission.
- The Business Administrator and business managers for other federal, state and local sources of revenue will continue to share information regarding additional opportunities for funding.
- The Director of Curriculum and Instruction will continue to interface with the Perkins Grant Program Manager to share resources in technology.
- The submission and approval of an E-Rate application will continue to defray a portion of our communication expenses.
- Grant opportunities to support technology acquisition will continue to be explored.

2005-2006

- Coordination of services will continue to be articulated in the No Child Left Behind 2005-2006 grant submission.

- The Sussex County ETTC will continue to provide support services for professional development for our faculty staff and for members of the High Point staff.
- The submission and approval of an E-Rate application will continue to defray a portion of our communication expenses.
- Grant opportunities to support technology acquisition will continue to be explored.

2006-2007

- Coordination of services will continue to be articulated in the No Child Left Behind 2006-2007 grant submission.
- The submission and approval of an E-Rate application will continue to defray a portion of our communication expenses.
- The Sussex County ETTC will continue to provide support services for professional development for our faculty staff and for members of the High Point staff.
- Grant opportunities to support technology acquisition will continue to be explored.

D. How are innovative strategies supported and developed for use in the instructional classroom?

2004-2005

- Innovative strategies will continue to be implemented from technologies Best Practices identified in research studies and reported through the NJECC.
- Technology strategies will continue to be implemented as researched by the New Jersey Statewide Systemic Initiative, providing classroom integration of technology in math, science, and technology education.
- Membership and participation in the International Technology Education Association (ITEA) will continue to support our strategies for providing ideas and activities for classroom implementation of technology. Our school received a 2004 Program Excellence School Award from this national organization.
- Membership in the Sussex County ETTC will provide hands-on instruction for our faculty in technology innovations.
- In house staff proficient in the use of technology in the classroom will continue to turn-key instructional practices at our scheduled inservice workshops throughout the year.

2005-2006

- Membership in the Sussex County ETTC will provide hands-on instruction for our faculty in technology innovations.
- In house staff, especially staff in the Business Department, proficient in the use of technology in the classroom will continue to turn-key instructional practices at our scheduled inservice workshops throughout the year.
- Innovative strategies will continue to be implemented from technologies Best Practices identified in research studies and reported through the NJECC.

2006-2007

- Innovative strategies will continue to be implemented from technologies Best Practices identified in research studies and reported through the NJECC.
- Technology strategies will continue to be implemented as researched by the New Jersey Statewide Systemic Initiative, providing classroom integration of technology in math, science, and technology education.
- Membership and participation in the International Technology Education Association (ITEA) will continue to support our strategies for providing ideas and activities for classroom implementation of technology. Our school received a 2004 Program Excellence School Award from this national organization.
- Membership in the Sussex County ETTC will provide hands-on instruction for our faculty in technology innovations.
- In-house staff proficient in the use of technology in the classroom will continue to turn-key instructional practices at our scheduled inservice workshops throughout the year.
- Consultant services will continue to be contracted to provide state of the art technology training based on industry standards the relationship to developing instructional strategies for delivering the information.

E. Questions to be addressed are: How will effective use of technology promote parental involvement and increase communication with parents, how parents will be informed of the technology being applied in their child's education, and how can this be reinforced at home?

2004-2005

- All departments at the high school have a web page linked to the district web site to provide parents information regarding department policy, courses, teachers, and other pertinent information.
- Most teachers have a course web site linked to their department's web site to provide information to parents and to increase communication between parents and teachers.

- Student homework assignments, course expectations, and other information for parents are posted on department and teacher web sites.
- Each course has a course proficiency list which parents receive at the start of each school year. This list also provides technology resources students will be expected to utilize during the year.
- The current entire course catalog is published on-line and can be accessed by parents and students to assist in course planning and scheduling.
- Each teacher has a voice mailbox that permits parents to contact teachers regarding their children's school work.
- The Principal's Advisory Committee (PAC) will continue to receive updates regarding the technology employed in the district and how parents can reinforce school instruction at home.

2005-2006

- All departments at the high school have a web page linked to the district web site to provide parents information regarding department policy, courses, teachers, and other pertinent information.
- Most teachers have a course web site linked to their department's web site to provide information to parents and to increase communication between parents and teachers.
- Student homework assignments, course expectations, and other information for parents are posted on department and teacher web sites.
- Each course has a course proficiency which parents receive at the start of each school year that provides technology resources students will be expected to utilize during the year.
- The 2005-2006 course catalog is published on-line and can be accessed by parents and students to assist in course planning and scheduling.
- Each teacher has a voice mailbox that permits parents to contact teachers regarding their children's school work.
- Course proficiencies are expected to be posted on each department web page.
- The Principal's Advisory Committee (PAC) will continue to receive updates regarding the technology employed in the district and how parents can reinforce school instruction at home.

2006-2007

- Student homework assignments, course expectations, and other information for parents are posted on department and teacher web sites.
- Each course has a course proficiency which parents receive at the start of each school year that provides technology resources students will be expected to utilize during the year.

- The 2006-2007 course catalog is published on-line and can be accessed by parents and students to assist in course planning and scheduling.
- Each teacher has a voice mailbox that permits parents to contact teachers regarding their children's school work.
- Course proficiencies are expected to be posted on each department web page.
- The Principal's Advisory Committee (PAC) will continue to receive updates regarding the technology employed in the district and how parents can reinforce school instruction at home.

V. Funding Plan

(July 2004-June 2007)

A. The supporting resources to be acquired:

Because High Point is no longer only preparing its graduates for the jobs and careers that are available today; we must continue to maintain a visionary approach which seeks to prepare our students for jobs that have yet to be created.

Budgetary constraints and other district priorities will continue to challenge our technology efforts. The plan will continue to be reviewed and alternative solutions to fiscal challenges will be explored. Innovative and emerging technologies, such as a Thin Client solution to our need for additional workstation capability, will be utilized to overcome these obstacles.

2004-2005

- Additional supplies to include computers, software, projectors, digital cameras, and computer peripherals
- Upgrade library software for research applications and establish plan to develop media center
- Review additional sources of funding from lease purchase options

2005-2006

- Upgrade of server
- Additional 20% replacement of existing computers
- Purchase, upgrade existing educational software
- Implementation of Windows XP on a majority of the workstations
- Review additional sources of funding from lease purchase options

2006-2007

- Upgrade of server
- Additional 20% replacement of existing computers
- Purchase, upgrade existing educational software
- Replace or purchase CD's to phase out textbook use
- Explore applications of PDA's and or other digital devices for hand held capability
- Review additional sources of funding from lease purchase options

B. The projected costs of technology to be acquired.

2004-2005

- Supplies \$90,945.00
- Contracted Services Internet Access \$21,984.00
- Contracted Services Maintenance and Repair Agreement \$33,920.00
- Hardware Equipment \$131,044
- Technology Staff Training \$6,000.00

2005-2006

- Supplies \$108,000.00
- Contracted Services Internet Access \$41,984.00
- Contracted Services Maintenance and Repair Agreement \$39,920.00
- Hardware Equipment \$151,044
- Technology Staff Training \$7,000.00
- Additional full time technology director \$75,000.00

2006-2007

- Supplies \$123,000.00
- Contracted Services Internet Access \$49,984.00
- Contracted Services Maintenance and Repair Agreement \$48,920.00
- Hardware Equipment \$181,044
- Technology Staff Training \$8,000.00
- Continue services of full time technology director \$78,000.00

C. Funding sources used to ensure equitable access:

2004-2007

- Grant opportunities from Perkins
- Grant opportunities from No Child Left Behind
- Funding from E-Rate
- Distance Learning Aid
- Grant opportunities from competitive grants
- Community resources
- Local Funding from taxes

D. Funding sources used to ensure teachers are prepared to integrate technology into curricula and instruction:

2004-2007

- Grant opportunities from Perkins
- Grant opportunities from No Child Left Behind
- Grant opportunities from competitive grants
- Community resources
- Local Funding from taxes
- Lease Purchase agreement
- Professional Development local and NCLB funds for Title 1 teachers

VI. Professional Development

- A. How will teachers have access to educational technology in their instructional areas?

There is at least one computer in each classroom. Several options for the next three years that are under consideration would increase the number of computers in each classroom and increase the number of workstations in at least one of the current computer labs to accommodate large classes. In addition to classrooms, the library has workstations available for teacher and student use. There are workstations throughout the building available for teachers to use during their preparation periods.

Each department office also has several workstations available for teacher use. Printers, projectors, and other technology peripherals are also available for instructional use and can be moved around the building.

- B. What is the process used to identify and modify the core curriculum content area to support the infusion of technology?

Each department supervisor has aligned the course content to meet the Core Curriculum Content Standards. Within each course description, each course must detail the infusion of technology into the curriculum including what resources are needed, references used, and how the technology addresses the standards, and an evaluation process. During classroom observations, teachers are expected to demonstrate the infusion of technology in each lesson. Part of the teacher's evaluation includes this element. This requirement is also delineated in teacher PIP's.

- C. How is relevant research used to integrate technology into curricula and instruction, to improve student academic achievement, as measured by New Jersey Core Curriculum Content Standards?

The Director of Curriculum and Instruction meets monthly with all supervisors of regular education and the special education departments. Current research information obtained from reading research publications, attendance at national and state conferences, and from research professionals is shared. Best Practices that facilitate technology integration are also explored and implemented. The district five year curriculum plan is reviewed and updated yearly. One of the areas considered in updating the plan is the classroom implementation of technology to improve student achievement

Each department supervisor ensures the alignment of their curriculum to the New Jersey CCCS through classroom observations, checking lesson plans, and through regular department meetings with teachers. Administrators also conduct classroom observations of our non-tenured staff to ensure compliance with the New Jersey Core Curriculum Content Standards.

Educational organizations such as The New Jersey Statewide Initiative (NJSSI) located at the County College of Morris, has partnered with High Point in the areas of Math and Science technology integration. As a result, two new programs in Mathematics and in Science were introduced this year that were based on research models explored through the NJSSI and our department supervisors.

- D. How is professional development provided for administrators to further the use of technology in the classroom?

High Point Administrators have formed an Administrative Team to ensure effective communication between the high school and the central office staff. Technology innovations and classroom applications are shared at bi-monthly team meetings. The Director of Curriculum and Instruction provides the team with information regarding professional development opportunities available to administrators. High Point's membership in the Sussex County ETTC, board sponsored tuition reimbursement for some college credits, and in-house staff provide additional professional development. Our inservice technology workshops for teachers are also attended by administrators.

- E. A summary of teacher and library media personnel proficiency in the use of technology:

Input to staff needs regarding technology proficiency is provided by the two professional development committees. A sample staff evaluation is included in this plan (see Technology Assessment Study). Staff will be surveyed yearly and the information analyzed by the professional development committees to determine the degree of technology utilization and proficiency for Instructional Technology, Teacher Tools, Communications, Administrative Use and Technology Training.

Three full day and one half day inservice days are provided each year for professional development purposes. One of the school objectives is to provide teachers with several opportunities for technology professional development during the inservice days. Teachers complete a survey concerning the effectiveness of the training after each workshop day, which assists in determining the ability of the workshop to meet teacher needs and possible future inservice topics.

All of our teachers have received training in Web Page design, Power Point, the Electronic Grade System (STI), The Internet and Email use. Many other

have gone on to advanced training in Excel, MS Office, Dream weaver, and other computer applications.

- F. What are the barriers to professional development relative to the use of technology as part of instruction?

Our teaching staff is comprised of a variety of personalities and teaching styles. Differences in levels of teaching experience also exist. Our veteran teachers have taken training in the use of technology for instructional purposes, while our beginning teachers have entered the district with a clear understanding the role of technology as an instructional tool and with adequate training. A barrier would be to vary the type and level of technology professional development to meet the needs of all of our teachers. Utilizing in house experts and contracted services we have been able to meet this challenge successfully.

- G. Professional development opportunities planned for 2004-2007:

In 2004-2005, the Local Professional Development Committee and the Baldrige Faculty Professional Development Action Committee will review the needs assessment generated in 2004 to assist in planning future technology inservice workshops. Those under consideration include Dreamweaver, Advance PowerPoint, Microsoft Word, Web Page Design, and advancements in our AutoCAD program. Both in-house staff and contracted staff will be utilized to deliver the workshops. The current teacher contract establishes three and one half days for professional development activities during the school year. We also have established a partnership with the Sussex County ETTC to provide continuous opportunities for technology professional development throughout the summer and school year. These workshops provide techniques for implementing technology in the classroom curriculum and provide teachers with resources to facilitate this implementation of educational technology.

Utilizing the results of in house teacher surveys and the enclosed Technology Assessment Study, we will be able to better meet the needs of our teachers in technology professional development after we analyze the results of the survey.

Membership in the New Jersey Educational Computing Consortium will continue to provide our technology staff with opportunities to network and share information with other school districts throughout the state regarding the latest innovations in educational technology. The NJECC provides professional development for our technology staff. Also, at the consortium

meetings, technology vendors offer state of the art hardware and software solutions to meet future technology needs, keeping in mind the educational requirements that school districts must adhere to.

In 2005-2006, the Local Professional Development Committee and the Baldrige Faculty Professional Development Action Committee will again survey the staff to determine future inservice workshops. The committees also review surveys generated from participants after each inservice is concluded. In addition, the Director of Curriculum and Instruction and the Technology Support Team meet monthly to determine if additional professional development opportunities need to be addressed due to revisions in software, hardware upgrades or the requirements of the New Jersey Core Curriculum Content Standards. As state and federal requirements change as a result of the No Child Left Behind legislation, additional training will be offered to ensure our teachers are prepared to meet the changes.

In 2006-2007, the Local Professional Development Committee and the Baldrige Action Committee will review inservice surveys returned the previous year and will again survey the staff for input that is necessary to design inservice activities for the school year. The committees also review surveys generated from participants after each inservice is concluded. In addition, the Director of Curriculum and Instruction and the Technology Support Team meet monthly to determine if additional professional development opportunities need to be addressed.

Our contracted service and maintenance provider, Creative Networking Concepts, will also be utilized to provide technology professional development on an as needed basis. This permits a high quality, quick response to our training needs from a local vendor who is familiar with our network, and our teaching staff requirements.

Membership in the New Jersey Educational Computing Consortium will continue to provide our technology staff with opportunities to network and share information with other school districts throughout the state regarding the latest innovations in educational technology. The NJECC provides professional development for our technology staff. Also, at the consortium meetings, technology vendors offer state of the art hardware and software solutions to meet future technology needs, keeping in mind the educational requirements that school districts must adhere to.

VII. Evaluation Plan

The technology staff, under the supervision of the Director of Curriculum and instruction and the building principal review each year's technology plan goals, objectives, activities, resources and services on a yearly basis. A report is compiled and forwarded to the superintendent for his review. Revisions are made as necessary to accommodate changes to the plan.

The effectiveness of each activity in integrating technology into the classroom, to students meeting state standards, and in developing life-long learning skills is measured using the results of final grades of students enrolled in technology courses, in reviewing teacher observation reports, in results of the High School Proficiency Assessment, and by polling of graduates to determine the extent to which high school courses and experiences prepared students for careers after graduation.

Our Baldrige Action Committee and the Local Professional Development Committee, addressing faculty and support staff professional development needs and accomplishments, review surveys completed by staff after each professional development in-service workshop to determine the extent to which the workshop met teacher and staff needs. Surveys are also used to identify what type of professional development is needed by teachers. This information is used in developing the Local Professional Development Plan.

Department supervisors meet with the building principal and the Director of Curriculum and Instruction to analyze standardized test results. This information is shared with classroom teachers at monthly department meetings where action can be initiated to improve instruction.

Students, through their representatives of the Student Council, and through discussions with graduated seniors, are polled to determine the effectiveness of the technology integration and their development of life-long learning skills. Adjustment in the curriculum can be made if opportunities for improvement are identified.

Budgetary constraints and other district priorities will continue to challenge our technology efforts. The plan will continue to be reviewed and alternative solutions to fiscal challenges will be explored. Innovative and emerging technologies, such as a Thin Client solution to our need for additional workstation capability, will be utilized to overcome these obstacles.

In conclusion, this plan will be continuously evaluated to determine if the objectives were achieved, were there any other objectives achieved, did the plan activities match the projected costs of the plan, what is the impact of the plan on student achievement, and what are the future recommendations from evaluating the plan?

All stakeholders will work together to ensure that an open communication continues and that all participants have the opportunity to participate as stakeholders in the technology development process for the district.