NJ Department of Education
Passaic City Public School District
Three-Year Educational Technology Plan Checklist

Stakeholder Table

Stakeholder Table		
Title	**Name**	**Signature**
Superintendent	Dr. Lawrence Everett	
Board President	Salim Patel	
Board Member	Maryann Capursi	
Curriculum Director/Curriculum Committee Member	Dr. Deborah Hudzik	
District Coordinator of Technology	Joshua Koen	
Special Education Teacher / Assistant Supervisor Special Services	Chad Leverett	
Principal	Dr. Gloria Vargas	
7-12 Technology Coordinator	Joanna Antoniou	
K-6 Technology Coordinator	Alodie Gossh	
Teacher	Angelica Safanova	
Department Chairperson	Jeannette Torres-Gomez	
Library Media Specialist	Fran King	
Guidance	Migdalia Pagan	
Community Member	Thania Melo	
Parent	Pete Rosario	
Student	Tiffany Duran	

3. Approval of a Before School Book Club and Enrichment Program for the 2012 - 2013 School Year - School No. 11

Your Committee of the Whole, based upon the recommendation of Ms. Kyra Aycart, Principal of School No.11, hereby recommends the creation of a Before School Book Club and Enrichment Program for the 2012-2013 School Year.

This program is for the intervention of targeted population of grade 6 students. The students will become more confident and motivated independent readers and will increase the time spent on reading at home. The students will be assessed using a survey developed for each group measuring how they feel about their reading and will be responsible for a self-evaluation or reflection piece developed by the teacher after each book read.

The program will meet two times a week for a total of 28 1-hour book club meetings. In addition, each teacher will need 8 total hours of prep time throughout the program. There will be a total of 3 teachers (1 program coordinator and 2 Teachers) 28 + 8= 36 hours per teacher for a total of 72 hours.

Ms. Kyra Aycart, Principal of School No. 11, certifies payment for this resolution will be taken from Account No. 15-421-100-101-11-0075, not to exceed $3,000.00.

4. Approval of the Three-Year District Technology Plan for 2013 – 2016

Your Committee of the Whole, based upon the recommendation of Mr. Joshua Koen, District Coordinator of Information Technology, and with the approval of Dr. Lawrence Everett, Interim Superintendent, accepts the Three-Year District Technology Plan for July 1, 2013 – June 30, 2016.

5. Adoption of Policy

Your Committee of Whole recommends the adoption of the following policy:

Policy 7250 Naming Buildings and Programs

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

1. Inventory Table

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for Year 1**	**Describe for Year 2**	**Describe for Year 3**
Technology Equipment including assistive technologies	• 5,300 student laptops (Chromebooks) in grades 7-12 • 1,600 Teacher laptops (Dell Latitude) • 200 Administrator/Administrative desktops/laptops • 280 Epson Short-throw projectors covering every grade 7-12 class • 600 SMART Boards w/projectors covering every grade K-6 class • 6-10 mobile computing devices in every PreK-2nd grade class • 350 document cameras • 1,300 student computing devices (TBD) in grades 3-6 to pilot initiatives • 3,000 Desktop computers in grades PreK – 12 • 1,000 e-readers • 250 E-Readers and or Chrome Books will be available as loaners to ancillary staff on a temporary basis • 650 local and network-attached printers in classrooms and offices • 700 iPads for assistive technologies	• 5,300 student laptops (Chromebooks) in grades 7-12 • 1,600 Teacher laptops (Dell Latitude) • 200 Administrator/Administrative desktops/laptops • 280 Epson Short-throw projectors covering every grade 7-12 class • 600 SMART Boards w/projectors covering every grade K-6 class • 6-10 mobile computing devices in every PreK-2nd grade class • 350 document cameras • 2,600 student computing devices (TBD) in grades 3-6 • 3,000 Desktop computers in grades PreK – 12 • 1,000 e-readers • 250 E-Readers and or Chrome Books will be available as loaners to ancillary staff on a temporary basis • 650 local and network-attached printers in classrooms and offices • 700 iPads for assistive technologies	• 5,300 student laptops (Chromebooks) in grades 7-12 • 1,600 Teacher laptops (Dell Latitude) • 200 Administrator/Administrative desktops/laptops • 280 Epson Short-throw projectors covering every grade 7-12 class • 600 SMART Boards w/projectors covering every grade K-6 class • 6-10 mobile computing devices in every PreK-2nd grade class • 350 document cameras • 5,000 computing devices in grades 3-6 • 3,000 Desktop computers in grades PreK – 12 • 1,000 e-readers • 250 E-Readers and or Chrome Books will be available as loaners to ancillary staff on a temporary basis • 650 local and network-attached printers in classrooms and offices

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for Year 1**	**Describe for Year 2**	**Describe for Year 3**
	• 100 iPads for Administrative Teacher walkthroughs • Network Attached Storage Devices with full redundancy at Disaster Recovery Site (HP 3PAR) • Two (2) HP DL980 Servers hosting virtualized applications (READ 180, etc.) • Additional servers in core for redundancy, DNS, DHCP • 40 Edge servers to support DNS/DHCP, local applications, etc. • Scientific probes and sensors • 200 Student response systems in K-6 classes • 500 Interactive slates • 20 360 degree observation cameras and other technological tools to assist in teacher and principal evaluation	• 100 iPads for Administrative Teacher walkthroughs • Network Attached Storage Devices with full redundancy at Disaster Recovery Site (HP 3PAR) • Two (2) HP DL980 Servers hosting virtualized applications (READ 180, etc.) • Additional servers in core for redundancy, DNS, DHCP • 40 Edge servers to support DNS/DHCP, local applications, etc. • Scientific probes and sensors • 400 Student response systems in K-6 classes • 1,000 Interactive slates • 20 360 degree observation cameras and other technological tools to assist in teacher and principal evaluation	• 700 iPads for assistive technologies • 100 iPads for Administrative Teacher walkthroughs • Network Attached Storage Devices with full redundancy at Disaster Recovery Site (HP 3PAR) • Two (2) HP DL980 Servers hosting virtualized applications (READ 180, etc.) • Additional servers in core for redundancy, DNS, DHCP • 40 Edge servers to support DNS/DHCP, local applications, etc. • Scientific probes and sensors • 600 Student response systems in K-6 classes • 1,500 Interactive slates • 20 360 degree observation cameras and other technological tools to assist in teacher and principal evaluation
Networking Capacity	• 10GB Fiber inter-connect between 16 schools & stadium • 500MB Internet connection • 50MB Internet connection at Disaster Recovery site • 1 GB speed to the desktop and 450MB WiFi in schools 4, 9, 11, & 12	• 10GB Fiber inter-connect between 16 schools & stadium • 1GB Internet connection • 50MB Internet connection at Disaster Recovery site • 1 GB speed to the desktop and 450MB WiFi in schools 1, 3, 4, 6, 9, 10, 11, & 12	• 10GB Fiber inter-connect between 16 schools & stadium • 1GB Internet connection • 50MB Internet connection at Disaster Recovery site • 1 GB speed to the desktop and 1 GB WiFi in **<u>all</u>** district schools • **200 Cisco 10/100/1000 3750X**

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for Year 1**	**Describe for Year 2**	**Describe for Year 3**
	• 100MB speed to desktop / WiFi in other schools • **100 Cisco 10/100/1000 3750X switches** • **100 Cisco 10/100 3750 POE switches** • **600 Cisco 3602 802.11n Access Points** • 130 External directional Access Points (Community WiFi)	• 100MB speed to desktop / WiFi in other schools • **140 Cisco 10/100/1000 3750X switches** • **100 Cisco 10/100 3750 POE switches** • **700 Cisco 3602 802.11n Access Points upgraded to 802.11ac** • 130 External directional Access Points (Community WiFi)	**switches** • **800 Cisco 3602 802.11n Access Points upgraded to 802.11ac** • 130 External directional Access Points (Community WiFi)
Filtering Method	• All student and staff passively pass through annual subscription-based Cisco Iron Port • Barracuda as back-up filter in disaster recovery site	• Identity-based filtering via Active Directory based on user rights through annual subscription-based Cisco Iron Port • Barracuda as back-up filter in disaster recovery site	• Identity-based filtering via Active Directory based on user rights through annual subscription-based Cisco Iron Port • Barracuda as back-up filter in disaster recovery site
Software used for curricular support and filtering	• Aleks • Gizmos • Reading Streets • Calle de Lectura (Reading Literacy) • Everyday Math Online • Follett Destiny (library database) • Overdrive (purchasing e-books) • Pearson PowerSchool (SIS) • Pearson SchoolNet (IMS) • Pearson SIF works (AD synchronization) • Learning Management System (LMS) TBD	• Aleks • Gizmos • Reading Streets • Calle de Lectura (Reading Literacy) • Everyday Math Online • Follett Destiny (library database) • Overdrive (purchasing e-books) • Pearson PowerSchool (SIS) • Pearson SchoolNet (IMS) • Pearson SIF works (AD synchronization) • Learning Management System (LMS) TBD	• Aleks • Gizmos • Reading Streets • Calle de Lectura (Reading Literacy) • Everyday Math Online • Follett Destiny (library database) • Overdrive (purchasing e-books) • Pearson PowerSchool (SIS) • Pearson SchoolNet (IMS) • Pearson SIF works (AD synchronization) • Learning Management System

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for Year 1**	**Describe for Year 2**	**Describe for Year 3**
	• Google Apps (Docs, Drive, etc.) • Microsoft Office • Microsoft Windows • Macromedia Dreamweaver • Hapara Google App • Apps to support Curricular Areas • Fastt Math • Achieve 3000 • READ 180 • Rosetta Stone • STEM probe and sensor software • Vision (desktop monitoring) • Teachscape teacher evaluation • 25% of all textbooks of students in a 1:1 setting will be moved to E-Textbooks w/ interactive features & simulations	• Google Apps (Docs, Drive, etc.) • Microsoft Office • Microsoft Windows • Macromedia Dreamweaver • Hapara Google App • Apps to support Curricular Areas • Fastt Math • Achieve 3000 • READ 180 • Rosetta Stone • STEM probe and sensor software • Vision (desktop monitoring) • Teachscape teacher evaluation • 50% of all textbooks of students in a 1:1 setting will be moved to E-Textbooks w/ interactive features & simulations	(LMS) TBD • Google Apps (Docs, Drive, etc.) • Microsoft Office • Microsoft Windows • Macromedia Dreamweaver • Hapara Google App • Apps to support Curricular Areas • Fastt Math • Achieve 3000 • READ 180 • Rosetta Stone • STEM probe and sensor software • Vision (desktop monitoring) • Teachscape teacher evaluation • 75% of all textbooks of students in a 1:1 setting will be moved to E-Textbooks w/ interactive features & simulations
Technical Support and maintenance	• One (1) IT Director • One (1) Asst IT Director • Two (2) Student Information / Data Management coordinators, state & federal reports • Sixteen (16) Instructional Technology Coordinators (coaches) • Three (3) Network Managers • Three (3) Senior Computer Technicians • Sixteen (16) Computer Technicians	• One (1) IT Director • One (1) Asst IT Director • One (1) District Technology Department Chairperson • Two (2) Student Information / Data Management coordinators, state & federal reports • Sixteen (16) Instructional Technology Coordinators (coaches) • Three (3) Network Managers	• One (1) IT Director • One (1) Asst IT Director • One (1) District Technology Department Chairperson • Two (2) Student Information / Data Management coordinators, state & federal reports • Sixteen (16) Instructional Technology Coordinators (coaches) • Three (3) Network Managers

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for Year 1**	**Describe for Year 2**	**Describe for Year 3**
	• Two (2) Administrative Assistants to manage annual bids, procurement, phone & work orders • Three (3) Student Interns to support break/fix for computers • Network consultant procured via E-Rate to assist w/ break-fix • Maintenance & support agreements on network and computer hardware and software services • Remote software (Altiris, Cisco Prime, ICE) to support network and computer hardware and software services	• Four (4) Senior Computer Technicians • Eighteen (18) Computer Technicians • Two (2) Administrative Assistants to manage annual bids, procurement, phone & work orders • Network consultant procured via E-Rate to assist w/ break-fix • Maintenance & support agreements on network and computer hardware and software services • Remote software (Altiris, Cisco Prime, ICE) to support network and computer hardware and software services	• Four (4) Senior Computer Technicians • Twenty (20) Computer Technicians • Two (2) Administrative Assistants to manage annual bids, procurement, phone & work orders • Network consultant procured via E-Rate to assist w/ break-fix • Maintenance & support agreements on network and computer hardware and software services • Remote software (Altiris, Cisco Prime, ICE) to support network and computer hardware and software services
Telecommunications equipment and services	• 650 Centrex lines • 250 POTS lines • SIP trunks • Cisco call manager • 40 Cellular devices • 10 MyFy devices (Internet back-up) **VoIP** o 200 DiD's o 700 Classroom phones o 100 Administrator phones o 80 Manager phones o Core: 2xT1 + 3 Mbps x2	• 150 POTS lines • SIP trunks • Cisco call manager • 40 Cellular devices • 10 MyFy devices (Internet back-up) **VoIP** o 200 DiD's o 700 Classroom phones o 100 Administrator phones o 80 Manager phones o Core: 2xT1 + 3 Mbps x2	• 150 POTS lines • SIP trunks • Cisco call manager • 40 Cellular devices • 10 MyFy devices (Internet back-up) **VoIP** o 200 DiD's o 700 Classroom phones o 100 Administrator phones o 80 Manager phones o Core: 2xT1 + 3 Mbps x2

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for Year 1**	**Describe for Year 2**	**Describe for Year 3**
	o DRS: 2xT1 + 3 Mbps x2	o DRS: 2xT1 + 3 Mbps x2	o DRS: 2xT1 + 3 Mbps x2
Other Services:	• Symantec Altiris for Anti-virus, Anti-spam, electronic work order, asset management system, and Mobile Device Management • Microsoft Office 365 hosted email • Hosted web site • EMC Avamar snapshot back-up and data recovery software licenses • Additional software for improved security and monitoring of network (Cisco Prime / ICE)	• Symantec Altiris for Anti-virus, Anti-spam, electronic work order, asset management system, and Mobile Device Management • Microsoft Office 365 hosted email • Hosted web site • EMC Avamar snapshot back-up and data recovery software licenses • Additional software for improved security and monitoring of network (Cisco Prime / ICE)	• Symantec Altiris for Anti-virus, Anti-spam, electronic work order, asset management system, and Mobile Device Management • Microsoft Office 365 hosted email • Hosted web site • EMC Avamar snapshot back-up and data recovery software licenses • Additional software for improved security and monitoring of network (Cisco Prime / ICE)

Passaic City Public School District
Three-Year Educational Technology Plan

2. Needs Assessment

Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software and other services to improve education.

In developing this Needs Assessment, the Technology Department actively sought out the advice and insights of a broad range of stakeholders, including but not limited to students, educators, administration, parents, higher education and industry leaders. The Department met formally and informally for the purpose of gathering input into the plan and participated in conferences of stakeholder groups.

The purpose of these formal and informal conversations was to see if each school was educationally adequate, if their current infrastructure included room for expansion, and was driven by the programmatic needs of the district, school, teachers, and students.

The Technology office conducts a yearly survey(s) and compiles a LoTi Digital Age Profile to examine areas relating directly to the Technology Department in each school. "The LoTi Digital-Age Survey—based on Moersch's LoTi Framework (1994)—is an empirically-validated tool that creates a personalized digital-age professional development profile for participants aligned to the NETS for Teachers (NETS-T) and Administrators (NETS-A). Since its inception in 1994, the LoTi Framework has been used as the basis for state wide technology use surveys" [1]

This survey is designed to gather information pertaining to the availability of technology, levels of technology integration, Instruction, Staff Development, School-Based Support, Administration Support/Scheduling, Equipment/Systems Maintenance, and Planning. The report also serves as a formal needs assessment, giving the Office of Technology additional information for future planning. Based on this survey the Passaic City School District Technology Department has identified the following areas of greatest need including hardware and software upgrade as well as maintenance and Professional Development with on-going support (see figure 1 and 2). Based on this information the following goals have been established in relations to these areas.

Telecommunications: Goal 3.a.1.2
- Improve upgrade and maintain the current telecommunications infrastructure through the implementation of:
  - VOIP/ SIP Trunks
  - POTS

Information Technology: Goal 3.b.1-4 (See needs Assessment (see figure 1 and figure 2)
- Student Information System (PowerSchool)
- Instructional Management System (SchoolNet)
- Learning Management System
- Teacher Evaluation System (TeachScape)
- Technology enhanced integrated security system
- Upgraded Personnel and Budgetary Software systems

Educational Technologies: Goal 3.c.1-11 and Goal 3.d.1-5 (see figure 2 and figure 3)
- Teacher Laptops
- Projection devices in every class room

[1] http://www.loticonnection.com/index.php/products/loti-profiler

WAN
Network Hardware
Cabling

Bandwidth increase

In Grades 7-12 laptops in a 1 to 1 environment
In Grades 3-6 mobile computing devices in a 1 to 1 environment
In Grades PreK-2 6-10 mobile computing devices

Other instruments used to assess the needs of the District include the SIP Plan, the Technology Staff Development Evaluation Forms, State Technology Survey, formal and informal interviews with administration, principals, department heads, teachers and other stakeholders, and other District surveys. Discussions have also taken place regarding how the district's special education populations, at-risk populations, and English Language Learners will be accommodated. Information gathering methods that have proven successful in the area of educational technology in the Passaic School District include but are not limited to the following:

- Collecting input from the school community via survey and PD
- Organizing onsite visits to retrofitted schools or classrooms
- Reviewing previously developed planning documents, such as the current technology plan, long-range facilities plans (http://www.state.nj.us/education/facilities/lrfp/), School Improvement Plans, New Jersey State Educational Technology Plan (http://www.nj.gov/education/techno/state_plan.htm), and the National Technology Plan (http://www.ed.gov/about/offices/list/os/technology/plan/2004/plan.pdf).
- Arranging for presentations (onsite and virtual) by experts who specialize in K-12 technology vision, products, and services. (Alan November / November Learning)

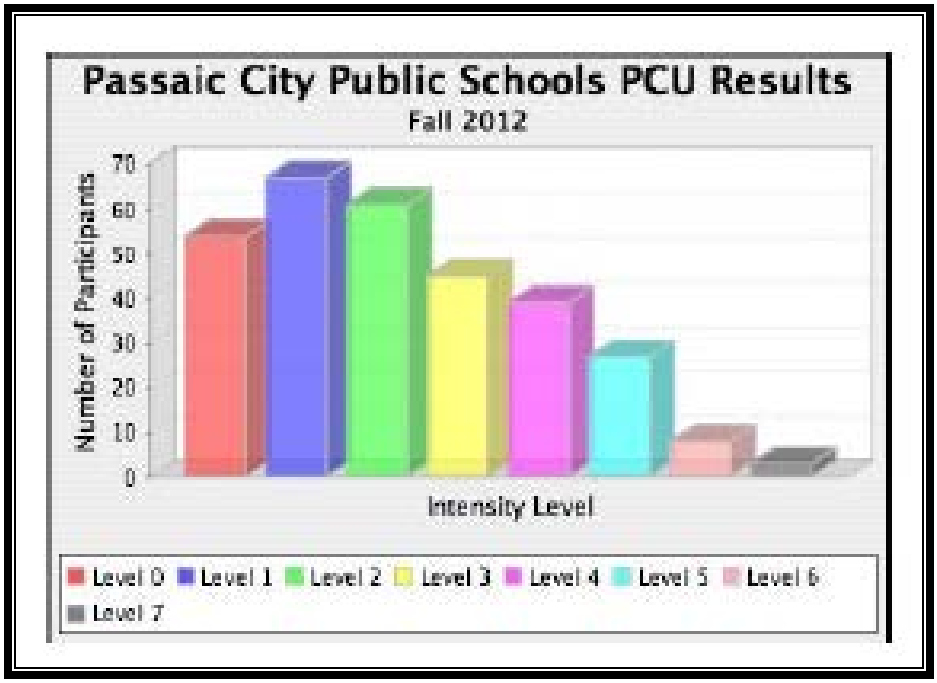
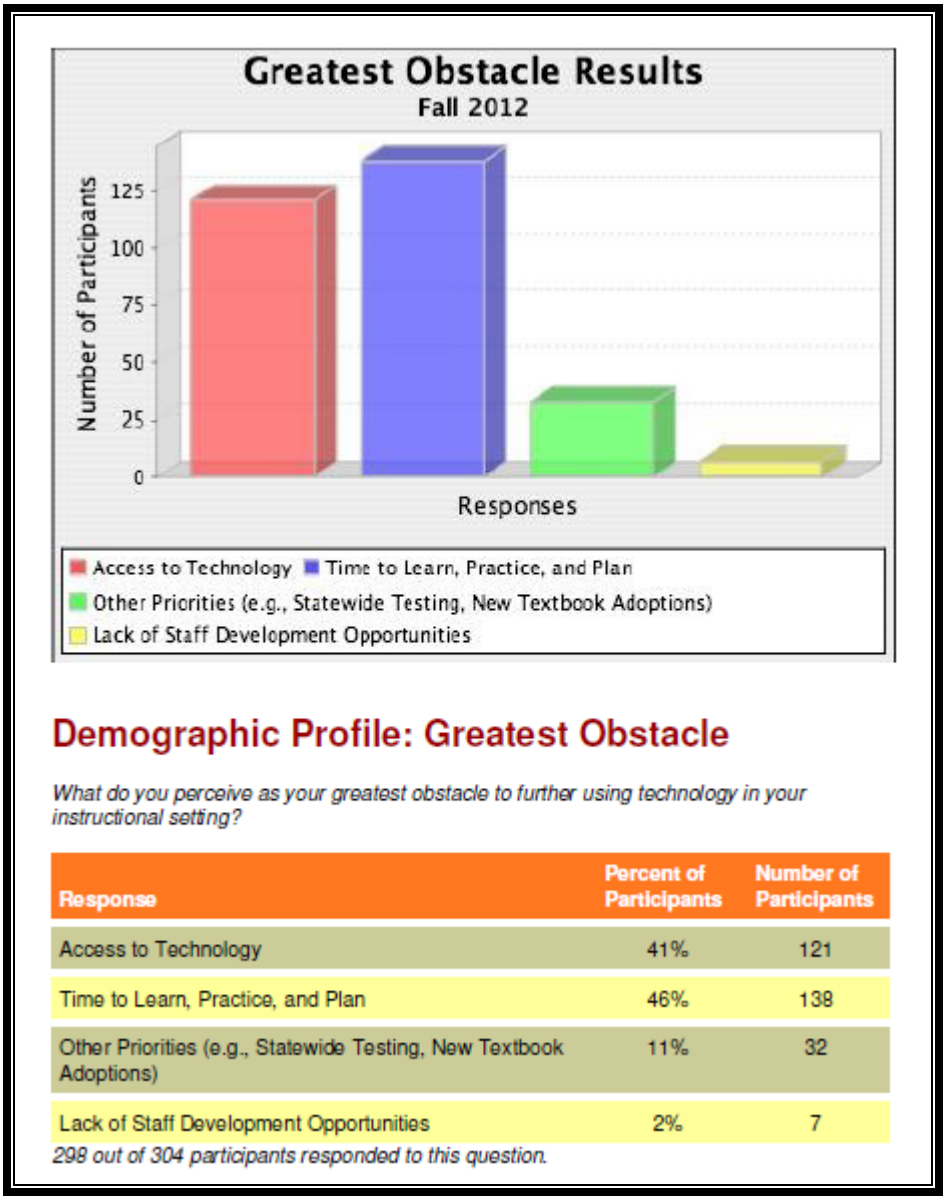


Figure 1

A PCU Intensity Level 2 indicates that the participant demonstrates little to moderate fluency with using digital tools and resources for student learning. Participants at Intensity Level 2 may occasionally browse the internet, use email, or use a word processor program; yet, may not have the confidence or feel comfortable using existing

and emerging digital tools beyond classroom management tasks (e.g., grade book, attendance program). Participants at this level are somewhat aware of copyright issues and maintain a cursory understanding of the impact of existing and emerging digital tools and resources on student learning.



Demographic Profile: Greatest Obstacle

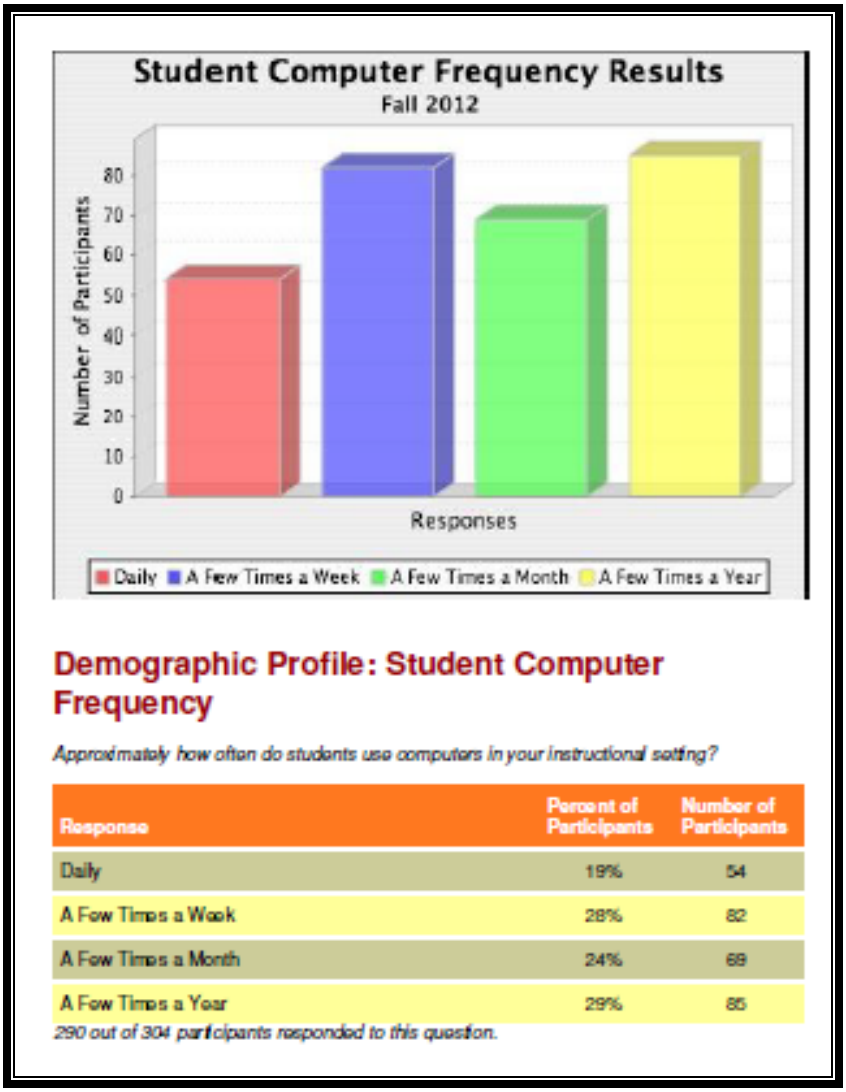
What do you perceive as your greatest obstacle to further using technology in your instructional setting?

Response	Percent of Participants	Number of Participants
Access to Technology	41%	121
Time to Learn, Practice, and Plan	46%	138
Other Priorities (e.g., Statewide Testing, New Textbook Adoptions)	11%	32
Lack of Staff Development Opportunities	2%	7

298 out of 304 participants responded to this question.

Figure 2

➔ **<u>Significant Finding</u>**: Participants felt their greatest obstacle to using technology was access to technology and time to learn, practice and plan. It is the Passaic City School District's plan to provide teachers with laptops and students with enough computers to make this a non-issue as well as providing them with training and ongoing support.



Demographic Profile: Student Computer Frequency

Approximately how often do students use computers in your instructional setting?

Response	Percent of Participants	Number of Participants
Daily	19%	54
A Few Times a Week	28%	82
A Few Times a Month	24%	69
A Few Times a Year	29%	85

290 out of 304 participants responded to this question.

Figure 3

➔ **Significant Finding**: 53% of participants reported frequency of computers use from a few times a month to a few times a year.

Needs Assessment and Recommendations for Hardware/Software:

> **"**The technology infrastructure of the 19th and 20th centuries is no longer keeping pace with the needs of the 21st century learner. New, flexible environments that encourage communication, collaboration, production, and innovation are required to support student learning of core content knowledge using 21st century tools, while also developing critical 21st century skills to meet the NJDOE vision of a 21st century education."[2]

Formal and informal interviews were conducted with stakeholders responsible for internal and external communications to evaluate process flow, responsibilities and vehicles used. We researched and reviewed numerous best practice resources, including organization charts and communications plans from other school districts across the country, and articles published by industry leaders and other resources.

Areas of concerns sited were network hardware, bandwidth, cabling, electrical systems, networks and software. The Passaic School District needs to upgrade or retrofit its current infrastructure in order to meet the demands of the 21st century classroom. Similarly, much of the software will also need upgrading.

Without the proper software, the advanced telecommunication boards and platforms would be nearly useless. Updated and or new software is needed to compliment the new hardware, bandwidth, cabling and Private Fiber Optic Network. Additionally for High-speed broadband access and connectivity we reviewed SETDA recommendations as adopted by the NJDOE.

"High-speed broadband access and connectivity are vital for economic growth, global competitiveness, education, innovation, and creativity. Ensuring high-speed broadband access for all students has become a critical national issue especially when considering preparing our students for work and life in the 21st century. SETDA members and the greater educational community recognize that robust high-speed broadband access in all of our nation's schools will accelerate our teachers' ability to teach and our students' ability to learn. SETDA identifies the key issues facing the educational community relating to robust connectivity and recommends how states and districts can successfully implement high-speed broadband in their schools as well as recommends what stakeholders and policymakers can do to support bringing this critical issue to a national policy level."[3]

The following statements from the same SETDA report adopted by the NJDOE further articulate key issues SETDA has identified as facing the educational community in regards to high speed connectivity:

- Schools need high-speed broadband access to effectively create rigorous, technology-infused learning environments

- Students need affordable, high-speed broadband access at home to extend learning 24/7

[2] http://www.state.nj.us/education/techno/facstan/section2.htm
[3] http://www.nj.gov/education/techno/facstan/section2.htm

- Teachers need guaranteed, long-term access to high-speed broadband to enrich the curriculum to include technology applications such as videoconferencing and distance learning

- Teachers need high-speed broadband access for professional development, and engaging in professional learning communities as well as accessing new educational resources such as curriculum cadres and education portals

- Administrators need high-speed broadband access to conduct online assessments and to access data for effective decision making

- Students need high-speed broadband access in their schools to take advantage of a wide range of new and rich educational tools and resources available for anytime, anywhere learning

- Students need high-speed broadband access to overcome the digital divide in rural and low socio-economic areas

Needs Assessment Recommendations for Professional Development:

Based on the LoTi Digital-Age survey the following are Professional Development Priority Areas aligned to the International Society for Technology in Education (ISTE) standards for teachers (NETS-T)[4].

- Move 24% of the staff member(s) positioned at a Level 2 implementation to a Level 4a during year one. This recommendation is based on the relatively high Current Instructional Practices (CIP) scores of these staff members toward a learner-based approach in the classroom and their relatively high Personal Computer Use (PCU) scores.

- Move 76% of the staff member(s) positioned at a Level 2 implementation to a Level 3 during year one. This recommendation is consistent with these staff members' current scores for Current Instructional Practices (CIP) and Personal Computer Use (PCU).

- Move 100% of the staff member(s) positioned at a Level 0 implementation to a Level 2 during year one. This recommendation is consistent with these staff members' current scores for Current Instructional Practices (CIP) and Personal Computer Use (PCU).

- Consolidate all professional development interventions into a single staff development program based on the five LoTi Digital-Age Professional Development Priority Areas aligned to the NETS-T. This step will provide a common focus for teachers to create individualized professional development plans based on empirically-validated constructs aligned to school or district professional development offerings.

- Provide staff development that models specific strategies and techniques for integrating higher-order thinking skills and engaged learning with the available digital tools and resources. This recommendation is targeted at moving participants to Level 3 relating to their level of teaching innovation.

- Provide staff development that increases participants' confidence and competence with designing LoTi Level 4+ learning experiences using a constructivist, learner-based approach to curriculum planning. This recommendation is targeted at (1) moving participants to a LoTi Level 4a and 4b and (2) improving the perceptions of LoTi Level 4a participants regarding their ability to support or promote authentic, problem-solving learning opportunities.

- Review existing district wide professional development programs in light of the results from this study. Currently, 71% of the survey participants self-assessed themselves at Levels 0-2, yet close to 68% of these same participants indicated that they were implementing one or more of the attributes of a learner-centered curriculum. It is respectfully recommended that stakeholders consider new approaches and/or modify existing approaches to district wide professional development so that educators can make better connections between technology use and student authentic problem-solving in the classroom. This recommendation is targeted at moving lower level survey participants to Level 3.

[4] http://www.iste.org/standards/nets-for-teachers

In the process of preparing this needs assessment two additional areas of need became evident to the Technology Department.

- Schools' Safety Technologies integrated with the district's core systems (SIS), etc.
- Budgetary and Human Resource Technologies integrated with the district's core systems (SIS), etc.

School security falls under the jurisdiction of the Facilities Department and the Technology Department will collaborate together to move in a more integrated security system. Future plans should include the incorporation of newer security technologies in the areas of Communications, Surveillance and Access Control Technology into the facilities plan. Further conversations need to take place and a security audit must follow addressing key questions.

- Can office staff observe approaching visitors before they reach the school entry?
- Do staff members have the physical ability to stop visitors from entering?
- How well can people see what's going on inside the school?
- Do staff members have immediate lockdown capability in classrooms and other locations?
- Are there identifiable or predictable trouble spots or high-risk locations?
- Is School safety training a priority?

The Personnel and Budgetary (Payroll and Procurement) software systems can also benefit from a technology upgrade in order to gain competitive edge in the market and maximize the value of the most significant asset, its people. The right technology in HR can be an invaluable tool in leveraging Talent Acquisition, Talent Management, Performance Management, Sourcing, Social Media, and Virtual Interviewing. Further conversations need to take place with HR in the areas of:

- HR's Recruitment
- Training & development
- Performance management
- Payroll & attendance records
- Employee benefits etc

It is our hope that we may partner with other departments and that by working together we can leverage all the technologies available. It is our goal to help move all areas of his district in a smarter direction in order to compete in the 21st century.

Passaic City Public School District
Three-Year Educational Technology Plan

3. Three-Year Goals

List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities

	Goal	Proposed Physical Infrastructure & Connection to Goal
a. Telecommunications	**a.1** Upgrade and Simplify the telecommunications infrastructure to one that delivers high performance flexibility and reliability	**VoIP w/ SIP trunks/POTS** o Prepare for the latest real-time communications enhancements and extend existing capabilities with additional services while saving money on telecom services and setting the ground work for future expandability and SIP enabled phone systems which offer much more flexibility. o Provide users with high quality, and uninterrupted data speeds for multimedia applications. o Make sure every school has at least 1 dedicate landline in case of network outages and emergencies.
b. Information Technology	b.1.a Provide stakeholders with a real-time student information tool and b.1.b Facilitate the home – school connection.	**Student Information System (PowerSchool) and access from home to the Internet via Community Wide Wi-Fi** PowerSchool will enable stakeholders to access student data. Integrate a web-based, cross-platform technology, combined with seamless application integration. PowerSchool in conjunction with community wide Wi-Fi will provide students and parents with access to assignments, grades, and attendance from

	Goal	Proposed Physical Infrastructure & Connection to Goal
		anywhere within the community so that they can keep informed of the day-to-day happenings in school.
	b.2.a Facilitate real-time data driven instruction. b.2.b Access to students' work, past performance on state standardized assessments and district benchmarks.	**Instructional Management System (SchoolNet)** Give educators the data-informed insight to improve student performance. Make an easy to implement, tool for assessments available for instructional planning, reporting and analysis. Will allow all stakeholders access to past and real time data in order to make data-based decisions and proactively adjust the educational direction of the district.
	b.3 Consolidate training initiatives	**Learning Management System** Personalize content and enable knowledge reuse. Provide a way to create and deliver content, monitor participation, and assess performance. Provide participants with the ability to use interactive features such as but not limited to threaded discussions, video conferencing and discussion forums. Ensure teachers and administrators actively participate in a virtual professional learning community to develop PBL units & lesson plans
	b.4 Facilitate evaluations for ongoing progress monitoring during classroom walkthroughs and observations	**Teacher Evaluation System (Teachscape) leveraging an integrated web-based teacher evaluation system and Video Cameras to record teachers** Will be used as part of the district's evaluation system for ongoing progress monitoring. Make it possible to conduct focused, efficient walkthroughs with immediate teacher feedback. Allow principals to take a snapshot of what is happening in the classroom and incorporate the data into evaluations or use data to inform grade-level meetings and reflective discussions. Use reports to analyze common strengths and weaknesses, identify

	Goal	Proposed Physical Infrastructure & Connection to Goal
		patterns and trends, and frame data-focused professional conversations in school and grade-level meetings for the purpose of student achievement and teacher personal growth.
c. Educational Technology *(including assistive technologies)*	c.1 Improve reading and reading comprehension in grades 3-12.	**Software: System 44** Help students succeed with the Common Core through the mastery of phonics, before they enter a comprehensive reading program.
	c.2 Improve individualized reading instruction and Facilitate a differentiated system of instruction that will reach all students populations regardless of reading level or ability in grades 4–12.	**Read 180** Provide educators with a individualized comprehensive system of curriculum, instruction, assessment, and professional development
	c.3 Support struggling readers in grade 4-12	**Achieve 3000** Will address students reading two or more years below grade-level, and will allow educators to differentiate instruction.
	c.4 Improve literacy skills in ELL population in grades 7-12	**Rosetta Stone** Provide English Language Learners with a dynamic tool to compliment classroom instruction and build a foundation of fundamental vocabulary and essential language structure
	c.5 Improve digital literacy	**E-Textbooks** Provide educators with a way to enhance traditional and digital literacy within content areas of instruction incorporate Multi modal components and engage different learning styles.
	c.6 Promote student centered work and put emphasis	**Student Virtual Portfolios and STEM Projects**

	Goal	Proposed Physical Infrastructure & Connection to Goal
	on students as producers rather than digital consumers.	Provide educators with a valuable learning, communication, and assessment tool while promoting student centered work that puts emphasis on the process and promoting student/teacher collaboration as producers of content. Promote teachers and students as partners in learning and knowledge creation through multimedia lessons and STEM Projects to incorporate hands-on, project-based learning.
	c.7 Provide students in grades 7-12 with the knowledge and skills necessary using technology in an academic setting for success\with an anywhere, anytime learning environment.	**Computers and Peripherals** **Teacher and Student Laptops and Projection Devices in every classroom in grades 7-12** Set up and deploy 500 teacher laptops and 5,200 student laptops and set up Interactive LCD projectors in every classroom. Prepare and support students, teachers, and administrators in a 1:1 environment in grades 7-12 with 24/7 learning environment with the specific skills and knowledge including, but not limited to: • Using data to drive instruction via our SIS, LMS, and IMS • Differentiate instruction for individual learners "Students and teachers have become co-learners and partners in learning and knowledge creation. No longer just a consumer of content, the 21st century learner is also a producer and publisher of important content that should be shared with local, national and global audiences. Projects and research result in products that may be created in a variety of digital formats including text, audio, video, and Web site content."[5]

[5] http://www.state.nj.us/education/techno/facstan/section2.htm

	Goal	Proposed Physical Infrastructure & Connection to Goal
	c.8 Provide students in grades 3-6 with one-to-one access within the school environment.	**Touch screen student devices in a 1:1 environment in grades 3-6** Provide them with the knowledge and skills necessary for using technology in an academic setting. The use of technology as a tool is essential to their future academic success
	c.9 Personalize a learning environment for young children.	**6-10 mobile computing devices in grades PreK-2** Provide young children with the knowledge and skills necessary for using technology in an academic setting. The use of technology as a tool is essential to their future academic success "It is the responsibility of school district leadership to provide developmentally appropriate and challenging learning environments to support the work of its learner population in the many roles it is likely to assume during the course of its learning experience."[6]
d. Student Technology readiness in preparation for online testing in 2014-2015	d.1. Increase access to educational tools and resources and prepare for online testing in 2014-2015	**WAN, Network Hardware, Cabling** **Automate District School Libraries** Is necessary to the students of Passaic and to the school district as described by the State Educational Technology Directors Association (SETDA) report entitled "High-Speed Broadband Access for All Kids: Breaking Through the Barriers" and adopted by the Facilities Guide for Technology in New Jersey Schools published by the State of New Jersey Department of Education . Specifically, the SETDA identified the need for the following key issues"[7]

[6] http://www.nj.gov/education/techno/facstan/section2.htm
[7] http://www.state.nj.us/education/techno/facstan/section2.htm

	Goal	Proposed Physical Infrastructure & Connection to Goal
		o Teachers and students need high-speed broadband access in their schools to take advantage of a wide range of new and rich educational tools and resources available for learning anytime, anywhere. o Teachers need high-speed broadband access for professional development, and engaging in professional learning communities, as well as accessing new educational resources, such as curriculum cadres and education portals. o Administrators need high-speed broadband access to conduct online assessments and to access data for effective decision making. o Students need high-speed broadband access to overcome the digital divide in rural and low socio-economic areas To address these issues, SETDA recommended that in the next 2-3 years, districts require an "Internal wide area network connections from the district to each school and between schools of at least 100 Mbps per 1,000 students/staff."[8] This report was published in 2008, and therefore the above recommendations are for the current needs. The district's current wide area network (WAN) provides connections of 10 Mbps for most school locations, 10% of the above recommendation. Furthermore, the district has analyzed its current WAN costs and has identified a project payback with a Return on Investment (RoI) within three (3) years of completion of the project and indefinite savings of money thereafter.

[8] www.setda.org

	Goal	Proposed Physical Infrastructure & Connection to Goal
Internet Bandwidth	d.2. Increase access to educational tools	**Network Hardware / Cabling** Internet Bandwidth Increase Internet speed to 1 Gbs (currently at 500Mbs) Rationale: SETDA recommends An external Internet connection to the Internet Service Provider of 10 Mbps per 1,000 students/staff in preparation for the PARCC assessment. SETDA further recommended that in the next 5-7 years, districts will require an Internal wide area network connections from the district to each school and between schools of at least 1 Gbps per 1,000 students/staff . The district's current WAN connections are 1% of these recommendations and a Private Fiber Optic Network Project will not only provide internal bandwidth speeds of a 1,000 times greater than the present system and far exceed the SETDA recommendations. Furthermore, the district has analyzed its current WAN costs and has identified a project payback with a Return on Investment (RoI) within three (3) years of completion of the project and indefinite savings of money thereafter.

Passaic City Public School District
Three-Year Educational Technology Plan

4. Three-Year Implementation & Strategies Table

Strategies and activities that relate to the district, nonpublic or charter school's goals and objectives may be completed on the sample implementation table. If the goals and objectives were numbered in the THREE-YEAR GOALS section of this checklist, use corresponding numbers in the table below. The use of this table is optional and is provided as a convenience.

Three-Year Technology Implementation Activity Table				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
3.a.1	Upgrade and Simplify the telecommunications infrastructure to one that delivers high performance flexibility and reliability	2013-2014	Tech. Dept.	Purchase Order Packing Slips
3.b.1.a	Provide stakeholders with a real-time student information tool and	2013-2014	Tech. Dept. Principals Dept. Heads	PD Sign in Sheets
3.b.1.b	Facilitate the home – school connection.	2013-2014	Tech. Dept. Principals Dept. Heads Teachers	PD Sign in Sheets Letters home
3.b.2.a	Facilitate real-time data driven instruction.	2013-2014	Tech. Dept. Principals Dept. Heads	PD Sign in Sheets Training materials Lesson Plans
3. b.2.b	Access to students' work, past performance on state standardized assessments and district benchmarks.	2013-2014	Tech. Dept. Principals Dept. Heads	PD Sign in Sheets Data analysis documents Student work
3.b.3	Consolidate training initiatives	2013-2014	Tech. Dept. Dir. of Curr. Principals Dept. Heads	PD Sign in Sheets
3.b.4	b.4 Facilitate evaluations for ongoing progress monitoring during classroom walkthroughs and observations. Provide stakeholders with a real-time student information tool.	2013-2014	Tech. Dept. Dir. of Curr.	Evaluations

Three-Year Technology Implementation Activity Table				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
3.c.1	Improve reading and reading comprehension in grades 3-12.	On going	Tech. Dept. Principals Dept. Heads Teachers	Purchase Order Packing Slips PD Sign in Sheets Data analysis documents Lesson Plans
3.c.2	Improve individualized reading instruction and Facilitate a differentiated system of instruction that will reach all students populations regardless of reading level or ability in grades 4–12.	On going	Tech. Dept. Principals Dept. Heads Teachers	Purchase Order Packing Slips PD Sign in Sheets Data analysis documents Lesson Plans
3.c.3	Support struggling readers in grades 4-12	On going	Tech. Dept. Principals Dept. Heads Teachers	Purchase Order PD Sign in Sheets Data analysis documents Lesson Plans
3.c.4	Improve literacy skills in ELL population in grades 7-12	On going	Tech. Dept. Principals Dept. Heads Teachers	Purchase Order PD Sign in Sheets Data analysis documents Lesson Plans
3.c.5	Improve digital literacy	On going	Tech. Dept. Principals Dept. Heads Teachers	PD Sign in Sheets Data analysis documents Lesson Plans
3.c.6	Promote student centered work and put emphasis on students as producers rather than digital consumers.	2013-2014	Tech. Dept. Principals Dept. Heads Teachers	Evaluations Lesson Plans
3.c.7	Provide students in grades 7-12 with the knowledge and skills necessary using technology in an academic setting for success\with an anywhere, anytime learning environment.	2012-2013	Tech. Dept. Principals Dept. Heads	Purchase Order Packing Slips PD Sign in Sheets Lesson Plans
3.c.8	Provide students in grades 3-6 with one-to-one access within the school	2012-2013	Tech. Dept. Principals	Purchase Order Packing Slips

Three-Year Technology Implementation Activity Table				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
	environment.		Dept. Heads	Lesson Plans PD Sign in Sheets
3.c.9	Personalize a mobile learning environment for young children	2012-2013	Tech. Dept. Principals Dept. Heads	Purchase Order Packing Slips PD Sign in Sheets Lesson Plans
3.d.1	Increase access to educational tools and resources and prepare for online testing in 2014-2015	2013-2014	Tech. Dept.	Purchase Order Packing Slips Network Benchmark (PARCC tools)
3.d.2	Increase access to educational tools	2013-2014	Tech Dept.	Purchase Order Packing Slips Lesson Plans

Passaic City Public School District
Three-Year Educational Technology Plan

5. Professional Development Strategies

Professional development detail is needed for the first school year of the technology plan. The use of this table is optional and is provided as a convenience.

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned	Support
Digital Citizenship	Principal, Dept. Heads, Expert Teachers, Tech Coordinators	Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill. Technology Coordinators provide additional support on an ongoing basis. Online conversation extenders
Classroom Management in a digital setting	Principal, Dept. Heads, Expert Teachers, Tech Coordinators	Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill. Technology Coordinators provide additional support on an ongoing basis. Online conversation extenders
Facilitating Instructional Changes	Principal, Dept. Heads, Expert Teachers, Tech Coordinators	Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill. Technology Coordinators provide additional support on an ongoing basis. Online conversation extenders
Effective use of student laptops for differentiating instruction	Technology Coordinators, Lead Teachers, Department Chairperson, Principals	Technology Coordinators provide ongoing support
Effective use of Power Teacher	Technology Coordinators, Lead Teachers, Department Chairperson, Principals	Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill. Technology Coordinators provide additional support on an ongoing basis.
Building effective connections between home and school	Teachers, Parent Liaisons, Principals	Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill. Technology Coordinators provide additional support on an ongoing basis.
Using School Net to plan and drive instruction	Technology Coordinators, Technology Coordinators, Lead Teachers, Department Chairperson, Principals	Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill. Technology Coordinators provide additional support on an ongoing basis.
Differentiating instruction through SVP	Principal, Dept. Heads, Expert Teachers	Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill.

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned	Support
Using Learning Styles to differentiate instruction	Principal, Dept. Heads, Expert Teachers	Book Clubs, Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill.
How to effectively use Task Rotations to differentiate instructions	Principal, Dept. Heads, Expert Teachers	Book Clubs, Common Planning Time and Professional Learning Communities sessions support Professional Development in mastering content and skill.
Improving instruction of SPED and ELL using SIOP	Outside Vendor, Dept Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Helping Struggling students with Fastt Math	Dept Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill. Math Coaches provide ongoing in class support.
Effective use of the Teacher Evaluation Matrix	Principal, Superintendent	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Helping students succeed with READ 180	Dept Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill. Math Coaches provide ongoing in class support.
Helping students succeed with Achieve 3000	Dept Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill. Math Coaches provide ongoing in class support.
Using Rosetta Stone to help English Language Learners succeed	Dept Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill. Math Coaches provide ongoing in class support.
Evaluating teachers using the new Teacher Evaluation Matrix	District Administrators, Principals	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
How to use E-Textbooks to present dynamic lessons	Vendor, Dept Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Globalizing the Curriculum	Dept. Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Ensuring that all students are web literate	Dept. Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned	Support
		Professional Development in mastering content and skill.
Engaging students in "Learning Jobs"	Dept. Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Developing the schools into learning communities	Dept. Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Creating rigorous lessons that engage and challenge students	Dept. Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Assessing the lessons and activities	Principals, Dept. Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Creating and maintaining the home-school connection through Parent Workshops	Principals, Coaches, and/or Expert Teachers, parent liaisons	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Incorporating STEM projects into the curriculum	Principals, Dept. Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
Cyber Safety	Guidance Counselors, Social Workers, Tech coordinators, Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.
New Teacher Orientation (3-5 days) to include technologies used	Principals, Curr Director, Tech Coordinators, Dept. Heads, Coaches, and/or Expert Teachers	Common Planning Time and/or Professional Learning Communities sessions support Professional Development in mastering content and skill.

Passaic City Public School District
Three-Year Educational Technology Plan

6. Evaluation Plan

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

The burden of proof for any federal inquiry lies with the district, and they should be able to support their process with methodology and documentation.

Technology Plan Evaluation Narrative **Describe the process to regularly evaluate this plan as <u>effective</u>**		
3.a.1	Upgrade and Simplify the telecommunications infrastructure to one that delivers high performance flexibility and reliability	Reduce the number of work orders Requests decrease Limited number of network Outages
3.b.1.a	Provide stakeholders with a real-time student information tool and	Monitor Usage Logs Annual Web-based Teacher Survey
3.b.1.b	Facilitate the home – school connection.	Parent Surveys Teacher Surveys
3.b.2.a	Facilitate real-time data driven instruction.	State Assessment Scores, Semester Grades showing growth, Teacher Surveys, Teacher Evaluations
3. b.2.b	Access to students' work, past performance on state standardized assessments and district benchmarks.	Program logs of programs put in place to remediate identified student needs, School Reports
3.b.3	Consolidate training initiatives	PD Narratives, Sign in Sheets
3.b.4	Facilitate evaluations for ongoing progress monitoring during classroom walkthroughs and observations. Provide stakeholders with a real-time student information tool.	Evaluations, Spot Observations, Walkthroughs
3.c.1	Improve reading and reading comprehension in grades 3-12.	State Assessment Scores, Semester Grades showing growth, Teacher Surveys, Teacher Evaluations

Technology Plan Evaluation Narrative Describe the process to regularly evaluate this plan as <u>effective</u>		
3.c.2	Improve individualized reading instruction and Facilitate a differentiated system of instruction that will reach all students populations regardless of reading level or ability in grades 4–12.	State Assessment Scores, Semester Grades showing growth, Teacher Surveys, Teacher Evaluations
3.c.3	Support struggling readers in grades 4-12	State Assessment Scores, Semester Grades showing growth, Teacher Surveys, Teacher Evaluations
3.c.4	Improve literacy skills in ELL population in grades 7-12	DRA Scores, Semester Grades showing growth, Teacher Surveys, ELL Level promotions
3.c.5	Improve digital literacy	Teacher/Student Surveys, Plan books, Walk throughs, State Assessment Scores, Semester Grades showing growth,
3.c.6	Promote student centered work and put emphasis on students as producers rather than digital consumers.	Teacher/Student Surveys, Plan books, Walk throughs, PARCC Scores, Semester Grades showing growth,
3.c.7	Provide students in grades 7-12 with the knowledge and skills necessary using technology in an academic setting for success\with an anywhere, anytime learning environment.	Teacher/Student Surveys, Plan books, Walk throughs, PARCC Scores, Semester Grades showing growth,
3.c.8	Provide students in grades 3-6 with one-to-one access within the school environment.	Teacher/Student Surveys, Plan books, Walk throughs, State Assessment Scores, Semester Grades showing growth,
3.c.9	Personalize a learning environment for young children.	Teacher/Student Surveys, Plan books, Walk throughs, State Assessment Scores, Semester Grades showing growth,
3.d.1	Increase access to educational tools and prepare for online testing in 2014-2015	Teacher/Student Surveys, Plan books, Walk throughs, State Assessment Scores, Semester Grades showing growth,
3.d.2	Increase access to educational tools	Teacher/Student Surveys, Plan books, Walk throughs, State Assessment Scores, Semester Grades showing growth,

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

Funding Plan Sample Table

Complete this table to indicate the funding source of anticipated costs of technologies to ensure that students have access to technology.

Three-Year Technology Plan Anticipated Funding Table (First Year)					
ITEM	**DESCRIPTION OF ITEM TO BE PURCHASED**	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Digital curricula (see NIMAS)	One 60 seat READ 180 license Achieve3000 software licenses	$42,000.00		 $190,000.00	
Technology Equipment	350 student laptops and laptop carts in grades 3-6 to prepare for PARCC Assessments Administrative computers, iPads for teacher evaluation walkthroughs Sensors and probes for STEM projects			$120,000.00 $70,000.00 $150,000.00	
Network	WAN – new Private Fiber Network to support 10GB speeds Current EVPL Ethernet (last year) Increased bandwidth from 500MB to 1GB	0		$875,000.00 $152,520.00* $80,000.00	
Capacity	Teacher Professional Development Stipends for after-school and Saturday			$600,000.00	
Filtering	Cisco IronPort			$0 *(purchased during 2012-2013 for three years)*	
Software	Microsoft Windows, Office, and Office 365 Email licenses Symantec Altiris for Anti-virus, Anti-spam, electronic work order, asset management system, & MDM Cisco Prime Software management of switches, access points, routers, and phone system Server Virtualization Licenses			**$159,100.00*** $85,131.79 $40,000.00 $20,000.00	
Maintenance	Network Hardware equipment to be used in case of failure Photocopier maintenance/support SMART Board maintenance VoIP Support (100 hours x $175/hour)			**$151,221.34*** $9,000.00 $5,200 $17,500.00	
Upgrades					
Policy and Plans	Consultant to assist with technology policies			$40,000.00	

Three-Year Technology Plan Anticipated Funding Table (First Year)					
ITEM	**DESCRIPTION OF ITEM TO BE PURCHASED**	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Other services	Architect to manage Dark Fiber deployment Annual Insurance for 5,300 student laptops ($38/laptop x 5,300) Phone Service • Sip Trunks • POTS lines • VoIP Licenses for Cisco Sprint cellular phones Broadcast Phone System Technician training, attendance to professional conferences, membership to professional organizations			$50,000.00 $150,000.00 **$100,000.00*** **$50,000.00*** **$30,000.00*** **$32,000.00*** $22,749.96 $80,000.00	$51,400.00 *(parent contributions)*
Further Explanation:	Library automation for 4 schools (1,3,6,11)			$20,000.00	

** We anticipate receiving approximately 90% of the cost of these items in the following fiscal year through the Federal E-Rate program*