Educational Technology Plan 2019-2022

Moorestown Township Public Schools

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Stakeholder Table

Title	Name	Signature
Superintendent	**Scott McCartney**	
Director of Curriculum & Instruction	**Carole Butler**	
Director of Educational Technology	**Jeffrey Arey**	
Supervisor of Arts & Technology	**Patricia Rowe**	
Secondary Principal	**Matthew Keith**	
Elementary Principal	**Heather Hackl**	
Teacher	**Adam Roth**	
Guidance	**Kat D'Ambra**	
Teacher	**Shawn Pickul**	
Teacher/Community Member/Parent	**Mark Ambrosino**	

Technology Inventory

Summary of technology inventory needed to improve student academic achievement for the 2019-2022 school years:

- 1-to-1 student devices for UES
- Additional devices for students in grades K-3
- Replacement 1-to-1 devices for staff and students at various levels
- "Innovation Labs"
- Site-license software or alternate software/services to support the shift from desktop/laptop labs to 1-to-1 devices.

Technology Equipment

Technology in use as of Spring 2019 as compared to Spring 2016 quantities include:

Technology Type	Spring 2016	Spring 2019
Desktop computers	1162	943
Laptop Computers	2328	3486
Tablet Computers (iPad, Surface)	341	330
Printers (inkjet)	391	338
Printers (laser + specialized)	170	175
Projectors	335	322
Interactive Whiteboards	183	194
Wireless Access Points	421	392

We also have an assortment of document cameras, VCRs, DVD players, audio receivers, sound field systems, scanners, touch screens, video cameras, digital still cameras, and assistive technology devices. All computers are networked both within the district and to the Internet. Every teacher has a district e-mail address, a personal voice mail extension, and accessibility to make outside telephone calls.

Our district also has:

- a cloud-based video on demand system that provides teachers with access to content-specific video programs to display to students via their classroom computer and projector.
- a cloud-based, district-wide library automation system that provides access to library card catalogs and other resources.
- a website with general information plus specific resources for parents and employees. The web site provides a district-wide calendar plus interactive features for taking surveys. A web-based system providing sports team schedules and results is accessible via the web site. There is also a web-based system for managing the district hiring process and staff absences.

Networking Capacity

The core of the district technology infrastructure is a fiber optic network that provides 10-gigabit networking connections between all buildings and the data center located in the Administration Building. This network carries internal computer traffic, computer traffic to and from the Internet, telephone calls via Voice over IP (VoIP) technology, video content from our security cameras and from the Internet.

There is a wireless network installed throughout the district with access points mounted in all the buildings. The access points connect back to a pair of central controllers located in the administration building.

Filtering Method

List of filtering methods used
We utilize a Lightspeed Rocket web filtering appliance to establish filtering that complies with Federal CIPA requirements. The feature set of this system includes:

Policy management

- 100 pre-defined categories of Web sites plus custom category creation
- Both URL and IP address filtering
- HTTP and HTTPS traffic
- File type (jpg, MP3, etc.)
- Granular keyword searches/search engine keyword blocking
- Proxy blocking
- Search Engine Safe Search Enforcement

Software used for curricular support and filtering

Desktop Software
Every computer in the district is loaded with an appropriate operating system which is one of:

- Microsoft Windows 7/10 (Servers are 2008R2, 2012R2, 2016, or 2019)
- Mac OS X 10.10.5+
- ChromeOS 70+
- Apple iOS 11+

All devices have a web browser(s) and access to productivity software - Google apps, Apple's productivity suite, and/or Microsoft Office. In addition to these standard packages, a broad range of software is used for curricular support. *See the district curricular software inventory attached.*

Google Apps for Education
Both students and staff have accounts in Google Apps for Educations, which is used for office productivity, communication and collaboration, webpage creation, assignment drop box, and many other uses.

Student Records
The Genesis Student Information System by Genesis Educational Systems is used as the primary repository for the bulk of student records. This is a web based system that is accessible to staff members' district wide. Parents have web based access to their children's records. Frontline's IEP and 504 online systems are also used to track special education data for students covered by those documents.

Library Automation
The Destiny library management system by Follett Software is used district wide. It is a web-based system accessible to students and staff members from any computer at school or from home via the Internet.

Video on Demand
Discovery Education Streaming Plus is a cloud-based service used district wide. Teachers and students can use a web browser to search their system, preview entire films or short clips, and save the films or clips to play lists to present via a projector at appropriate points during a lesson.

Internet Filtering and Proxy Server
The Lightspeed Rocket is used to filter all internet content in accordance with Federal CIPA requirements. In addition to filtering, this system provides some packet shaping and real time internet bandwidth monitoring.

Online Standardized Testing
Traditional paper based local standardized testing has been replaced by the MAP (Measures of Academic Progress) online testing system. Students take tests on a computer. The tests adapt dynamically to each student's proficiency level. The time taken away from instruction for standardized testing is greatly reduced. Teachers and Administrators get student achievement results in a matter of days rather than months.

Technology Maintenance and Support

Computer Maintenance
Computers run scripts and group policies to perform certain automated maintenance, software updates, and software deployment. A Quest Kace 1000 server appliance is also used for device inventory and some maintenance automation. Technology staff perform manual periodic maintenance as needed to ensure that computers are in good working condition. Extended hardware warranties are purchased for each computer and accidental damage insurance is purchased for most student 1-to-1 computers. We utilize vendor support for hardware-related failures, covered accidental damage, and for repairs that are not covered by accidental damage but which are too significant to be addressed in-house.

Technical Support
Users are encouraged to request support through submitting a ticket on our online incident reporting system, rSchoolToday Workorders. They are also able to call a helpdesk phone number for their school or the district helpdesk number to reach someone for urgent issues. Students with 1-to-1 computers are also able to stop by a helpdesk office during the school day for help with problems related to their 1-to-1 computer. The technology department employs one part-time IT Support Assistant, seven full-time IT Technicians, and two Engineers to provide hardware, software, and network support, and one network

administrator who primarily works at Delanco for our shared-services agreement. We also have two members in our applications administration office to provide support for the major software systems such as Genesis, BusBoss, and the MTPS web presence. We have a Director and a Project and Service Manager who set the procedures for the department's operation and also provide technical support for highly complex or systemic problems.

Critical Support for Servers and Infrastructure

Extra planning and preparation help ensure high uptime for critical portions of the network. There is a network monitoring system running 24/7 that checks that critical systems are running and automatically contacts the Engineering team should a critical item stop operating properly. Appropriate redundancy is used within and between systems to help ensure that failures of hardware, software, or power cause minimal impact to system operation. Where it's not cost prohibitive, spare units are kept in stock for use in quickly replacing a failed item. Regular data backups are also created for critical systems to help ensure recovery from a total system failure, data loss, or data corruption.

Hardware Maintenance Contracts

Extended warranties from the manufacturer are purchased for certain hardware items based on the criticality, life expectancy, and replacement cost of those items. Information Technology department staff members will do the initial diagnosis of all failures of these devices and call the vendor for parts replacement as required. This approach works well for two reasons. First, it allows for repairs that can be performed by MTPS staff to be completed without the wait for a third-party service call. Second, it has been the district's experience that it is actually more labor intensive to coordinate with third-party service personnel than it is to perform the repairs in house or have the vendor provide repairs under warranty. There is also beneficial continuity to having work performed by our in-house technicians. An exception is that some network and telephone repairs require the services of outside specialists.

Software Maintenance Contracts

Support contracts are maintained on all mission-critical software packages. These packages include financial accounting, payroll, personnel, student records, special education, and library automation. Wherever possible contracts are purchased which provide for problem resolution as well as software version updates.

Telecommunications Services

Phone Service

There is a centralized Cisco VoIP phone system at the admin building with resilient routers at each site. Calls between buildings are carried on our private fiber optic data network. Out of district calls, both to and from, are carried on a combination of digital PRI circuits and analog POTS trunks. Every building has a separate POTS line direct to a standalone phone to provide emergency communications in the event of a total network failure. The system also features an emergency alert system to notify specific phones if a 911 call has been made.

Data Communications

All voice, data, and video communications between buildings are carried on a 10-gigabit fiber optic network with redundant strands. Within each building the switch-to-switch connections are also on

10- gigabit fiber optic cable with redundant connections (some of which are 1-gigabit). This provides for resiliency in the event that a single fiber connection fails between any two devices. Connections to end-user equipment are generally 1-gigabit, though a few devices (some printers, for example) have a maximum speed of 100-megabits.

Internet Access

The link to our Internet provider is an Ethernet circuit delivered over fiber optic cabling located at the admin building; the net capacity of this link is 1-gigabit. We also have a 150-megabit cable modem connection to serve the admin building, but it also functions as a backup in case the gigabit circuit fails. The other buildings connect to the Internet through our private fiber network to the admin building, and then out to the Internet. We have a redundant firewall appliance to provide a controlled barrier between the school network and the Internet at large, as well as a content filtering appliance to block unwanted web content. Our monitoring of the Internet circuit shows that we typically use about 300-megabits during regular school hours with periodic spikes up to 700-megabits. Internet usage is expected to continue growing as we utilize more Internet-reliant technology in the district.

Other Services

Facilities Infrastructure

Every classroom and office is wired with Ethernet network jacks wired to secured technology infrastructure equipment rooms. Individual equipment rooms in turn connect back to a building distribution room via copper or fiber optic cables. Building distribution rooms connect back to the district data center in the Administration building via the private fiber optic network. Facility considerations are monitored to be sure that adequate infrastructure is provided to support the technology needs. There is a district wide wireless network system with access points located in every building that communicate with a centralized controller.

Battery backup units are installed to power all technology infrastructure (telephone server, data server, and network) equipment for at least 10 minutes in the event of a power failure. A monitoring system is installed to remotely diagnose when battery backup unit batteries need replacement, and to monitor the temperature in all technology infrastructure equipment rooms. Air Conditioners are in place as needed to keep all technology infrastructure equipment rooms at or below 85 degrees year round. The battery backup units that power the technology infrastructure equipment are connected to emergency generator outlets. The emergency generators take a minute or two to start once the power fails. The battery backup units will power the equipment until the generator starts. Our telephone sets and wireless access points are all power-over-Ethernet (POE) capable and are attached to POE switches in the distribution closets, ensuring that if the switches are receiving power, the phones and access points will also stay powered on.

MTPS has two facilities infrastructure systems for security of the physical plant. We have a closed-circuit security camera system district wide with one or more video storage servers at each building and dozens of security cameras at each building. We also have an access control system that uses ID cards that can be presented at certain exterior doors for authorized users to gain access to the building. This system also allows office or security staff to communicate with and “buzz” people into the building who approach a secured door.

All technology equipment and services are subject to interruption in the event of a power failure. The goal is to be able to maintain 100% telephone operation, 100% server operation, and limited computer access for the remainder of a school day in the event of a complete power failure.

Educators access to educational technology in the instruction areas

Every classroom has at least one computer (either an in-class desktop computer, the teacher's laptop, or a loaner laptop provided to a substitute) with access to the district's network and the Internet. Every classroom has the ability to access the wireless network – all school buildings have been upgraded to have a wireless access point in every classroom. Each classroom is also equipped with a ceiling mounted projector, document camera, DVD/VCR and an audio system. All classrooms K-6 and some classrooms 7-12 are also equipped with interactive whiteboards. All classrooms have cable television access capability.

Administrators access to technology in the workplace (i.e. desktops, mobile laptops, wireless units, and PDAs)

Administrators have a desktop computer, laptop, and/or a tablet device (either an Apple iPad or Microsoft Surface) that meets their individual need for computer access. The administration building is equipped with two conference rooms with ceiling mounted projectors, document cameras, DVD/VCR, audio and interactive Smart Boards. The administration building has wireless access for laptops, phones and tablets. Administrators have the ability to access the email system from Smart phones and tablets.

Access of the district's web site to all stakeholders

The district web site is hosted by School Messenger (a division of West Corporation) through their "Presence" content management system product. Our website provides a series of tools that help provide editors with the ability to use templates and construct content elements that comply with the Americans with Disabilities Act (ADA) Section 508 guidelines. In January, 2018 MTPS received notice of a complaint filed with the DOE's Office of Civil Rights (OCR) that our website was not fully compliant. We entered into a resolution agreement with the DOE to bring the site into compliance and worked toward meeting the WCAG 2.0AA standards for websites. Much of the work revolved around making linked PDF's and other files accessible, as most of the text and images within the web pages themselves were already accessible, as was the design of the site. We also received some assistance from School Messenger support, from people at the OCR, and from MTPS's attorneys.

Plan and criteria for replacing obsolete computers/technology

The district follows and periodically reviews and updates our technology equipment replacement cycle guidelines. This cycle is based on the premise that after a certain time period equipment is no longer compatible with the current software being purchased; requires too much maintenance to keep it running; or does not meet our performance requirements for quality, speed, or security. For instance, we currently target a 4-year replacement for tablets, a 5-year replacement for desktops and laptops, and an "as needed" strategy for SMART Boards. Consideration has been given to keeping the old equipment for specific uses

for which it may still be adequate, however it introduces "budget creep" where users given the outdated equipment later expect it to be maintained and eventually replaced with newer equipment as it often becomes an integral part of their regular operations. Equipment that is no longer needed anywhere in the district is assessed and disposed of in accordance with our asset disposal policies and regulations, and with the law.

Assistive Technologies

Assistive Technology: Assistive technology promotes equity of opportunity and enables a person with a disability to achieve success. It may be as "low-tech" as a reaching tool or as "high-tech" as a computer controlled by voice or even a computer acting as a student's voice. Within the six schools of the Moorestown Township Public Schools, assistive devices are afforded to students, as per the individual's need, within the areas of computer access, classroom accommodations, augmentative communication, activities of daily living, educational software, and accessibility and mobility. At all educational levels, assistive technology is an integral part of curricula and programming for students with special needs. Currently, we have students using augmentative or assistive technology devices from the preschool throughout the high school grades.

Computer Access: Students have access to computers within computer labs and media centers, as well as within the small learning environment. Moreover, students—as based on need—are afforded alternatives to standard keyboards and mice or tracker-balls, including ergonomic equipment, voice input, switch input, and on-screen keyboards. Students in grades 5-12 are currently given a 1-to-1 laptop, and there are some students in other grades where a 1-to-1 laptop was appropriate and given to them. Some students use the portable word processor Alpha Smart, which aids in fostering and developing keyboarding skills, as well as note-taking. The Alpha Smart can be connected to a desktop computer and the data transferred to a Microsoft Office document. Several students also use other personal technology devices, including the Dynavox MiniMo.

Classroom Accommodations: In order to assess the student's capacity to navigate all aspects of the learning environment, students have access to occupational and vocational evaluations. Functioning within the learning, prevocational and work settings, as well as learning to transition into employment settings, as part of the post-secondary experience, is important for all students. Data obtained from these formal evaluations and from informal sources, including classroom observations, parent, teacher, and other professional sources, as well as the student, are used to modify the environment accordingly. Some students use modified chairs/desks, specialized furniture (e.g., Rifton chairs), and/or modified equipment (e.g., slant boards, pencil grips).

Additionally, Moorestown works directly with a certified Audiologist in an effort to provide the highest quality classroom accommodation to our deaf and hard of hearing population. The district also contracts with the Educational Services Unit within a consultative model in an effort to maintain the highest level of expertise for our students who utilize augmentative communication devices, such as the Vantage. As a proactive attempt to identify an area of increasing need, Moorestown has proactively offered training opportunities for Moorestown teachers and speech and language pathologists who work with students who utilize the Vantage in the classroom.

Augmentative Communication Augmentative devices in use presently in the Moorestown Township Public Schools include low-tech and high-tech aids to communication using symbols (i.e., objects, photos, illustrations, words) with or without voice (i.e., digitalized or synthetic) output. Our district has served, for many years, as a resource for surrounding school districts in providing specialized programming for students who are deaf and hard of hearing. For this and other reasons, many classrooms are outfitted with sound-field systems to amplify instruction and conversations. This also benefits students with attention and focusing difficulties. Regarding our deaf and hard of hearing students, the district provides, services, monitors and ensures optimal functioning of sharing aids and various personalized FM Systems.

At the preschool level and within programs that educate autistic and other non-verbal learners, staff utilizes the Picture Exchange Communications System (PECs). Using a range of resources from photographs to magazine pictures to computer software designs students employ images to convey what they cannot easily say … yet. Using software programs, staff create picture schedules and icons for communication books for students. Students also use Quick Link Pen, Typing Club, Sony Voice Recorder, Omni Form, HP Scanner, and keyboard stickers. Some of our students and staff have been trained on and utilize augmentative communication devices such as the Springboard and Vantage talkers. These 'talkers' allow students who are non-verbal to select from icons on a small hand held device, which then translates the students selection into a synthetic computer generated voice output. Students are able to string multiple icon selections together, which results in students who were non-verbal being able to engage in fairly sophisticated communication with others.

Activities of Daily Living: Within the classroom setting, students are provided an array of low-tech and high-tech adaptive equipment and strategies for such activities as eating, dressing, washing and leisure time activities. Moreover, Moorestown Township Public Schools has recently began an initiative to incorporate more vocational opportunities for our students in an effort to maximize the daily living skills and quality of life for our more severely disabled students. These vocational opportunities utilize numerous forms of technology. From items as low-tech as registers and stamp machines to giving students exposure to high-tech items utilized in settings such as the Philadelphia Zoo and other off campus worksite specific equipment.

Educational Software: Throughout the Moorestown Township Public Schools, students and staff are provided information and training on computer software and other aids that make it easier to read, write and learn. Staff utilizes programs within Microsoft Office (i.e., Word, Excel, and PowerPoint) to present information to students and to have students share their knowledge and achievement. Additionally, students are exposed to working with other educational software, including: Google Apps, Read and Write for Google Chrome, Write Out:loud; Co-Writer; Draft Builder; Intellitalk; Inspiration; Kidspiration; Writer's Companion; Franklin Speller, Quia, Read 180, and Kurzweil.

Accessibility and Mobility: Moorestown Township Public Schools has made gains in providing physical access—as well as educational access—to our more severely impaired learners. Students are ensured safe entry and exit. Further, it remains a significant goal that students in need achieve greater independence within the bathroom and other areas (e.g., cooking classes; wood shops; physical education) of the schools. To this end, the district has purchased a "stand assist lift" and a "commode seat lift" for use at our high school for an otherwise fully mainstreamed and capable student. The district further encourages the use of other powered mobility devices that meet student needs.

Resources and Consultation: Cerebral Palsy of New Jersey CP of NJ) provides a broad range of programs and services to children and adults with all types of disabilities. CP of NJ, via contract with the Moorestown Township school district, provides technical assistance, as well as workshops to help teachers, child study team members, and related services staff learn new ways to help students with disabilities achieve in school and in life. The Technology Lending Center allows districts to access state-of-the-art assistive devices. Furthermore, we privately contract with a certified Audiologist to assist with our deaf and hard of hearing population. In an effort to provide the best services possible for our students who utilized augmentative communication devices, such as the Vantage, we utilize support services from the Educational Services Unit and, with increasing frequency, send our Speech and Language Pathologists and classroom teachers to trainings on augmentative communication devices in an effort to maintain cutting edge expertise in an ever growing field.

Needs Assessment

Assessment Process

Moorestown Public School District's Technology Committee is comprised of stakeholders, including: teachers, administrators, technology specialists, and media specialists. The focus of this committee is instructional technology and the integration of technology within the classroom. The district administration works closely with all of the Board committees to ensure the technology structures are in place to support organizational goals. In addition, the district has a District Professional Development Committee, which works collaboratively with the District Technology Committee to provide sufficient professional development activities that arise through the District Technology Committee.

The District Technology Committee created a vision statement followed by four district wide technology goals. The vision and goals provided the committee with an opportunity to develop a three year plan which focuses in on the areas of need related to technology being in the hands of our students and staff on a consistent basis.

Current Practices

Technology practices among teachers continue to grow in all areas: use of the student information system-Genesis, and Frontline IEP/504 (Student data systems), Google G Suite for Education, video streaming, software integration, iPads, desktop labs/mobile laptop labs, grades 5-12 1-to-1 laptop environment, LCD projectors, document cameras, interactive whiteboards and the Internet. Each instructional classroom is equipped with consistent grade-level appropriate technology hardware (projector, A/V system, document camera, and teacher laptop station). Elementary rooms also include a SMARTBoard.

PARCC/NJSLA Readiness

Moorestown has successfully administered the PARCC/NJSLA assessment for students in grades 3-11 ever since this assessment was introduced in NJ. While standardized assessments are going through some changes for 2018-19 and beyond, we feel that we are in a very good position to continue to support online assessments into the future.

Proficiency in the use of technology

Proficiency in the use of technology continues as an overall focus for both students and staff. In 2017-18 and into 18-19, the district embarked on a "World Class Learner" (WCL) strategic focus which has a strong component of using technology effectively to help students be successful. Professional development related to WCL has occurred, as well as training on implementing SAMR as a tool to reflect on lessons. We have also continued to provide PD sessions on specific topics such as Google Apps for Education, cybersecurity, classroom management software, Genesis, and the online curriculum/textbook resources we have purchased.

Current educational environment and barriers

Educators are assured access to technology and integrate technology daily into the curriculum K-12.

All staff members have at least one computer in their classroom. In addition, the district has been increasing the number of mobile iPad carts and laptop carts at the elementary level while rolling out our 1-to-1 device plan. In 18-19 we also provided PD and an iPad pilot in conjunction with Apple for one Grade 1 teacher per school.

Every building has at least one computer lab for lessons that involve an entire class, broken down as follows:

- One desktop computer lab per K-3 school (Baker and SV have 2, though that will reduce to 1 per school in 19-20.)
- Two or more iPad carts per K-3 school, one Windows laptop cart per K-3 school and three or more Chromebook carts per K-3 school.
- Three desktop labs in the 4-6 Upper Elementary School, one iPad cart, 1-to-1 Windows laptops in grade 5, 1-to-1 Chromebooks in grade 6, and 2-to-1 Chromebooks or Windows laptops in grade 4.
- Three desktop labs, one mobile laptop lab, and 1-to-1 devices for all middle school students
- Seven desktop labs as well as 1-to-1 devices for all students in the high school.

Staff needs are evaluated both through professional development surveys as well as building-based professional development committees and School Improvement Panel (SIP) survey tools.

The needs of students are not formally evaluated, but teachers (through faculty meetings, department meetings, and grade level meetings), parents (through Home and School Parent Association meetings), and media specialists have often provided input on student access to computers before, during, and after school. The 1-to-1 initiative has been instrumental in meeting the general computer accessibility needs for students both in school and away from school for students in grades 6-12. In surveying the parents, we also know that most families have Internet access at home, but we continue to strive to help those without Internet access to find low cost options for service (Comcast Internet Essentials, for example), or recommending other locations in town they can visit that have free access (Community Center, Library, etc.). As of June, 2019, there were 63 students district-wide known to not have Internet access in their home.

Our professional development model is often based on a *Train-the-Trainers* model, where we train in-house experts on technology and software in all our buildings. Then, these trainers provide ongoing support to their colleagues at various points in their school day. Formal PD sessions occur during the year on scheduled PD days, and technology integration-related topics are often included.

Professional development needs and barriers have been identified through the District Technology Committee, the technology and professional development surveys, and through input from building administrators and subject supervisors. Some of the current barriers we are in the process of addressing include:

- The integration of 1-to-1 laptops into the classroom
- The transition of traditional classroom resources to digital resources
- Instructional as well as technical support for both staff and students
- Use of technology in a mixed-device classroom environment

Improvement of Academic Achievement through the Integration of Technology

Based on the identified barriers above, the district has identified the following areas of need to improve academic achievement for all students through the integration of technology:

- Staff training will focus on the following: using technology in appropriate ways to broaden and deepen learning opportunities ("technology integration"), G Suite for Education, 1-to-1 and BYOD classroom environments, cybersecurity, interactive whiteboards, and other digital classroom resources.
- As all areas of curricula are updated, student technology skills as well as teacher resources are upgraded.
- Reallocation of hardware among schools to ensure the devices available to staff and students are a good fit for their educational needs while also being cost effective.

Other Achievements

Both Moorestown High School and William Allen Middle School were pleased to achieve the bronze level of Future Ready Schools certification in 2018. This is the first tier of certification, so it was the level for which we were eligible to apply.

Three-Year Goals

Moorestown Township Public Schools Draft Mission and Vision Statements
(These district-wide mission and vision statements were developed in early 2019 and were not yet fully adopted at the time of this writing.) Moorestown will utilize technology to support the strategic vision and goals:

Mission: *The Moorestown Township Public Schools, in collaboration with the community, provide opportunities and experiences based on academic, emotional, and social foundations to develop life-ready learners who contribute to and embrace an ever-changing and diverse society.*

District Vision: *Moorestown Township Public Schools students will be ethical, curious, innovative, and productive citizens who have the resiliency and the courage to be difference-makers who shape their futures, build diverse relationships and perspectives, and lead fulfilling lives.*

World Class Learner Goal: *To sustain and expand our system of education to ensure all stakeholders are learners and as critical thinkers and problems solvers make an impact locally, nationally, and globally.*

Appropriate stakeholders, including district personnel, school and community partners, alumni, and others defined by MTPS are valued in program evaluation, improvement, and identification of models of excellence.

MTPS Technology Goals

Goal 1**:** Students engage in reasoning and collaborative problem solving related to authentic local, state, national, and global issues while incorporating new technologies and instructional tools appropriate to such tasks. The intent is to foster:

- Creativity and Innovation
- Technology Operations and Concepts
- Digital Citizenship / Ethical Use
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making

Objectives:

- In 2019-2022, The World Class Learner strategic action plan goals will be implemented over the next three years with appropriate technology supports in place.

- By June 2022, students will continue to use technological tools to solve complex problems and create innovative projects in all grade levels and across all content areas as developmentally appropriate.
- By June 2022 all students will be given the opportunity to develop information literacy skills in software programs that include word processing, spreadsheets, databases, presentations and publications which is critical for every student whether college- or work-bound as related to 21st Century skills.
- By June 2022, all students will understand the ethical, cultural, environmental and societal implications of technology and telecommunications including laws and regulations. (yearly)

Goal 2**:** Staff design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice, and provide positive models for students, colleagues, and the community. The intent is to foster:

- Professional Practice
- Professional Growth
- Digital Citizenship / Ethical Use
- Visionary leadership
- Systemic improvement

Objectives:

- By June 2022, the district will continue to grow a collection of online resources to assist teachers in differentiating instruction and achieving the Core Curriculum Content Standards, Common Core, Technology Integration Standards, and 21st Century skills.
- By June 2022, all staff (teachers, media specialists, CST, administrators and paraprofessionals (as applicable) will continue to be provided with opportunities to participate in ongoing, sustained training that directly pertains to recognized needs in technology that is tied to 21st Century skills and student achievement.

Goal 3**:** MTPS provides consistent and appropriate access to technology for students, teachers, and administrators to be utilized for instructional and administrative purposes in all learning environments. The intent is to provide:

- Equitable Access
- Technical Support
- Skilled Personnel

Objectives:

- By June 2022, educational technology strategies will be utilized to respond to learners' needs as they pertain to differentiating instruction regardless of gender, race, national origin, special need and/or religious affiliation.

- By June 2022, all educators will continue to work towards a high level of proficiency in utilizing educational technology and information literacy as indicated by survey and determined by district technology committee.

Goal 4**:** MTPS establishes and maintains the technology infrastructure and resources to support and ensure integration of technology within the curricular goals of the district. The intent is to provide:

- Implementation Planning
- Consistent and Adequate Funding
- Engaged Communities
- Supportive Policies and External Context
- Assessment and Evaluation

Objectives:

- By June 2022, the district will continue with developed relationships, while creating new partnerships with public agencies, other education institutions, community-based organizations and private corporations to increase technological access and usage by students and educators.
- By June 2022, increase parental involvement by further developing the parent portal section of the student information system as well as updating the district website.
- By June 2022, the district will continue with developed relationships, while forming strategic partnerships with the business community to assure that student learning in information literacy is in step with the workplace expectations of the 21st century.

Three-Year Implementation and Strategies Table

MTPS Goal 1**:** Students engage in reasoning and collaborative problem solving related to authentic local, state, national, and global issues while incorporating new technologies and instructional tools appropriate to such tasks.

Linkage to:

- ***NJ SLS:*** The Technology Plan contains linkages to the New Jersey Student Learning Standards in Career Education and Consumer, Family and Life Skills; Comprehensive Health and Physical Education; Language Arts Literacy; Mathematics; Science; Social Studies; Technology; Visual and Performing Arts; and World Languages. 21st Century Skills will also be included as per state mandate and guidelines.

Objective	Strategies/Activity	Timeline	Person Responsible	Documentation
The World Class Learner strategic action plan goals will be implemented over the next three years with appropriate technology supports in place.	Consult the World Class Learner strategic action plan for details on the implementation of the WCL objective. Technology will be used to support this plan.			
Students will use technological tools to solve complex problems and create innovative projects in all grade levels and across all content areas as developmentally appropriate.	1. Enable students at every grade level to meet the performance indicators for the NJ SLS 8.1 Computer and Information Literacy.	Annually	• Director of Curriculum & Instruction (DCI) • Principals • Supervisors • Teachers	• Student technology self-assessments • Eighth grade technology proficiency assessment • Student benchmark grades
	2. Enable students at every grade level to meet the performance indicators for the NJ SLS 8.2 Technology Education.	Annually	• DCI • Principals • Supervisors • Teachers	• Student technology self-assessments • Web based counter • Observation

	3. Students will use web-based resources as well as online databases to access information.	Annually	• Teachers • Media Specialists (MS)	• System Usage Logs
	4. All students will be assessed for Technological Literacy skills by the 8th grade. (alignment with Title II-D)	Annually	• DCI • Business Technology (BT) • Supervisor	• Student portfolios • Assessment tools • TypingClub • Google Apps for Education • Microsoft Office
	5. Create all new curricula and instructional activities utilizing the vertical alignment approach that are aligned with the NJ SLS for Technological Literacy. a. Strengthen collaboration with curriculum departments to integrate technology into content-area curricula for teachers. b. Staff will identify technology skills and resources needed in each new district curriculum adoption.	As curriculum is updated	• DCI • Principals Supervisors	• Completed Curricula as determined through Board Curriculum Committee
	6. Continue to implement a Technological Literacy Curriculum Matrix by grade level to assist teachers in constructing curricula.	Annually	• DCI • Technology Committee • Supervisors	Completed Curriculum Matrix – used as a reference

	7. Provide opportunities for teachers to showcase students' innovative projects using technology by posting and communicating various "Best Practices" opportunities.	Annually	• Administrative Team • DCI • Administrative Team • Teachers • Students	• Student Projects • District Webpage • Pageant of Success – Board meetings • 8th grade "End Of Year Project" • First Robotics Teams (WAMS/MHS)
All students will be given the opportunity to develop information literacy skills in software programs that include word processing, spreadsheets, databases, presentations and publications which is critical for every student whether college- or work-bound as related to 21st Century skills.	1. Expand options for students to use multimedia projects	Annually	• Principal • Supervisors	• Students projects/portfolios • WAMS News
	2. The district will continue to fund a replacement procedure for all district computers.	19-20:1-to-1 for Grade 4, more iPads K-3 level 19-22: replacements as needed, support for BYOD model in gr. 12	• Educational Tech Director • Business Administrator (BA)	• Equipment inventory
	3. Investigate additional curriculum software and online subscriptions.	Annually and during curriculum review	• DCI • Tech Director • Supervisors • Teachers	• Software Inventory
	4. Provide high-speed network access to all schools and central office.	On e-rate /contract cycle: review/renew Comcast services. Annually: review network performance	• Tech Director • BA	• Equipment inventory • Network Map

	5. Continue to investigate innovative strategies to engage students in learning.	19-20: Innovation spaces for MHS, WAMS.	• DCI • Tech Director • Supervisors • Staff Tech Committee	• Student projects • Lesson plans
	6. List resources for students and parents through the MTPS website and Google Apps.	Annually	• DCI • Tech Director • Supervisors	• MTPS website • Google Apps
	7. Provide technical support to students (and staff)	Annually: review support needs 19-20: Student peer tech support groups	• Tech Director • Tech team	• Support logs
	8. Reduce printing and printer inventory in favor of digital resources (staff and students).	19-20: Continue printer consolidations. s. 20-21: No more inkjet replacements	• DCI • Tech Director • Administrators	• Equipment inventory • Google Apps
	9. Maintain equipment, according to appropriate classroom tech standards, throughout the district as per replacement plan and budget.	Annually	• Tech Director • BA	• Purchase orders • Equipment inventory
All students will understand the ethical, cultural, environmental and societal implications of technology and telecommunications including laws and regulations. (yearly)	1. Review the Acceptable Use Policy and Agreement and communicate changes to learning community via the district website and letters to parents.	Annually	• Tech Director • Technology Leadership Team	• District Website • Genesis
	2. Review/implement Internet safety/digital citizenship curriculum to educate students on the safe and responsible use of the Internet.	Annually	• DCI • Supervisors • Computer Teachers	• Completed curriculum • Lesson Plans

MTPS Goal 2**:** Staff design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice, and provide positive models for students, colleagues, and the community.

Linkage to:

- ***NJ SLS:*** The Technology Plan contains linkages to the New Jersey Student Learning Standards in Career Education and Consumer, Family and Life Skills; Comprehensive Health and Physical Education; Language Arts Literacy; Mathematics; Science; Social Studies; Technology; Visual and Performing Arts; and World Languages. 21st Century Skills will also be included as per state mandate and guidelines.

Objective	Strategies/Activity	Timeline	Person Responsible	Documentation
The district will develop a growing collection of online resources to assist teachers in differentiating instruction and achieving the Core Curriculum Content Standards, Common Core, Technology Integration Standards, and 21st Century skills.	1. Maintain each building library website to include databases that students may access at home or at community library. Add electronic reference materials to support the curriculum.	Annually	• Media Specialists (MS)	• School media center website linked from school building homepage
	2. Media Specialist will coordinate with teachers to leverage tech resources that may be incorporated into instruction.	19-20: Define and implement responsibilities. Annually: review technology integration levels via SAMR	• Media Specialists • Teachers	• PD Needs Assessment Survey (attached) • Lesson Plans • Teacher observations • Media Specialist sign-up calendar.

All staff (teachers, media specialists, CST, administrators and paraprofessionals (as applicable) will have the opportunity to participate in ongoing, sustained training that directly pertains to recognized needs in technology that is tied to 21st Century skills and student achievement.	1. Create PD to turnkey information to teachers and administrators	Annually	● DCI ● Administrators ● ScIP Committee	● PD Course Registration ● PD Needs Assessment Survey (attached)
	2. Budget appropriate funding for each administrator to attend a state and/or national conference that Sponsors workshops in updating technology skills.	Annually	● Superintendent ● BA ● Administrators	● Certificates of attendance
	3. Continue to provide staff with pertinent training in the student information systems, as it applies to their role.	Annually	● DCI ● Tech Director ● Applications Administrator	● Sign-in sheets ● Certificates of attendance
	4. Technology training (geared to the individual) to be included in individual professional development plan.	Annually	● DCI ● Administrators ● ScIP	● Professional Development Plans/Observations Reports ● In-Service Programs Sign-In Sheets

MTPS Goal 3**:** MTPS provides consistent and appropriate access to technology for students, teachers, and administrators to be utilized for instructional and administrative purposes in all learning environments.

Linkage to:

- ***NJ SLS:*** The Technology Plan contains linkages to the New Jersey Student Learning Standards in Career Education and Consumer, Family and Life Skills; Comprehensive Health and Physical Education; Language Arts Literacy; Mathematics; Science; Social Studies; Technology; Visual and Performing Arts; and World Languages. 21st Century Skills will also be included as per state mandate and guidelines.

Objective	Strategies/Activity	Timeline	Person Responsible	Documentation
Educational technology strategies will be utilized to respond to learners' needs as they pertain to differentiating instruction regardless of gender, race, national origin, special need and/or religious affiliation.	1. Include assistive technology to support instructional programs that differentiate instruction. a. Assess students in need of additional instruction. b. Coordinate with Child Study Team, teachers and program coordinator to seek remedies for student in differentiating instruction with technology c. Evaluate students' progress	Annually	• CST • Special Education Supervisor • Teachers • Special Education Director	• Teacher observation • MAP Testing • State Testing • Parent and student recommendation • IEP/504
	2. District will continue to ensure that technology is accessible to all students, including those with disabilities.	Annually	• Special Education Director • CST • Tech Director • DCI • Administrators	• Board policy • Equipment inventory • Software inventory

	3. District will continue to assess student progress through Measurements of Academic Progress (MAP), an online evaluation tool that monitors students' progress toward state and district standards.	Annually	• DCI • Supervisors • Teachers	• MAP Class Report • MAP Individual student report
	4. Implement and monitor the consistent practice of providing multiple writing experiences, using technology to support the full writing process.	Annually	• DCI • Administrators • Teachers	• Lesson plans • Curricula • Students' writing samples • Primary resources
All educators will attain, at a minimum, proficiency in utilizing educational technology and information literacy	1. Provide intra-district technical workshops in student information systems utilizing grading and reporting software for all new teachers. (Refresh all staff)	Annually	• DCI • Tech Director • Tech Leadership Team	• Sign-in sheets • Certificates of attendance
	2. Communicate to all faculty available professional development activities that will infuse technology into the curriculum and improve computer literacy skills.	Annually	• DCI • ScIP	• Professional Day applications • Memos
	3. Provide teachers with technology integration support.	Annually	• Principals • Supervisors • Google Certified staff members	• Lesson Plans • Building and department agendas
	4. Technology training (geared to the individual) that can be included in individual professional development plan	Annually	• Principals • Supervisors	• Professional Development Plans

MTPS Goal 4**:** MTPS establishes and maintains the technology infrastructure and resources to support and ensure integration of technology within the curricular goals of the district.

Linkage to:

- ***NJ SLS:*** The Technology Plan contains linkages to the New Jersey Student Learning Standards in Career Education and Consumer, Family and Life Skills; Comprehensive Health and Physical Education; Language Arts Literacy; Mathematics; Science; Social Studies; Technology; Visual and Performing Arts; and World Languages. 21st Century Skills will also be included as per state mandate and guidelines.

Objective	Strategies/Activity	Timeline	Person Responsible	Documentation
The district will partner with public agencies, other education institutions, community-based organizations and private corporations to increase technological access and usage by students and educators.	1. Continue to investigate partnerships with outside organizations for fellowships, sponsorships, and other assistance in order to support the goals of our tech plan by: a. Attending community meetings such as Rotary, Moorestown Business Assn., Sustainable Moorestown Arts Committee, etc. b. Applying for grants, fellowships, and sponsorships. c. Maintaining an ongoing dialog with current partners. d. Attend school support organizations such as PACE (gifted), SpEAC (special education)	Annually	• Superintendent • DCI • Tech Director • Administrators • Special Projects Manager	• Meeting agendas and minutes • Proposals for grants, fellowships, and sponsorships • Letters, memos • Grant awards
Increase parental involvement by further developing the parent portal section of the student information system as well as updating the district website.	1. Maintain the MTPS web site as an accessible resource structured to meet the needs of all users —students, parents, administration, educational staff, and community groups.	Annually	• Tech Director • Assoc. Applications Administrator	• Website map • Web analytics

	Design elements to meet Section 508 compliance requirements.			
	2. All parents will have access to student progress through the Genesis and other student information systems	Annually	• DCI • Tech Director Administrators	• Web based communications • Genesis access logs
	3. Communicate new and updated technology to parents.	Annually	• Superintendent's office • DCI • Tech Director • Tech Leadership Team	• Building Meeting agendas, presentation slides • Web based announcements
	4. Utilize an automated phone delivery system, as it applies to the district.	Annually	• Superintendent's office • Building Administrators	• System usage report • Sign-in logs
The district will form strategic partnerships with the business community to assure that student learning in information literacy is in step with the workplace expectations of the 21st century.	1. Continue to investigate partnerships with South Jersey businesses for the purpose of providing donated and cooperatively owned technology resources to the Moorestown schools.	Annually	• Superintendent • DCI • Special Projects Manager • Strategic Planning Team	• Meeting agendas • Grant applications • Proposals • MTPS Strategic Plan
	2. Coordinate district strategic planning sessions with community participation.	As needed	• Superintendent • DCI • Strategic Planning Team Chairs	• Meeting agendas & minutes
	3. Include local business representation on technology issues during working session of the Board Committees	Annually	• DCI • Tech Director • BOE Committees	• Meeting agendas & minutes

Professional Development Strategies Table

Educator's proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned	Support
Integrating specific technology into the curriculum and used in daily instruction.	Teachers in all classrooms will be trained in a series of required courses and differentiated sessions.	Participants will select sessions based on what MTPS has created as mandatory for all teachers. Online support will be accessible through the district website.
Increase availability and opportunity for staff and students to utilize technology in their daily learning.	All staff will be trained on identified concepts and technology will be the focus.	Staff will be trained through *Train the Trainers'* method of turn keying professional development during in-service days, after school professional development
Use structures such as Google Apps for Education, SMART Lessons and other services in PLC's and for classroom lessons	Implement beginner and advanced training to those in need of acquiring skill.	Staff will be trained through *Train the Trainer's* method during professional development days. On line resources will be created and available for staff on non-district organized staff development days.
Increase knowledge and opportunity for staff and students with Social bookmaking, blogs, wikis, digital imaging, video, presentation programs (example: Prezi), creating digital e-portfolios, task management tools, real-time survey, web page, file sharing, and digital story telling.	Staff will be provided with multiple opportunities to learn and use 21st Century Technology skills necessary to be included into the classroom/ lessons.	Staff will be trained through *Train the Trainer's* method during professional development days. On line resources will be created and available for staff on non-district organized staff development days.

Evaluation Plan

Describe the process to regularly evaluate how…	
a. Telecommunication services, hardware, software and other services are improving education.	The district's E-Rate funding is used to finance our Ethernet circuit with 1Gbps Internet Bandwidth including local loop and some infrastructure equipment. E-rate support for telephone services and web site hosting has been phased out. We utilize district technology surveys, the NJ Department of Education Technology Survey, MTPS Technology committee feedback, teacher observations and lesson plans, and other means to ensure that our telecommunication services, hardware, software, and other services are meeting the organization's goals and improving them proactively and as needed to continue to meet those goals.
b. Effective integration of technology is enabling students to meet challenging state academic standards.	Evaluations will include artifact analysis, multiple group surveys, and interviews, building observations and gathering of student work as instructional evidence to create a comprehensive analysis. The outcome of the data will be used to ensure that educational technology is available and useful for all students and teachers. The Director of Curriculum and Instruction, the building Principals, Vice Principals and Content Supervisors monitor and assess the educational technology professional development in departments and through projects. Supervisors and principals evaluate teacher use of technology through formal and informal teacher observations and lesson plans. MTPS has created new and enhanced curriculum to further develop computer literacy skills beginning in kindergarten.
c. The LEA is meeting the identified goals in the educational technology plan.	The Moorestown Township Public School District will continue to develop strategies and assess our ability to improve student learning opportunities so that all students are engaged learners. The students will be responsible for their learning, will work in teams and will be able to solve problems and make decision using technology as a tool to assist in this 21st Century learning. We will continue to seek out, implement and evaluate models that employ educational technology to accomplish this task.

Funding Plan

The following funding plan represents the approved budget for 19-20 and projected funding needs for 20-21 and 21-22. These dollar amounts are part of this plan but **do not necessarily reflect what will actually be needed or what it will cost** (as technology options available and pricing changes rapidly).

Three Year Tech Budget Estimate By School Year	Future Estimates		
ITEM	**19-20**	**20-21**	**21-22**
LEASE-PURCHASE EQUIPMENT			
Staff Laptops K-6	$259,600		
Staff Laptops Other	$8,800		
Staff devices - Admin	$21,460		
1-to-1 laptops pilot batch - Lenovo (5th)			
1-to-1 laptops Batch #2 - 7, 8, 9		$219,375	
1-to-1 laptops Batch #2a - 7,8 (Go Chrome!)		$162,500	
1-to-1 laptops Batch #3 - 10, 11, 12	$6,750		$219,375
1-to-1 laptops Batch #4 - 6			$75,000
Student 1-to-1 in-class device (Gr 4)		$75,000	
Student Chromebooks K-3 (carts, etc.)			$69,000
Laptop charging carts	$7,525		
iPads batch #1			$26,040
iPads batch #3	$39,060		
ipad or Lenovo charging stations in-room	$2,400		
iPad Cart	$7,800		
Wireless controller w/ High Availability			$90,000
Wireless access points batch #1			$105,000
Switches			$60,000
Desktop computers		$25,500	$25,500
Macs - HS Photo Lab	$31,225		
MHS Graphics - digitizers and cameras	$9,600		

Macs - HS Midi Lab + accessories		$46,800	
Macs - Wams D7		$39,200	
Macs - Staff Laptops	$15,460		
Printers (black laser)	$2,500	$1,000	$1,000
Printers (color laser)		$2,400	$2,400
Printers (inkjet)	$900	$1,800	$1,800
Plotters			$18,000
3D Printers batch #1		$8,000	
3D Printers batch #2			$8,000
Server Farm Servers		$68,000	
DR Switches			$20,000
Storage Server (SAN)		$55,000	
Core Switch stack - Admin			$144,164
Network Backup solution		$65,000	
Smartboards		$9,600	$9,600
SmartPanels	$61,100		
Document Cameras		$19,500	$19,500
High-end/special purpose LCD Projectors		$16,000	
Security camera system servers	$25,000	$25,000	$25,000
Telephone System/phones		$200,000	
SoundField Systems	$5,500	$5,500	$5,500
MHS VR/3D innovation lab equipment	$32,000		
Misc. Other Items	$37,945	$40,000	$40,000
Lease Total	**$574,625**	**$1,085,175**	**$964,879**
ADDITIONAL STAFFING (Does NOT include existing staff)			
(None anticipated)			
Additional Staff Total	**$0**	**$0**	**$0**

OPERATING BUDGET ITEMS (estimated 4% increase per year)			
Genesis/Student information system	$40,466	$42,085	$43,768
CST Software (IEP/504/Read&Write)	$22,274	$23,165	$24,092
Media Center Software systems (Follett destiny, Video on demand)	$22,485	$23,384	$24,320
IT Salaries	$333,754	$347,104	$360,988
E-rate consultant	$4000	$4,160	$4,326
Fiber optic network maintenance/pole rental	$9053	$9,415	$9,792
Webste hosting/domain names	$3900	$4,056	$4,218
IT services (Cisco, Microsoft, etc. support. Email archiver/spam filter. Etc.)	$163,952	$170,510	$177,330
Supplies: general dept supplies, magazine subscriptions, etc.	$7200	$7,488	$7,788
School Messenger Communicate	$11,300	$11,752	$12,222
Internet service, web filtering, system management	$21,197	$22,045	$22,927
Supplies: toner, projector bulbs, 3D printer maintenance	$70,213	$73,022	$75,942
Software: District-wide end-user software/subscriptions	$78,329	$81,462	$84,721
Operating budget Total with REGULAR tech labor	**$788,123**	**$819,648**	**$852,434**
GRAND TOTAL	**$1,362,748**	**$1,904,823**	**$1,817,313**

APPENDIX A: Computer Inventory

Inventory summary, by school, of the quantity of each type of computer device currently active in the district.

Computer Inventory Summary				
BuildingCode	Type	Quantity	Model#	First Purchased
Admin	Laptops	1	3180	2017
Admin	iPad	1	A1395	2012
Admin	iPad	1	A1396	2011
Admin	Laptops	2	A1708	2018
Admin	iPad	1	BNR32LL/A	2018
Admin	Desktops	3	GX3010	2012
Admin	Desktops	10	GX3030	2014
Admin	Desktops	1	GX390	2012
Admin	Desktops	1	GX790	2011
Admin	Laptops	1	LATITUDE 10	2013
Admin	Laptops	1	Latitude 3340	2015
Admin	Laptops	3	Latitude 5490	2018
Admin	Laptops	1	Latitude 5570	2017
Admin	Laptops	1	Latitude 7380	2019
Admin	Laptops	6	Latitude E5430	2013
Admin	Laptops	4	Latitude E5440	2014
Admin	Laptops	7	Latitude E5450	2015
Admin	Laptops	5	Latitude E5470	2016
Admin	Laptops	1	Latitude E5530	2012
Admin	Laptops	1	Latitude E5590	2018
Admin	iPad	1	MGL22LL/A	2015
Admin	Desktops	3	MH2N2LL/A	2015
Admin	iPad	9	MP2R2LL/A	2018
Admin	Desktops	1	Optiplex 3030	2015
Admin	Desktops	2	Optiplex 9020	2014

Baker	POS Terminal	1	4840-543	2005
Baker	iPad	1	A1395	2011
Baker	iPad	1	A1474	2014
Baker	iPad	32	A1893	2018
Baker	Laptops	22	Chromebook 11 3180	2017
Baker	Desktops	21	GX3010	2012
Baker	Desktops	63	GX3030	2014
Baker	Desktops	2	GX390	2012
Baker	Desktops	1	GX790	2011
Baker	Laptops	33	Latitude E5430	2012
Baker	Laptops	37	Latitude E5440	2014
Baker	iPad	28	MGL22LL/A	2015
Baker	Desktops	2	MH2N2LL/A	2015
Baker	iPad	1	MH2N2LL/A	2015
Baker	iPad	10	MR8E2LL/A	2018
Baker	Laptops	1	Yoga 11e	2014
High	iPad	3	A1395	2011
High	Desktops	24	A1418	2018
High	Laptops	2	A1466	2018
High	iPad	1	a1538	2018
High	iPad	1	A1893	2018
High	Laptops	1	e5410	
High	Desktops	56	GX3010	2012
High	Desktops	62	GX3030	2014
High	Desktops	23	GX390	2012
High	Desktops	12	GX790	2011
High	Desktops	1	iMac A1224	2008
High	Desktops	27	iMac A1418	2012
High	Laptops	906	Latitude 3340	2015
High	Laptops	382	Latitude 3350	2016
High	Laptops	12	Latitude 3380	2017

High	Desktops	1	Latitude 5490	2018
High	Laptops	60	Latitude 5490	2018
High	Laptops	1	Latitude 5580	2018
High	Laptops	2	LATITUDE E5410	2010
High	Laptops	101	LATITUDE E5430	2012
High	Laptops	24	Latitude E5440	2014
High	Laptops	6	Latitude E5450	2015
High	Laptops	2	Latitude E5470	2016
High	Laptops	1	MacBook AIR A1370	2011
High	Laptops	5	MacBook Pro A1278	2012
High	Laptops	3	MF840LL/A	2015
High	iPad	14	MGL22LL/A	2015
High	Desktops	3	MH2N2LL/A	2015
High	Desktops	1	Optiplex 3010	2012
High	Desktops	1	Optiplex 3030	2014
High	Desktops	25	Optiplex 3050	2017
High	Desktops	1	Optiplex 7040	2016
High	Desktops	53	Optiplex 9020	2013
High	Laptops	13	Surface Pro 3	2014
High	Desktops	2	XPS 8930	2019
High	Desktops	16	Z0PD2LL/A	2015
Middle	iPad	1	A1395	2011
Middle	Desktops	28	A1418	2018
Middle	iPad	1	BNR32LL/A	2018
Middle	Laptops	2	Chromebook 11 3180	2017
Middle	Desktops	19	GX3010	2012
Middle	Desktops	52	GX3030	2014
Middle	Desktops	2	GX390	2012
Middle	Desktops	4	iMac A1418	2012
Middle	Laptops	42	Latitude 3340	2015

Middle	Laptops	612	Latitude 3350	2016
Middle	Laptops	2	Latitude 3380	2018
Middle	Laptops	19	Latitude 5490	2018
Middle	Laptops	82	Latitude E5430	2012
Middle	Laptops	24	Latitude E5440	2014
Middle	Laptops	1	MacBook Air A1465	2015
Middle	Laptops	1	MacBook Pro A1278	2012
Middle	Laptops	1	MF840LL/A	2015
Middle	Desktops	2	MH2N2LL/A	2015
Middle	Desktops	1	Optiplex 3010	2012
Middle	Desktops	1	SB61G2	2005
Middle	Laptops	2	Yoga 11e	2014
Middle	Desktops	27	Z0PD2LL/A	2015
Roberts	iPad	1	A1395	2011
Roberts	iPad	23	A1474	2014
Roberts	iPad	33	A1893	2018
Roberts	Desktops	11	GX3010	2012
Roberts	Desktops	75	GX3030	2014
Roberts	Desktops	1	GX390	2012
Roberts	Laptops	1	LATITUDE E5410	2010
Roberts	Laptops	1	Latitude E5430	2013
Roberts	Laptops	62	Latitude E5440	2014
Roberts	Laptops	1	Latitude E5470	2016
Roberts	iPad	7	mgkn2ll/a	2016
Roberts	iPad	28	MGL22LL/A	2015
Roberts	iPad	10	MP2F2LL/A	2016
Roberts	iPad	5	MQDT2LL/A	2018
Roberts	iPad	1	MTFL2LL/A	
South	iPad	4	A1395	2011
South	iPad	56	A1893	2018

South	Desktops	13	GX3010	2012
South	Desktops	74	GX3030	2014
South	Desktops	6	GX390	2012
South	Desktops	2	GX790	2011
South	Laptops	34	LATITUDE E5430	2012
South	Laptops	38	Latitude E5440	2014
South	Laptops	1	Latitude E5470	2016
South	iPad	13	mgkn2ll/a	2016
South	iPad	22	MGL22LL/A	2015
South	Desktops	1	MH2N2LL/A	2015
UES	iPad	1	A1395	2011
UES	iPad	1	A1475	2014
UES	iPad	2	A1893	2018
UES	Laptops	339	Chromebook 11 3180	2017
UES	Desktops	100	GX3010	2012
UES	Desktops	90	GX3030	2014
UES	Desktops	2	GX390	2012
UES	Laptops	1	Latitude E5410	2010
UES	Laptops	65	LATITUDE E5430	2012
UES	Laptops	179	Latitude E5440	2014
UES	Laptops	2	Latitude E5450	2015
UES	Laptops	1	Latitude E5470	2016
UES	Laptops	1	MacBook Pro A1278	2012
UES	iPad	11	MGL22LL/A	2015
UES	Desktops	1	MH2N2LL/A	2015
UES	Desktops	1	Optiplex 3010	2012
UES	Laptops	2	Surface Pro 3	2014
UES	Laptops	310	Yoga 11e	2014

APPENDIX B: Professional Development Survey Sample

Professional Development Needs Assessment

The School Improvement Panel (SIP/PD Committee) needs your input in order to plan future professional development opportunities. Please complete the following survey to help guide our professional development topics. Thank you!

* Required

1. Last Name *

2. First Name *

3. Building * Mark only one oval.

- MHS
- WAMS
- UES
- Baker
- Roberts
- South Valley
- Admin

4 Job Category * Mark only one oval.

- Grades PreK5 Classroom
- PreK6 Special Ed
- 712 Special Ed
- 612 English
- 612 Math

612 Science

612 Social Studies

412 World Language

Arts & Technology

- Health/PE
- Speech Language and OT
- Media Specialist
- Counselor
- CST
- Nurse
- Interpreters
- Paraprofessionals

Secretary

Session Topics

Please rate the following professional development topics from 1 to 5

1= Topic does not apply to me or I am not interested
5= I strongly believe there should be training on this topic

TOPICS FOR ELEMENTARY EDUCATORS

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5. Ideas for Enhancing Instruction for Gifted and Talented Students in my Classroom (Grades K5) Mark only one oval.

1	2	3	4	5

6 Guided Reading in the Elementary Classroom (Two sessions Grades K2 and Grades 35)
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

7. Guided Practice for Administration of Running Records (Grades K5) Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

8. Dibels: Understanding the Assessment and How to Administer (K2) Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

9. Activating Schema to Enhance Instruction (Grades K5) Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

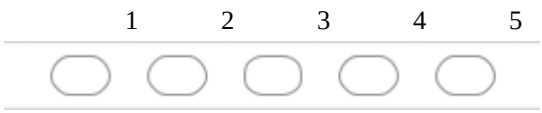
10. Creating Anchor Charts to Support Literacy Instruction: A Make and Take Session (Grades K3) Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

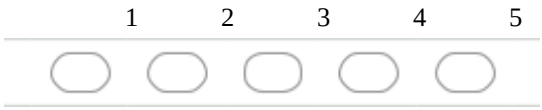
11. Orton Gillingham Refresher (K1 and 23 sessions) Mark only one oval.

1	2	3	4	5

12 Best Practices in Vocabulary Acquisition (Grades 15) Mark only one oval.



13. Brain Pop / Brain Pop Jr. (Grades K5) Mark only one oval.



TOPICS FOR SECONDARY EDUCATORS

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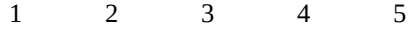
14. CoTeaching: Strategies for Teaching and Learning (612) Mark only one oval.

15. Questioning using the Socratic Method (Grades 612) Mark only one oval.

16. Creating Quick Formative Assessments (Grades 612) Mark only one oval.

17. Exploring EdPuzzle Video Editing (Grades 612) Mark only one oval.



18 Technology Integration 1 to 1 Moving Forward (Grades 612) Mark only one oval.

DISTRICTWIDE TOPICS

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19. Arts Integration to Support Common Core Mark only one oval.

20. GLSEN Basic Mark only one oval.

21. GLSEN Extension Mark only one oval.

22. Using the Zone of Influence to Enhance Classroom Instruction Instructor Bill Murphy Mark only one oval.

23. Google File Management Mark only one oval.

1	2	3	4	5
⬭	⬭	⬭	⬭	⬭

24 Google Basic
Mark only one oval.

1	2	3	4	5
⬭	⬭	⬭	⬭	⬭

25. Share Your Ideas for Collaboration Using Google
Mark only one oval.

1	2	3	4	5
⬭	⬭	⬭	⬭	⬭

26. Para Training GLSEN Mark only one oval.

1	2	3	4	5
⬭	⬭	⬭	⬭	⬭

27. Maker Spaces (Grades K5 and 612) Mark only one oval.

1	2	3	4	5
⬭	⬭	⬭	⬭	⬭

28. Strategies to Support ESL in the Regular Education classroom (Grades K5 and Grades 612) Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

29. Para Training Office Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

30 Discover Streaming Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

31. Gynsy
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

32. Teacher Websites Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

33. Horizontal/Vertical Articulation Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

34. Additional Professional Development Needs

35. The SIP Committee would like to create a pool of trainers. Please indicate if you would be interested in being a professional development trainer. Mark only one oval.

- ◯ YES
- ◯ NO

36 If YES, for what topics? In the future, you may be contacted by the SIP Committee.