

**Stockton Borough School District
Local District Technology Plan
July 1, 2007-June 30, 2010**

Hunterdon County	Stockton Borough School District
School District Profiles:	K-6
Technology Coordinators:	Suzanne Ivans
Number of students in district:	47
Teachers in district:	4 (Full Time)
District web site address:	www.stocktonschool.us

I. STAKEHOLDERS

Technology Planning Committee

The Stockton Borough School is very small district. Therefore some of the titles/job responsibilities are shared by multiple individuals.

Title	Name	Signature
Superintendent/Principal Technology Coordinator, Curriculum Director, Technology Teacher,	Suzanne Ivans	
Kindergarten Teacher	Jen French	
1st/2nd Grade Teacher	Katie Losch	
3rd/4th Grade Teacher Character Ed. Coord.	Brian Horan	
5th/6th Grade Teacher Gifted and Talented Coord.	Doug Hudak	
Special Education Teacher	Alison Shelofsky	

Title	Name	Signature
Board President, Parent, Community Member, Business Sector Representative	Rick McDaniel	

II. EXECUTIVE SUMMARY

Technology Vision or Mission Statement

The Stockton Borough School community views technology as a powerful tool that will be effectively utilized in all aspects of the educational process, including but not limited to: learning, teaching, staff development, administration and research.

Our vision for the future includes:

- All students will have seamless access to technology tools and the ability to apply them in a variety of ways that will enhance their educational experience;
- All teachers will be experienced users of technology and will utilize these tools to enhance their professional development and their instructional capabilities to improve student learning;
- All staff will utilize ergonomic technology to be more effective and more efficient in their job duties;
- All parents and community members will have the opportunity to communicate and access information about the school at any time.

II. TECHNOLOGY OVERVIEW

A. Technology

1. 2007 School Technology Inventory Needs

The school has less than 20 computers: 15 student computers; three office and teacher computers, and one laptop. Therefore our replacement needs are modest:

Three-Year Technology Plan Inventory Table			
Area of Need	Describe for 07-8	Describe for 08-9	Describe for 09-10
Technology Equipment	Replace one office computer.	Replace one office computer, replace 3 classroom computers	Replace one office computer; replace all Windows 98 machines

		with dual monitor capabilities, server	or upgrade (3)
Software used for curricular support and filtering	Conversion software to convert Word Perfect files (board policies and contracts)	Server software; filtering software, anti virus software (server level)	
Technology maintenance policy and plans	Annual review of service contract.	Annual review of service contract.	Annual review of service contract.
Telecommunications Services		Renew or replace ISP (Comcast) five-year contract.	
Technical Support	Annual review of service contract.	Annual review of service contract.	Annual review of service contract.
Facilities – infrastructure including central telephone & security systems			Upgrade phone services: replace two phones (non-cordless)
Other Services:	Annual review of security contract (Holicong)	Annual review of security contract (Holicong)	Annual review of security contract (Holicong)

2. Needed Technology Inventory to Improve Student Academic Achievement for 2007-2010

The following technology inventory needs are identified for school years 2007-2010:

Technology equipment and networking capacity

- Purchase dual monitor computers in three classrooms; grades 1-6.
- Replace computers in administrative and secretary offices
- Purchase science probes for sound/light unit
- Purchased laptop mini-lab with wireless connectivity
- Purchase laser (non-color) printers for intermediate classrooms
- Purchase infrared Alpha Smart pods for new classroom computers
- Purchase additional wireless pod for downstairs connectivity
- Purchase of server for student and staff files and Internet filtering and virus scanning capabilities.

Software used for curricular support and filtering

- Replace Windows 98 academic software used in grades 1-4 with updated titles compatible with Windows XP or Vista
- Augment skill reinforcement software with student authentic project software (i.e. web page design, multimedia presentations, CD burner/design software, draw and paint programs, student publishing programs.)
- Purchase basic-skill software to meet specific student needs, as identified by I.E.P., 504 plans, and/or teacher recommendations
- Purchase software for specific academic programs and projects, i.e. Family Math, tessellation explorations.
- Continue to purchase Office Professional Suite licenses (Word, Excel, PowerPoint, Publisher) for new computers.
- Continue to purchase small business networking software for new computers to maintain site network connectivity
- Continue purchase of keyboarding software or convert to server delivery
- Replace stand-alone Norton Utilities with server-delivered virus software solution
- Replace web-based Comcast Internet filtering with server-delivered virus software solution
- Purchase video editing software for digital video camera
- Purchase software conversion software, including Adobe PDF Writer
- Purchase firewall software for server and wireless network

Telecommunications maintenance policy and plans

- Maintain Teacher Appropriate Behavior Policy, which provides guidelines to Internet/Email Acceptable Use Policy
- Maintain Student Usage of Technology: Discipline Guidelines for misuse
- Maintain Board Usage of Email Protocols

Telecommunications services

- Continue to utilize cable modem via server for Internet/email for 2007-08. Investigate other options for 2008 – 2010.
- Continue to maintain domain name, www.stocktonschool.us, and web server hosting.
- Continue to utilize content filtering via server services. Investigate other options for 2008 – 2010.

Technical support

- Continue to utilize in-house support (CSA, teachers, students, and parents) for day-to-day support
- Continue to outsource for technical support
- Continue to utilize contracted technical support for server maintenance

Facilities infrastructure

- Continue to convert bulky computer tables to wall-mounted counters (5th/6th grade classroom)
- Bundle and wire management
- Investigate purchase pneumatic chairs for ergonomic usage of computers
- Purchase assorted ergonomic devices (split-keyboard, adjustable keyboard trays) as needed to support a safe work environment for high-usage employees, such as school secretary or CSA

Other services

- Discarded equipment will be “cannibalized” to reuse parts (mice, memory, network cards) whenever practical. Parts not recycled will be properly disposed via outsourcing service agency

3. Integration of Assistive Technology Devices

Stockton Borough School does not have any special education self-contained classrooms. All classified students are included in and have access to the regular classroom technology tools and devices. Some devices, such as our Alpha Smart Keyboards, are used by all students. Others, such as the portable CD player, which is compatible with recordings from the Blind and Dyslexic, are targeted for special needs students.

4. Website Accessibility

The Stockton Borough School website, www.stocktonschool.us is the default home page for all school computers. Therefore all students have ready access to it at school. The web site is printed in the school handbook, distributed at our back-to-school night, and printed on all board meeting notifications. The page currently does not have a “view text only” option. However, the homepage typically contains only two photos, which are updated monthly, in order to provide accessibility to those who do not have a high-speed connection, needed to support large graphic uploads. There is a menu frame on the left side, which permits users to skip repetitive navigation links. There are no multimedia presentations currently available on the web page. The web is readable, with 12 or larger font, a non-cluttered layout, and links back to home pages. Frames are titled with text that facilitates frame identification and navigation. The web page is simple, without scripting language, applets or plug-ins required, or electronic forms.

5. Replacement of Obsolete Computers/Technology; District Criteria for Obsolescence

The following guidelines will be utilized to replace obsolete computers and other technology equipment in order of priority:

- Critical Need – Will override other implementation plans and may occur with equipment breakdowns, mandates, or unanticipated needs
- Usage – Amount and type of usage needed for ongoing projects
- Age – Age of computers and other technology equipment

Specific replacement schedule for computers and other technology equipment will be determined utilizing the above criteria and available resources. See section II.B for specific list of targeted technology equipment purchases.

District Criteria for Obsolescence

The following guidelines will be utilized to determine if computers and other technology equipment are obsolete:

- Broken - not fixable or not cost effective to repair
- Incompatible – with other equipment, software or project needs
- Unstable – need of frequent intervention and/or repairs

B. Cyber Safety

1. The district signed a five-year contract with Comcast to provide Internet filtering, via a server, to be maintained by Comcast, as per contract. Additional filtering may be used via Internet Explorer settings.
2. There are two student forms for the AUP. The first is for Student Use of the Internet. The other is for Checkout of Alpha Smart Keyboards. Both are signed by parents and students for grades 3-6.
3. Students are educated about online safety awareness as a series of lesson integrated with other technology lessons. For example, during a research project using multiple sources, students learn about verifying information and source reliability. During pen pal exchanges (via US postal mail) students are cautioned against online correspondences without teacher approval.
4. Online safety is provided in several different ways. An evening workshop was offered to parents with a guest presenter on online safety. Web safety information is available on our school website. Updates, i.e. TV broadcasts on online safety are shared with parents.

C. Needs Assessment

A staff survey of all full time staff was conducted in 2007. Based on survey results the following areas of need were identified and prioritized. Needs described below include the integration of technology across the curriculum, teacher and staff proficiencies, and current educational environment and barriers.

a. The following results were obtained:

	Novice	Intermediate	Practitioner	Integrator
Computer Operations	0%	0%	40%	60%
Set-up and Maintenance	20%	0%	60%	20%
Word Processing	0%	20%	40%	40%
Telecommunications	0%	40%	40%	10%
Spreadsheet, Graphing, Database		60%	0%	40%
Integration Skills		60%	0%	40%
Media Communications			60%	40%
Extended Skills				20%

b. Summary: Overall, the teachers have gained considerable expertise compared to early survey results. Teachers have both gained skills and integrated them into their instructional activities as well as teaching students these skills. Areas of need include applications, such as spreadsheet and graphing and web page design, and computer troubleshooting and maintenance.

c. The current educational environment and barriers include:

- i. The lack of a staff room with a dedicated computer make staff access, outside of the regular classroom difficult. Staff has limited access to a network computer in the downstairs office area and a wireless networked laptop computer, which can be checked out to take off-site.
- ii. The lack of a school computer lab is augmented by computer banks of 4-6 computers in each classroom. Students may utilize the computers in all classrooms. Files are saved on a shared drive, allowing students access to their files on any computer. A set of 30 Alpha Smart keyboards, which can be checked out, allow all students access to word processing and keyboarding capabilities at one time.
- iii. The small size of the staff allows for articulation of needs, such as at our monthly staff meetings. Additionally, periodic surveys such as the one above are used as a needs assessment.

- iv. Students are evaluated based on project completion. Students engage in activities, such as graphing, desktop publishing, and web page design, where all students are expected to show a project. For example, our fifth and sixth grade students are responsible for publishing the Stockton Scribe, a literary magazine with four publications a year. The third and fourth grade students are creating a web page featuring their community. Each student will publish one page. First and second grade students utilize word processing and networking skills to publish their non-fiction essays on the school-shared folder.
- v. Technology staff development is ongoing and typically occurs multiple times during the year at monthly staff meetings. A staff handbook contains step-by-step directions for accessing and utilizing such resources as the scanner, the digital camera, the projection systems, and educational web resources.
- vi. The school only has one administrator on site, who integrates technology training needs as part of her professional plan. For example, the CSA recently attended training for an electronic call system, sponsored by a local district.
- vii. Our non-certificated staff includes our part time school secretary. Day-to-day training is provided by the CSA, as needed to complete tasks. Additional training is provided via outside workshops. For example, the school secretary recently completed training in Intermediate Microsoft Excel.
- viii. See item #v.
- ix. See item #vii.
- x. See item #III.C.a.

2 & 3. The following needs were identified in the following priorities:

- a. Secure necessary funding to support technology equipment and software upgrades, needed to support the district goals and objectives, listed below.
- b. Continue to provide “just in time” training and support to teachers and students to support technology integration projects
- c. Increase use of embedded technology skills in student projects: number of projects, variety of technology applications, and level of difficulty of projects.
- d. Create self-sufficiency of teachers and staff to implement and support technology integrated projects.

IV. THREE-YEAR GOALS AND OBJECTIVES

A. History

Below are the goals from our 2004-07 Technology Plan, along with a discussion of the evaluation of these goals and unexpected outcomes or benefits.

IV A.1	IVA.2.	IV A.3.
Goals in 1004-07 Plan	Evaluation of Goal	Unexpected Outcome
a. Embed technology skills and knowledge objectives into existing curriculum guides that are aligned with the NJ Core Curriculum Content Standards.	Good progress made; continued progress needed	Additional opportunities for integration were identified.
b. Provide technology infrastructure, including hardware and software that is accessible, reliable, cost-effective, ergonomic, and supports the educational goals of the school.	Classroom purchases were on target. Office targets were not met. Server target was not met.	Purchase of HD TVs was done early due to need and attractive purchase price; K computers were removed.
c. Provide adequate training for students and school personnel to use technology effectively and efficiently.	Training was provided; continued progress needed.	Students in intermediate grades made faster than anticipated progress.
d. Continue to promote computer and technological literacy as one of the basic skills for both students and school personnel.	Good progress made; continued progress needed.	Additional opportunities for technology literacy were identified.
e. Support special needs of students through technology resources and projects.	Inclusion of special needs students in all technology projects.	Use of technology in NJ ASK testing modifications.
f. Provide ready access to educationally relevant information.	Web page updated regularly.	Requests for additional publications, i.e. online lunch forms.
g. Communicate our technology goals and achievements to the community to obtain public and corporate support	PTO and private foundations grant requests.	None.
h. Prepare our students for a successful transition to South Hunterdon Regional High School.	Articulation between teachers and curriculum coordinators.	Lack of technology focus due to priority needs in other subject areas.
i. Continue to augment the district/school web to support student curriculum	Web page updated regularly. Students	Teacher supported classroom web

projects, staff development, and dissemination of information to stakeholders.	currently learning web page design. One teacher has a classroom web.	with test alerts and other parent updates.
j. Provide accountability, evaluation, and appropriate personnel and financial support to successfully implement this plan.	Board CSA updates. PTO meeting updates. Lack of school funding to fully support plan.	Included in local area educational foundation allows additional grant opportunities.

A. Goals and Objectives for 2007-2010

1. Technology Goals for 2007-2010

The majority of the above technology goals will be continued in the 2007-2010 Plan:

1. Embed technology skills and knowledge objectives into existing curriculum guides that are aligned with the NJ Core Curriculum Content Standards.
2. Provide technology infrastructure, including hardware and software that is accessible, reliable, cost-effective, ergonomic, and supports the educational goals of the school.
3. Provide adequate training for students and school personnel to use technology effectively and efficiently.
4. Support special needs of students through technology resources and projects.
5. Provide ready access to educationally relevant information.
6. Communicate our technology goals and achievements to the community to obtain public and corporate support.
7. Prepare our students for a successful transition to South Hunterdon Regional High School.
8. Continue to augment the district/school web to support student curriculum projects, staff development, and dissemination of information to stakeholders.
9. Provide accountability, evaluation, and appropriate personnel and financial support to successfully implement this plan.

2. New Goals. Two new goals have been added in the 2007-2010 Plan:

10. Identify and obtain a school server and software to house all student and staff files, filter Internet content, and server-based virus scanning.
11. Identify and obtain technology upgrades, as needed to promote school safety. Potential purchases include school intercom system, exterior cameras, and an electronic phone notification system.

3. Aligned Technology Activities with NJ CCCS

Input from classrooms teachers were used to identify and prioritize curriculum areas in need of modification. A curriculum modification schedule is supervised by the CSA and reviewed and approved at the annual board Reorganization meeting. School-wide objectives, which often address technology activities, are also supervised by the CSA with input from the classroom teachers and are approved by the board.

Technology will be integrated in curricula and instruction to improve student academic achievement of our students, as measured by the CCCS. This will be accomplished by the following practices:

1. Treat technological literacy as a “basic skill” that all students need to acquire for their future education and working life.
2. Integrate technology into existing programs instead of viewing the acquisition of technical skills as a discrete activity.
3. Use technology to meet special educational needs, to facilitate cooperative and independent learning, and to promote the development of research, critical thinking, and autonomous learning skills.
4. Ensure that teachers, administrators, and support staff get the tools and the training they need to be effective in using current technologies in education.
5. Foster the wider use and understanding of technology in the community and promote the involvement and support of the community.
6. Use technology to extend learning beyond the classroom and the traditional school day and to link home and school for educational purposes.
7. Support the goals and objectives of the State NJ Core Curriculum Content Standards in addition to Best Practice models.

8. Obtain strong support and continuing feedback from students, teachers, administrators, Board of Education members, parents, and the community at large in expanding the use of technology in the educational process.
9. Fostering and supporting student projects and initiatives that use technology, and seeking alternative funding sources to support cutting-edge technology projects in the schools, including grants, competitions, corporate support, and other initiatives.

Below are the targeted existing curriculum guides and sample embedded technology objectives and corresponding measures to improve student academic achievement.

V. THREE-YEAR IMPLEMENTATION OF ACTIVITY TABLES

A. Implementation Activities

The following implementation strategies and activities that relate to district's goals and objectives will be utilized for this three-year plan, July 2004-June 2007. Because strategies and activities are ongoing, descriptions, rather than timeline tables, are presented below.

Students will...

	2007-2008	2008-2009	2009-2010
Language Arts	<ul style="list-style-type: none"> • Utilize multimedia programs to support students' "Powerful Presentations" 	<ul style="list-style-type: none"> • Publish pieces on the WWW • Critique their writing using an electronic rubric creator 	<ul style="list-style-type: none"> • Create storyboards for digital video productions
Social Studies	<ul style="list-style-type: none"> • Utilize mapping program to create a 3-D model of "our town" 	<ul style="list-style-type: none"> • Publish local business profiles on the web for "our town" SS unit 	<ul style="list-style-type: none"> • Utilize GSI technology for historical review of land use and local planning presentations
Math and Science	<ul style="list-style-type: none"> • Utilize spreadsheet and graphing software for statistics unit • Utilize software for tessellation explorations 	<ul style="list-style-type: none"> • Utilize probes (temperature, light) and graphing software for student experiments 	<ul style="list-style-type: none"> • Create ecology presentations utilizing a variety of technology tools and mediums

Music, Art, Health, and World Language	<ul style="list-style-type: none"> • Create web site for music, art, health and world language resources, units, and student assignment posting 	<ul style="list-style-type: none"> • Utilize specialty software and technology tools, such as Photoshop, Encore!, digital blood pressure recorders and DVDs players 	<ul style="list-style-type: none"> • Create original compositions and pieces in music and art utilizing electronic mediums
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B. Implementation Strategies

Students will acquire technology literacy skills through the implementation of the Core Curriculum Content Standards. Technology skills will be taught utilizing “Just in Time” methodology. Examples of CCCS technology integration are presented below. See *Section III. Timeline* for samples of specific student activities.

Subject Area	CCCS	
The Arts	Apply element and media common to the arts to produce a work of art.	1.2.4
Health/P.E.	Describe and demonstrate a variety of ways to access and convey health information and ideas.	2.2.1
Language Arts	Take notes on visual information from films, presentations, observation, and other visual media, and report that information through speaking, writing other own visual representation.	3.5.10
Mathematics	Use technology to gather, analyze and display mathematical data and information.	4.5.5
Science	Use technology to present the design and results of investigation.	5.2.3
Social Studies	Describe the influence of technology in daily life.	6.5.4
World Languages	Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impression of the culture studied.	7.2.13

C. Meeting NCLB Requirements

The NCLB grants are limited, approximately \$1,000 for our district. Grant monies are used to provide staff development to the teachers to implement the Core Curriculum Content Standards. Currently the Stockton School meets all NCLB indicators of a quality

school. We anticipate continuing with our best practices needed to show adequately yearly progress indicators, as outline by NCLB criteria.

D. Telecommunications and Information Technologies

The district will continue to utilize available resources, mainly those available from media (TV, videos, and CDs) and the Internet. Additionally, the district currently utilizes a media service that provides educational videos for instructional use. The service is in the process of implementing streaming video that can be accessed via the Internet. We will further investigate this resource when it becomes available.

VI. FUNDING PLAN

A. Anticipated Costs for 2007-08

Projected Cost for Technology Services

Technology Services	Cost
Internet Services Provider, Filtering, Email	\$200 per month
Web Hosting	\$25 per year
Technical Support, 10 hour block, estimated	\$850 per year
Web, server, and in-house maintenance	In-house
Virus Protection- per computer; server-based	\$40 per computer per year; TBD
Audio-Visual Services	\$5 per student per year
Phone: monthly base services for 5 lines (3 phones, 1 FAX, 1 modem for DONET), inter/intra-latta phone calls, voice mail services	Phones: \$85 per month Calls: \$0.06 per minute Voice mail: \$0.07 per message

The board-approved costs which were budgeted for the 2007-08 portion of the Technology Plan were \$6,120. Unfortunately, due to budget cuts only essential items were budgeted, such as the above technology services. No new technology equipment, software, or upgrades were budgeted for the 2007-08 school year.

National Instructional Materials Accessibility Standard (NIMAS) will be met via inquires to available support materials from purchased curriculum materials. Curriculum material upgrades expected to occur in the three-year period include: social studies, science, and health.

B. How All Students Will Have Equitable Access

All students at Stockton Borough School, regardless of gender, race, national origin, special need, and religious affiliation are mainstreamed and have equitable access to technology. The only exception is for students whose special needs cannot be met by our

current programs. These students are placed in out-of-district programs. The usage of take-home mini-word processors allow all students to complete word processing homework assignments regardless of whether their families own a home computer.

C. of Education Approval

Attached is the copy of the Stockton Borough Board of Education approval of the 2007-2010 Technology Plan and 2007-08 Funding for the plan. Date of approval was April 26, 2007.

VII. PROFESSIONAL DEVELOPMENT

A. Staff Development Coordination

Due to the small size of our district (four classrooms), resources, services, and activities are easily coordinated by the CSA (Chief School Administrator), who oversees all plans, programs, and budgets, including federal, state, and local sources.

B. Professional Development Activities

1. Teachers and staff may utilize a wireless laptop computer, available for checkout. Staff may utilize individual profiles to maintain file security. All classrooms are equipped with televisions and VCRs. All classrooms but the Kindergarten room have networked computers, server storage, with Internet access and printers. All teachers and other staff have school email accounts.
2. All staff, including administrators, have access to shared files and online email access. Professional development for administrators will consist of specialty training, such as that provided by NJ ELITE as well as attendance at other local technology conferences, seminars and workshops. Professional journals, publications, and Internet resources will also be used in addition to local articulation opportunities with peers.
3. Ongoing staff development is provided during monthly staff meetings and “how to” instructions that give staff step-by-step directions for usage of technology equipment.
4. Ongoing, sustained professional development is provided to teachers to further the effective use of technology in the classroom.
5. Professional development may be requested by staff utilizing a Professional Development Request form. Professional development opportunities are located in a shared mailbox, accessible to all staff.
6. Specific professional development opportunities are distributed to specialized staff, i.e. adaptive technology workshops flyers are distributed to our special education teacher. She may attend these trainings by completing a Professional Development Request form.

C. Professional Development Opportunities

The Stockton Borough School District has identified needs in the annual Local Professional Development Plan. Due to our small size, technology training is delegated to a separate department, as it is in other districts. Instead it is integrated with the goals, objectives, and activities identified in detail in our annual Local Professional Development Plan. Please reference this document for more details of specific activities.

D. Financial and Time Resources

Financial Resources

For students: Identified funding sources used to help ensure that students have access to technology include: E-Rate discounts, REAP Grant, NCLB Grant, district fund-balance surplus, and private funding sources, including PTO and cooperate donations.

For Teachers: Identified funding sources used to help ensure that teachers have access to technology include: E-Rate discounts, REAP Grant, NCLB Grant, and district fund balance surplus.

Time Resources

The Stockton Borough School District will provide a staff development plan that supports a variety of technology training opportunities. Due to the small size of our district, not all staff development opportunities, such as annual staff orientation or in-district summer technology workshops, are appropriate for our school. The following professional development opportunities have been identified as those best suited to meet the needs of our staff:

1. Staff Development days (3- back-to-school, fall, and spring): topics are determined by the annual staff development plan
2. After school contractual time (for required training): at monthly staff meetings, as needed
3. Before/after school non-contractual time (volunteer training): as arranged
4. Off site workshops and conferences: as requested, dates vary.
5. Local ETTC (Educational Technology Training Center) courses: fall, winter, and summer schedules each year
6. College courses: as arranged, as requested, dates vary
7. Peer mentor training: as arranged, dates vary
8. In-class support: as arranged, dates vary
9. Class visitations (within and outside the district): as arranged, dates vary
10. Turn-key training: as arranged, dates vary
11. Train-the-trainer: as arranged, dates vary

E. Professional Development Activities and Partners

The Stockton School District has two staff development days planned during the school year. The topics for the 2007-08 school year include:

1. Emergency Training
2. Curriculum Mapping

The Stockton Borough School District will utilize Best Practices models of technology for integrating technology into the curriculum. Our alternative assessment program allows teachers to develop and implement special projects, including one that focuses on technology integration for a specific grade level. Teachers are encouraged to engage in distance learning projects as part of their Professional Growth Plan. Teachers are also encouraged to utilize staff development resources and PTO grants for to develop and support innovative projects.

The Stockton Borough School does not have any corporate sponsors that provide staff development training, as do some districts. We are very small and our Borough is less than one square miles with no major businesses located in our district. However, we do, and will continue to, engage our local community and parents. The Stockton School web site, www.stocktonschool.us, will continue to be used to post school-related information, including but not limited to: school highlights, meeting dates, board policies (including student acceptable use of technology), grade-level curriculum projects (may include descriptions, due dates, and evaluation criteria), curriculum resources, and school activities. A back-to-school night and an annual spring curriculum fair will provide opportunities to showcase student projects, including those that utilize technology.

VIII. EVALUATION PLAN

Process and Accountability Measures for Evaluation

The Stockton Borough School District recognizes the need for ongoing evaluation of technology resources and services. Both informal and formal evaluations will take with a variety of measurements to insure that:

1. Technology is integrated in curricula and instruction
2. Students are enabled to meet challenging state academic standards
3. Students develop life-long learning skills

Examples of these assessments include:

- Formal assessment will occur with specific measurable student learning objectives, such as those required by the county office for the annual QARR.

- Prior to each school year, teachers and administrator will create future specific technology measurable student learning objectives that are aligned with this plan and are coordinated with other school improvement objectives.
- Informal assessment will take place with monthly meetings with teachers and ongoing input from parents and community stakeholders. Monthly board meetings and PTO meetings will be utilized to report progress and to establish budget needs and projections. Monthly regional articulation meetings will be utilized to coordinate services and staff development. Needs assessment will be ongoing with certified and classified staff through Professional Growth Plans, professional development forms, and evaluation feedback. Staff development will include evaluation forms and feedback will be utilized for planning future staff development programs. District surveys and public forums will include provisions for feedback on technology.

County: Hunterdon

District: Stockton Borough School District

Superintendent's name: Suzanne Ivans

Superintendent's Signature: _____

Phone Number: 609 397-2012

E-mail: sbs@stocktonschool.us

Contact Suzanne Ivans at the above contact information if you have questions regarding this technology plan.

Stockton Borough School
19 South Main Street
Stockton, New Jersey 08559
609-397-2012 FAX: 609-397-2602

Suzanne Ivans
Chief School Administrator

Christine Nenna
Board Secretary

STOCKTON BOROUGH BOARD OF EDUCATION
April 26, 2007

1. CURRICULUM

A motion was made by Rick McDaniel and seconded by James Gallagher to approve motions 53 b and c.

Motion to approve the 2007-2010 Stockton Borough School Local Technology Plan.

Motion to approve \$6,120 to approve the 2007-2010 Stockton Borough Local Technology Plan, as outline in the Technology Budget. Allocated amounts will cover telephone service, long distance service, Internet Service Provider, web and email hosting, and basic computer/other technology parts and labor for repairs.

All present approved.

I, Christine Nenna, Secretary of the Board of Education of Stockton Borough School, in the County of Hunterdon, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Education of said district duly called and held on April 26, 2007, to be approved at the May 24, 2007 meeting, in the minute book of said Board of Education and is a true, complete copy therefore and of the whole of said original minutes so far as the same relate to the subject matter referred to in said extract. In witness I have hereunto set my hand and affixed the corporate seal of said Board of Education this Twenty-seventh day of April 2007.

AFFIX SEAL:

Christine Nenna, Board Secretary