

# Demarest School District

## IMPLEMENTATION PLANNING – SCHOOL-BASED TABLE

**School /Charter School/Renaissance School:** County Road School

NJTRAx PARCC Readiness Rating: N/A – no tested grades at this location.

NJTRAx Digital Learning Readiness Rating: Survey in Progress

**Goal 1:** Teachers of grades Pre-K through 1st in County Road School will develop and implement a 1:1 iPad digital learning environment across all New Jersey Core Curriculum Content areas by June 2019.

**Strategy:** Develop grade level teams to collaboratively work together.

**Indicator(s):** School provided iPad to each teacher for exploration and planning. Teacher lesson plans showing iPad infusion, “sign up” sheet showing iPad cart usage, workshop and staff meeting sign in sheets, student work, both digital and hard copy.

**Objective:**

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr span)	Resources
Teachers in grades Pre-K through 1st will increase the number of instructional lessons that demonstrate proficient infusion of technological thinking and digital resources throughout the year.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Workshops conducted by technology coordinator and/or supervisor of curriculum and instruction.
Teachers in grades Pre-K through 1st will collaborate across grade levels to prepare unit plans of study that address the Core Curriculum Content Standards	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	District level curriculum guides, web resources, sample unit plans from consortium districts
Resources are available for all students so they can become technologically prepared by the end of first grade as measured by school developed benchmarks	Technology Coordinator, building principal.	09/16 – 06/19	Building level technology proficiency assessment (see Appendix ? for assessment)

**Goal 2:** Teachers of pre-K through 1st in County Road School will infuse the use of desktop computers in a lab setting across all New Jersey Core Curriculum Content areas by June 2019.

**Strategy:** Foster collaboration between grade level teachers and technology coordinator to increase teacher use of computer lab.

**Indicator(s):** Teacher lesson plans showing desktop infusion, "sign up" sheet showing increased usage of computer lab, workshop and staff meeting sign in sheets, student work, both digital and hard copy.

**Objective:**

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr span)	Resources
Teachers in grades Pre-K through 1st will learn how to use Google calendar to sign up for lab.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Workshop conducted by technology coordinator and /or supervisor of curriculum and instruction.
Teachers in grades Pre-K through 1st will integrate technology in core curriculum content areas.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Collaborate with technology coordinator and /or supervisor of curriculum and instruction.

**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Staff meeting time devoted to iPad usage and activities	Researching appropriate apps aligned to lessons.
2	Technology coordinator attend NVCC workshop on Google Calendar	Turnkey workshop training at staff meeting

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private/)	Amount
1	Purchase additional two iPad carts per year - includes 20 iPad2 Air, cases and charging carts	Private (local PTO)	\$26,000
1	Increased funding for technology coordinator summer stipends to reflect additional work conducted over the summer.	Budget	\$3,000
2	Purchase desktop accessories as needed to replace broken headphones, mice, mice pads, keyboards	Budget	\$1,000 yearly

# Demarest School District

## IMPLEMENTATION PLANNING – SCHOOL-BASED TABLE

**School /Charter School/Renaissance School:** Luther Lee Emerson

NJTRAx PARCC Readiness Rating: 9

NJTRAx Digital Learning Readiness Rating: Survey in Progress

**Goal 1:** Teachers of grades 2 through 4 in Luther Lee Emerson School will develop and implement a technology infused learning environment across all New Jersey Core Curriculum Content areas by June 2019.

**Strategy:** Develop grade level teams to collaboratively work together.

Indicator(s): School provided iPad to each teacher for exploration and planning. 1:1 device platform grades 2 - 4. Includes iPads, Chromebooks and MacBook Pro laptops. Teacher schedules providing for common planning time, teacher lesson plans showing iPad infusion, workshop and staff meeting sign in sheets, student work, both digital and hard copy.

Objective:

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr span)	Resources
Teachers in grade 2 will increase their knowledge of integration of the iPads as a learning tool.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Workshops conducted by technology coordinator and/or supervisor of curriculum and instruction.
Teachers in grades 3 and 4 will increase their knowledge of integration of laptops as a learning tool.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	District level curriculum guides, web resources, sample unit plans from consortium districts



Resources are available for all students so they can become technologically prepared by the end of fourth grade as measured by school developed benchmarks	Technology Coordinator, building principal.	09/16 – 06/19	Building level technology proficiency assessment (see Appendix ? for assessment)
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**Goal 2:** Teachers of grades 2 through 4 will increase proficiency with Google Drive across all New Jersey Core Curriculum Content areas by June 2019.

**Strategy:** Develop lessons, projects and activities that implement Google Drive, along with appropriate Google Apps and Extensions, to ensure all students meet grade level standards.

**Indicator(s):** Teacher lesson plans showing Google Drive infusion, workshop and staff meeting sign in sheets, student work, both digital and hard copy.

**Objective:**

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr span)</b>	<b>Resources</b>
Teachers will learn and manage their Google Email account.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Workshop conducted by technology coordinator and /or supervisor of curriculum and instruction.
Teachers will learn to use and manage Google Calendar.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Collaborate with technology coordinator and /or supervisor of curriculum and instruction.
Students will increase their knowledge of Google Drive Apps aligned with their assignments.	Grade level teachers, technology coordinator, and supervisor of curriculum and instruction.	09/16 – 06/19	Collaborate with teachers, technology coordinator and /or supervisor of curriculum and instruction.

### Professional Learning

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Staff meeting time devoted to iPad research apps and activities aligned with curriculum	Students use the iPads to enhance units of studies
2	Technology coordinator attend NVCC workshop on Google Calendar	Turnkey workshop training at staff meeting
3	Teachers common planning time to collaborate assignments	Students complete assignments using Google Drive Apps

### Budget

Goal No.	Activity	Funding Source (Federal/State/Private/)	Amount
1	Purchase apps as needed	Budget	\$1,000
1	Increased funding for technology coordinator summer stipends to reflect additional work conducted over the summer.	Budget	\$3,000
2	Purchase laptops to replace obsolete laptops to be compliant with NJTRAx for digital learning readiness	Budget	\$28,000 yearly
3	Associated costs with attendance (registration expenses, substitute teachers, class coverages)	Budget	\$3,000

# Demarest School District

## IMPLEMENTATION PLANNING – SCHOOL-BASED TABLE

**School /Charter School/Renaissance School:** Demarest Middle School

NJTRAx PARCC Readiness Rating: 9

NJTRAx Digital Learning Readiness Rating:6.8

**Goal 1:** Teachers and students in grades 5 through 8 in Demarest Middle School will implement Haiku Learning Management System to ensure continuity of instruction as students progress to NVRHS.

**Strategy:** To post and access academic content

Indicator(s): School provided 1:1 MacBook Air platform for students in grades 5-8. Teacher schedules providing for common planning time, teacher lesson plans demonstrating use of Haiku platform, workshop and staff meeting sign in sheets, student work, login data exported from Haiku, showing student and teacher use.

Objective:

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr span)	Resources
Teachers in grade 5 - 8 will increase their integration of Haiku Learning Management System.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Workshops conducted by supervisor of curriculum and instruction, technology coordinator, NV Curriculum Center workshops..
Students in grades 5 - 8 will access content and submit assignments through the Haiku Learning Management System.	Students, grade level teachers, technology coordinator, supervisor of curriculum and instruction.	09/16 – 06/19	Online tutorials, staff meetings, team meetings, NV Curriculum Center workshops.

Teachers will learn to use and manage Google Calendar.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Collaborate with technology coordinator and /or supervisor of curriculum and instruction.
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**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	5th grade/new student parent/student orientation regarding 1:1 laptop initiative, emphasis on acceptable use and appropriate care.	Grade 6 - 8 in class review of 1:1 laptop initiative, emphasis on acceptable use and appropriate care.
2	Staff meeting time devoted to implementation of Haiku Learning Management System	Teachers will create classes, post content, and create assignments on the Haiku Learning Management System.
3	Technology coordinator attend NVCC workshop on Google Calendar, staff meeting time devoted to Google Apps for Education and the integration into the classroom	Turnkey workshop training at staff meeting; Staff will continue to integrate Google Apps for Education into their classes across the curriculum

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private/)	Amount
1	Purchase of lender laptops for when student's laptop is being fixed.	Budget	\$15,000
2	Haiku annual subscription	Budget	\$3,500 per year



Resources are available for all students so they can become technologically proficient by the end of eighth grade as measured by school developed benchmarks. By the end of eighth grade, all students will be proficient as determined by the Eighth Grade Technological Literacy criteria.	Technology Coordinator, AEP teachers, building principal.	09/16 – 06/19	Building level technology proficiency assessment (see Appendix ? for assessment)
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**Goal 2:** Teachers of grades 5 through 8 will increase proficiency with Google Drive across all New Jersey Core Curriculum Content areas by June 2019.

**Strategy:** Develop lessons, projects and activities that implement Google Drive, along with appropriate Google Apps and Extensions, to ensure all students meet grade level standards.

**Indicator(s):** Teacher lesson plans showing Google Drive infusion, workshop and staff meeting sign in sheets digital student work.

**Objective:**

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr span)	Resources
Students will learn proper care and maintenance of their school-issued laptop, including troubleshooting common issues.	Technology coordinator, AEP teachers, grade level teachers.	09/16 – 06/19	Study skills uni guide for grades 5 & 6, digital citizenship unit guide for grades 5 - 8. "Top 10" laptop care guide (in student handbook). 5th grade/new student laptop orientation evening.
Teachers and students will learn and manage their Google Email account.	Grade level teachers, technology coordinator, supervisor of curriculum and instruction, and building principal.	09/16 – 06/19	Workshop conducted by technology coordinator and /or supervisor of curriculum and instruction.

2	Associated costs with attendance at Haiku training sessions. (registration expenses, substitute teachers, class coverages)	Budget	\$3,000
1	Increased funding for technology coordinator summer stipends to reflect additional work conducted over the summer.	Budget	\$3,000

# Technology Plan components

## CHECKLIST

This form may be used to ensure all components are addressed in the submitted document for review.

<b>School /Charter School/Renaissance School (SCHOOL NAME):</b> <b>NJTRAx PARCC Technology Readiness Rating:</b> NJTRAx <b>Digital Learning Readiness Rating:</b>			
<ul style="list-style-type: none"> <li>• If the <a href="#">Future Ready District Level</a> summary report was generated within the 2015-2016 school year, include a copy of the district report with the Plan submission</li> <li>• If the <a href="#">NJTRAx Digital Learning Surveys</a> summary report was generated, include a copy for all identified schools</li> </ul>			
STEP		YES	NO
1.	District vision included.	X	
2.	NJTRAx technology readiness system for the district and for each school was updated.	X	
3.	NJTRAx DL surveys for each school were completed. GO TO STEP 5 Completed for Demarest Middle School, Grades 5-8 only.	X	X
4.	School-based Goals, Strategies, Objectives and Indicators are included for each identified school.	X	
5.	Reflection and adjustment plan is included.	X	

6.	<b>School-based plan for infusion of technology within instruction is clearly understood.</b>	X	
7.	<b>School-based Reflection &amp; Adjustment is included for each identified school.</b>	X	
8.	<b>School-based budget is included to support activities in Action Plan.</b>	X	



## Appendix A1 Reflection and Adjustment Plan

According to an analysis of data collected across the district, we have concluded the following:

- We are in the second year of a 1:1 implementation of MacBook Air laptops in grades 5 - 8. These devices travel from home to school with the students, providing 24/7 access. Combined with an increased emphasis on use of Google Drive, students were able to be more productive in accomplishing their assignments.
- We are continuing a 1:1 school based platform in grades 3 and 4, using a combination of iPads, ChromeBooks and MacBooks. Teachers are able to infuse technology more efficiently when all students are able to use the same type of device at the same time.
- All teachers, aides and support staff are provided with a school-issued laptop in order to facilitate communication with administration, staff and students. Teachers' aides are able to use technology to better assist special needs students, through email contact, assistance with assignments, or organizational tools, such as digital "sticky notes".
- Students in grades K-4 are provided with multiple opportunities to use technology to enhance learning. Web based applications such as GoMath, IXL, BrainPop and Spelling City are used by all students. Additionally, students use a variety of teacher-selected apps and programs designed to align with the curriculum being taught.
- We are continuing to expand our offerings in the areas of STEM (Science, Technology, Engineering and Math) to include marking period long STEM courses in grades 5 - 8, coding in grades 5 and 6, robotics in grades 6 and 8. STEM is offered in grade 4 once a week as a push in during Science classes.
- Beginning in September, 2016, we implemented a learning management system (PowerSchool, formerly Haiku) for all students in grades 5 - 8. This will allow for greater integration of technology into classroom instruction, as well as enhance collaboration among grade level and subject area teams.
- We are continuing our commitment to staff development in a variety of ways.
  - Site based staff development, conducted by district personnel, in the areas including Google Drive, PowerSchool, Assistive Technology, and emerging technologies.
  - Staff development provided by the Northern Valley Curriculum Center and attended by district staff, in areas including Gamification, iMovie, SmartBoards, Coding and Robotics.
  - Learning Walks, which allow teachers to visit other classrooms to see technology driven lessons in action and get ideas about implementation methods for their own classrooms.

- We migrated to Google Mail in order to allow for more collaboration between students and faculty. Teachers are also encouraged to use Google applications such as Slides and Docs to provide opportunities for collaboration.

- Upgraded, flat panel interactive whiteboards are being installed in classrooms according to our implementation plan. Currently, approximately 50% of academic classes have these boards, which allow for dual touch and the connection of an Apple TV. The Apple TV has been implemented to allow for easier sharing of student work product by connecting remotely to the board, as opposed to a physical connection. By June of 2019, all classrooms will be equipped with new boards and Apple TV systems.

- Across all grade levels, students are exposed to a wide variety of technology, including laptops, tablets, chromebooks, calculators, desktop computers, digital video cameras and SmartBoards.

## APPENDIX B

### *"BASIC" Expectations Questions only*

#### Basic Technology Plan Elements Districts Should Have In Place Already

##### VISION

1. Is there a **vision** for digital learning in the district that is shared among all stakeholders?

Technology Vision Statement for Demarest School District:

We believe that technology allows students to innovate, explore, and collaborate. Students utilize technology in order to become globally aware citizens.

Technology Mission Statement for Demarest School District:

Demarest School District will provide technology resources and training to foster a community of risk taking, innovation, collaboration, and global awareness.

##### DISTRICT INFRASTRUCTURE

1. Is there an existing robust technological infrastructure that meets current connectivity goals and that can be augmented to meet future demand that is at least 100 KB per student external connection for each 1,000 students and 1000 KB per student internal connection scalable up to 1 GB Ethernet or 1,000 MBPS?  
**We have 100 meg ( Mbps ) connections at each school.**
2. Is equipment scalable, such as firewalls, switches and routers that form the backbone of both wired and wireless networks?  
**Franklin**
3. Is equitable access to technology and connectivity available to all students within the school grounds?  
**In September 2015, the district rolled out a 1:1 initiative. Students in grade 5 - 8 were issued a MacBook Air for 24/7 access. As a result, students in grades K-4 became 1:1 with a variety of devices, including iPad2, iPad 3, Chromebooks, MacBook Air and MacBook Pro. Each grade level has access to all devices during the day, and there are enough in each building that each student can work simultaneously. These devices do not leave the school grounds. All teaching staff in grades K-8 and paraprofessionals in grades 5-8 have a school-issued laptop (MacBook Pro or Air). This initiative has been in place since fall of 2009.**
4. Is there efficient routing of information between internal users and external resources?  
**There is efficient routing. We have the network split up in VLANS to ensure efficient routing, which is also split within the wireless and wired connections.**
5. Is bandwidth and current Internet usage tracked?  
**The bandwidth and Internet usage is currently tracked throughout iBoss web filter system ( built in proxy and mobile agent ).**
6. Is there ongoing coordination when ordering new technologies and maintaining technology between the maintenance department within the district, the lead persons for both educational technology and assistive technology, and all principals?



There are direct and open lines of communication with all stakeholders in the district, including administration, teaching staff, support staff and contracted IT professionals. All technology related purchases from security systems to assistive technology devices are made by consensus between the impacted departments and the IT department.

7. Does the district have security software to manage potential hacks, viruses, etc.?  
ESET AntiVirus installed on all devices. Barracuda filter email filtering, iBoss for Internet filtering.
8. Is there a security system(s) in place to determine who can automatically enter a district building (i.e., Access control systems, taped video security or proximity readers)?  
In September of 2015, the district installed a security door access system at each building. All school personnel were issued FOB cards to swipe upon entering the building. There are also security cameras inside and outside each building to monitor activity. The administrators and local police have access to the security camera system. The video is stored on the server and can be accessed for review at anytime.
9. Is there digital citizenship support and education available for staff and students?  
Digital citizenship education is addressed throughout the curriculum using the technology. With the implementation of the 1:1 student device launch, all students will receive explicit and mandatory education on digital citizenship infused into the social studies curriculum in grades 6-8. It will be heavily emphasized in the 5th grade technology elective classes.
10. Are the needed technical solutions to support the educational environment, both academic and administrative identified and addressed?  
Help tickets are generated through email for appropriate staff to address. Additionally, building based teachers provide on-the-spot help to students who need assistance in academic areas.
11. Are IT resources maintained by a reliable and responsible person or firm? For those districts that need additional technical support, does the district collaborate with other districts for shared services to ensure onsite assistance available for online assessments?  
Contracted services from Northern Valley HS Tech Services. Full time technician on staff.
12. Considering all network equipment (security cameras, wireless devices, desktops, all ports), does the district document all infrastructure setups and IP address schematics?  
We have some proper documentation on the devices such as servers, printers, and security cameras. The DHCP server, has records of the user computer IP's.

#### **CURRICULUM, TEACHING, LEARNING AND ASSESSMENT**

1. Do students collaborate with peers and create original deliverables as an outcome?  
Students are becoming increasingly proficient with Google Drive, which encourages collaboration both inside and outside of school.
2. Do all students have ongoing opportunities to collaborate with peers in and outside of school?



Students are becoming increasingly proficient with Google Drive, which encourages collaboration both inside and outside of school.

3. Do students learn from one another, from the teacher and from resources available outside the school walls?  
Due to the implementation of the 1:1 student devices this year and Google Drive it has allowed the students and teachers to access resources and collaborate amongst each other.
4. Do students critically evaluate their work and peer work for continuous improvement?  
Google Drive has given the students the ability to share their work and critique it more frequently and efficiently.
5. Do school administrators understand the difference between relying on a "canned" software package for student learning content and teachers empowering students through the infusion of digital tools to teach with effective instructional pedagogy?  
Yes. Google Drive has allowed teachers and students to create and collaborate using Google Docs and Google Slides. In addition, students have used iMovie, Screencastify, and GarageBand to create content to express comprehension of their learning.
6. Considering the district's vision for student learning, do teachers know about the technologies that will help make this type of learning more achievable and through what pedagogical design?  
Weekly staff meetings are devoted to teacher learning and introduction of new technology. Additionally, the Northern Valley Curriculum Center offers a wide range of courses pertaining to technology infusion.
7. Are multiple means used by students to demonstrate learning?  
Students are given a wide range of project-based learning activities to demonstrate learning.
8. Are teachers infusing standard 8.2 concepts within their lessons?  
With the 1:1 initiative this year the teachers have incorporated STEM into their units of study.
9. Are teachers aware of and/or using effective learning models?  
Workshop are available for the teachers to increase their awareness.
10. Are there opportunities for teachers to gauge where they are in preparing for or utilizing a digital learning environment?  
The supervisor of curriculum meets with teachers to assist them in preparation.
11. Are barriers identified that impede teachers in effectively infusing technology into instruction?  
Over the course of the school year parents, teachers, and students are formally surveyed on the progress of the one to one initiative and future needs.
12. Do students have digital portfolios to maintain online collections of their work and objects?  
Students have a home folder stored on school based servers.
13. Are students assessed for meeting Standard 8.0 in grades K-12?  
Students are informally assessed in K-8, students are given a variety of performance assessments to verify mastery of standard 8.0.

14. Does the district have a system in place to assure students in grades 6 through 8 meet Standard 8.0 by the end of grade 8?

**Students are informally assessed in grades 6 and 7. In grade 8, students are given a variety of performance assessments to verify mastery of standard 8.0.**

#### **BUDGETING**

1. Is the monetary source for all upcoming purchases identified?  
**The business administrator and the Board of Education has approved the budget.**
2. Are the funding sources for recurring services, anticipated purchases, and professional learning (include the technology resources to support the district's technology initiatives) over the next three years identified?  
**The business administrator, administration and board of education have invested in lease purchase plans that allow the district to have a fixed, predictable cost for technology over the life of specified devices. Money is allocated for purchase of new or emergent technology when deemed appropriate.**
3. Does the district have a system in place to determine if what is purchased is actually being used appropriately?  
**The technology coordinator and supervisor of curriculum meet regularly to assure all is being used appropriately.**
4. Is the district using innovative ways to fund educational technologies?  
**We utilize funds from the PTO as well as grants awarded to staff and students.**



I agree to the contents in this educational plan, and the assurance that I will be involved in the implementation of this Technology Plan for Digital Learning. Involvement in the implementation of this Plan may include: reviewing the progress of meeting the goals and objectives, being responsible for completing one or more activities in the action plan, participating in the revisions of the plan. Stakeholders associated with the district and school levels (i.e., each principal from targeted schools) should sign.

Stakeholder Name	Stakeholder Title	Stakeholder Signature
Michael Fox	District Superintendent	
Diane Holzberg	School Board President	
Jonathon Regan	Principal, DMS	
Frank Mazzini	Principal, LLE, CRS	
Kelly Stevens	Curriculum Coordinator	
Denise Karrenberg	Teacher	
Victoria Zimmerman	Technology Coordinator	
Tracey Collins	Parent	
Walter Chang	Student	
Charles Reverand	Student	
Jeanne Torre	Community Member	