

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone _____

Signature: _____ Date: _____

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Page #	I. Stakeholders
viii	<i>Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.</i>
Page #	II. EXECUTIVE SUMMARY
1	<i>Describe the school district's or charter school's vision or mission statement</i>
	III. TECHNOLOGY OVERVIEW
Page #	A. Technology
2 Appendix A & B	<i>1. Provide an inventory of current technology networking and telecommunications equipment</i>
3-6	<i>2. Describe the technology inventory needed to improve student academic achievement through 2010 including, but not limited to:</i> <ul style="list-style-type: none"> • <i>Technology equipment and networking capacity</i> • <i>Software used for curricular support and filtering</i> • <i>Technology maintenance policy and plans</i> • <i>Telecommunications services</i> • <i>Technical support</i> • <i>Facilities infrastructure</i> • <i>Other services</i>
7	<i>3. Describe how the district integrates assistive technology devices into the network to accommodate student needs</i>
8	<i>4. Describe how the district's web site is <u>accessible to all</u> stakeholders (for example using Federal Accessibility Standards)</i>
8, 9	<i>5. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.</i>
Page #	B. Cyber Safety
9	<i>1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)</i>

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

9 Appendix C	<p>2. <i>Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.</i></p> <p>3. <i>Explain how students are educated about online safety awareness.</i></p> <p>4. <i>Provide information on how parental resources regarding online safety are made available to parents.</i></p>
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9	
Page #	C. Needs Assessment
10	<p>1. <i>Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and establish necessary changes through goals and objectives.</i></p> <p>a. <i>Evaluate <u>staff's current practice</u> in integrating technology across the curriculum.</i></p> <p>b. <i>Provide a summary of teacher and library media personnel proficiency in the use of technology within the district.</i></p> <p>c. <i>Determine the current educational environment and barriers by describing how:</i></p> <p>i. <i>staff are assured access to technology to facilitate technology integration,</i></p> <p>ii. <i>often students have access to technology in their learning environment,</i></p> <p>iii. <i>the needs of staff are evaluated,</i></p> <p>iv. <i>the needs of students are evaluated,</i></p> <p>v. <i>past professional development addressed the staff and students' needs for technology integration,</i></p> <p>vi. <i>past professional development for all <u>administrators</u> was provided to further the effective use of technology in the classroom or library media center,</i></p> <p>vii. <i>ongoing, sustained professional development was provided in 2006-2007 for all <u>staff</u> to further the effective use of technology in the classroom or library media center,</i></p> <p>viii. <i>ongoing, sustained professional development was provided in 2006-2007 for administrators to further support the effective use of technology in the classroom or library media center,</i></p> <p>ix. <i>supports were provided for staff other than professional development,</i></p> <p>x. <i>professional development needs and barriers related to using educational technology as part of instruction have been identified.</i></p>
10 Appendix D	
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14	<p>3. <i>Prioritize the identified needs</i></p>

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

IV. THREE-YEAR GOALS AND OBJECTIVES	
Page #	A. History
15, 16	1. <i>List the goals from the 2004-07 plan.</i>
15, 16	2. <i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
15, 16	3. <i>Describe any unexpected outcomes or benefits specifically linked to the educational technology in place.</i>
Page #	B. Goals and Objectives for 2007-2010
17	1. <i>List and support the goals that continue from the '04-'07 plan.</i>
17	2. <i>Modify goals or write new goals to meet the needs identified from the assessments. Goals for '07-'10 should support district need and align with the state plan.</i>
17-20	3. <i>Add to the goals the specific objectives for integrating technology to improve student academic achievement aligned with NJ Core Curriculum Content Standards (including software and other electronically delivered learning materials). Also, include a timeline for such integration and the corresponding measures (also known as indicators) that are evidence that the goals or objectives have been achieved.</i>
Page #	V. THREE-YEAR IMPLEMENTATION ACTIVITY TABLES (July 2007 – June 2010)
17-20	A. <i>Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
21	B. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities.</i>
22 Appendix F	C. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>
23	D. <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Page #	VI. FUNDING PLAN (July 2007 – June 2008)
24-26	<p>A. <i>Provide the anticipated costs for 2007-2008 and then indicate the projected funding for 2008-2010 of the technologies to be acquired and expenses such as hardware/software, digital curricula including <u>NIMAS</u> compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan, including specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</i></p> <p>B. <i>Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>teachers</u> are prepared to integrate technology effectively into curricula and instruction</i></p>
24-26	
Appendix E	<p>C. <i>Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.</i></p>

Page #	VII. PROFESSIONAL DEVELOPMENT
27	<p>A. <i>Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.</i></p> <p>B. <i>Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i></p> <ol style="list-style-type: none"> 1. <i>How teachers and library media personnel have access to educational technology in their instructional areas (such as using desktops, mobile laptop and wireless units, PDAs).</i> 2. <i>How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i> 3. <i>How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in the classroom or library media center.</i> 4. <i>How ongoing, sustained professional development for all staff will be provided to further the effective use of technology in the classroom or library media center.</i> 5. <i>The professional development opportunities and resources that exist for technical staff.</i> 6. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
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**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

29, 30, 31	<p><i>C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained, high-quality professional development opportunities planned for 2007-2008 as it relates to the infusion of technology into the curricular process. Include a description of in-class support such as coaching that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.</i></p>
32	<p><i>D. Identify the financial and time resources to keep staff current in learning about new technologies.</i></p>
33	<p><i>E. Project professional development activities that will continue to support identified needs through 2010, including all partners</i></p>

Page #	VIII. EVALUATION PLAN
34-37 Appendix F	<p><i>Describe the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in</i></p> <ol style="list-style-type: none"> <i>1. integrating technology into curricula and instruction,</i> <i>2. enabling students to meet challenging state academic standards, and</i> <i>3. developing life-long learning skills.</i>

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Stakeholder Table		
Title	Name	Signature
Superintendent	Joseph Jones, III	
Principal	Denise Dunham	
Technology Coordinator	Ian Gordon	
Curriculum Director/curriculum committee member	Alysa Cummings	
Teacher	Susan Sarlo	
Special Education Teacher		
Library Media Specialist		
Guidance		
Board Member	Lynn Jennings Dennen	
Parent		
Student		
Community Member	James Krauss	
Business Sector Representative*	Monica Sheilds	
Special Ed. Director	Jeffrey Adams	
Technology Teacher	Susan Dougherty	
Elementary Principal	Vincent Myers	
Business Administrator	Esther Pennell	

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

II. EXECUTIVE SUMMARY

District Mission Statement

Building upon our history, diversity and convictions, the Mission of the Woodbury Public Schools is to educate all of our students to be responsible citizens who excel in their endeavors and meet life's challenges with courage and confidence; this is accomplished by providing strong academic and co-curricular opportunities, delivered by skilled and dedicated individuals, in partnership with a small, supportive community.

District Technology Vision

The Woodbury School District is committed to creating a curricular framework that integrates and utilizes technology as a tool to advance student learning and to empower students to become independent lifelong learners in a rapidly changing, information-filled age. The thorough integration of technology into each discipline in the curriculum becomes a unifying force that encourages interdisciplinary collaboration and enables the school district to serve as a center for all citizens in the community.

Technology supports school reform by providing students and staff with the information required to achieve state mandated standards. A telecommunications system providing transmission of voice, data, and video, will be accessible by all students, staff, and parents. E-mail resources, video conferencing, and Internet access contribute to the development of information skills, collaborative learning and problem solving. Ethical and appropriate use of all technology resources will be required. Achievement of the goals established by Woodbury Public Schools will be supported by both the technological systems and related professional development.

This technology plan will be reviewed annually by a district technology committee and adjusted to provide the school district with the flexibility, timeliness, and promotion of the collaborative efforts necessary for achieving an equitable and effective integration of technology with the New Jersey Core Curricular Content Standards

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

III. Technology Overview

A.1 Technology Inventory

The New Jersey Technology Surveys submitted to the Department of Education in the spring of each year summarize the inventory currently available to the Woodbury Public Schools.

In addition to the hardware listed in the NJDOE survey, the district uses Polycom video conferencing equipment and seven mobile laptop carts, containing Pentium IV computers, wireless network cards and access points for Internet connectivity. LCD projectors are provided in each computer lab and on each mobile cart to facilitate instruction. CD/DVD writers and network drives are used by both staff and students to save and back up their work. All computers have the ability to print. Scanners and digital cameras are available in all buildings for both student and staff use. Group log on names and passwords provide students with network space for saving their work. See Appendix A for district hardware inventory.

Software and Infrastructure

The district wide network provides the infrastructure required to support the district's technology needs. Microsoft Exchange Server provides the communication base for Woodbury Public Schools. Network security is provided through the use of a Microsoft ISA Proxy Server. Internet access is filtered for students and staff using *WebSense* filtering software at the proxy server level. All district servers are backed up on a regular basis using *Symantec Backup Exec*.

Software available within the district enables students and staff to accomplish established goals. *Microsoft Windows* operating systems and *Microsoft Office*, including *Outlook* and *Internet Explorer*, are components of all district computers. Administrative software includes *Modular Management System Generations(MMS)*, which is used for attendance, scheduling, discipline, and grade reporting. A health data program, *School Nurse Assistant Program (SNAP)*, is used by the health professionals within the district. *Classroll*, a web based grading program, is used by teachers in grades 6 thru 12. *Classroll* is integrated with *MMS Generations* for the uploading of data.

In addition, the district has content specific software in all major content areas, that is revisited and updated annually. Web-based subscription services also provide resources needed to achieve our district goals. Web-based instructional software, for example *Study Island*, *Skills Tutor*, *Enchanted Learning*, and *Reading A to Z*, help to complete the inventory of resources available to the students and teachers in Woodbury Public Schools. See Appendix B for district software inventory.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

III. A.2. Technology Inventory Table The following table summarizes the technology inventory needed to improve student achievement through 2010:

Technology Plan Checklist for NJ School Districts/Charter Schools 2007-2010 Three Year Technology Plan Inventory Table			
AREA OF NEED	DESCRIBE FOR 2007-2008	DESCRIBE FOR 2008-2009	DESCRIBE FOR 2009-2010
Technology Equipment	<ul style="list-style-type: none"> -Replace obsolete computers -Enhance or replace servers at the network level, as required -Purchase upgraded digital cameras for all levels -Purchase software, as needed, to accomplish district goals as related to NJCCCS 	<ul style="list-style-type: none"> -Upgrade or replace obsolete classroom and lab computers -Upgrade and/or replace network servers -Purchase additional wireless cart and laptops -Purchase and upgrade software, as needed - Start implementing school wide wireless coverage 	<ul style="list-style-type: none"> -Upgrade or replace obsolete classroom computers -Upgrade or replace obsolete laptop computers -Upgrade and/or replace network servers and wireless coverage, as needed -Replace obsolete printers -Purchase and upgrade software, as needed

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

AREA OF NEED	DESCRIBE FOR 2007-2008	DESCRIBE FOR 2008-2009	DESCRIBE FOR 2009-2010
Network Capacity	<ul style="list-style-type: none"> -Replace/upgrade obsolete network servers -Upgrade switches, as required -Upgrade wireless coverage, as needed 	<ul style="list-style-type: none"> -Replace or upgrade district servers and network infrastructure, as required 	<ul style="list-style-type: none"> -Replace or upgrade district servers and network infrastructure, as required
Software Used for curricular support and filtering	<ul style="list-style-type: none"> -Yearly subscriptions to web based filtering and instructional programs -Continue network level e-mail filtering software -Purchase upgraded curricular related software 	<ul style="list-style-type: none"> -Continue to purchase web filtering and instructional yearly subscriptions, and upgrade if necessary -Purchase and/or upgrade e-mail filtering software network level - Purchase upgraded curricular related software 	<ul style="list-style-type: none"> -Upgrade web and e-mail filtering subscriptions, if necessary -Maintenance fees for filtering packages - Purchase upgraded curricular related software
Video Conferencing	<ul style="list-style-type: none"> -Maintain DS3 line for video conferencing equipment 	<ul style="list-style-type: none"> - Maintain and upgrade existing equipment, as needed 	<ul style="list-style-type: none"> -Maintain and upgrade videoconferencing equipment, as needed -Upgrade connectivity necessary for data transmission

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

AREA OF NEED	DESCRIBE FOR 2007-2008	DESCRIBE FOR 2008-2009	DESCRIBE FOR 2009-2010
Maintenance Policy and Plans	<ul style="list-style-type: none"> -Purchase maintenance contracts for new equipment -Renew maintenance contracts for existing equipment, as needed -Purchase and renew maintenance and support for networked software programs, as needed -Purchase and/or renew online subscriptions -Renew maintenance contracts for telephone system 	<ul style="list-style-type: none"> -Purchase maintenance contracts for new equipment -Renew maintenance contracts for existing equipment, as needed -Purchase and renew maintenance and support for networked software programs, as needed -Purchase and/or renew online subscriptions -Renew maintenance contracts for telephone system 	<ul style="list-style-type: none"> -Purchase maintenance contracts for new equipment -Renew maintenance contracts, as needed -Purchase and renew maintenance and support for networked software programs, as needed -Purchase and/or renew online subscriptions -Renew maintenance contracts for telephone system

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

AREA OF NEED	DESCRIBE FOR 2007-2008	DESCRIBE FOR 2008-2009	DESCRIBE FOR 2009-2010
Technical Support	<ul style="list-style-type: none"> -Maintain Technology Coordinator and appropriate number of computer technicians -Maintain support contracts for network equipment, as necessary 	<ul style="list-style-type: none"> -Maintain Technology Coordinator and appropriate number of computer technicians -Maintain support contracts for network equipment, as necessary 	<ul style="list-style-type: none"> -Maintain Technology Coordinator and appropriate number of computer technicians -Maintain support contracts for network equipment, as necessary
Facilities – infrastructure including central telephone & security systems	<ul style="list-style-type: none"> -Upgrade network cables and fiber, as necessary -Upgrade switches, routers, and access points, as needed -Maintain and upgrade telephone system 	<ul style="list-style-type: none"> -Network upgrades, as necessary -Upgrade and maintenance of telephone system -Establish wireless network capability in all rooms grades 6-12 	<ul style="list-style-type: none"> -Network upgrades, as necessary -Upgrade and maintenance of telephone system -Establish wireless network capability in all rooms K-5

Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010

III. Technology Overview

A.3. Assistive Technology

The Individuals with Disabilities Education Improvement Act (IDEIA), the federal special education law, provides the following legal definition of an assistive technology device: "any item, piece of equipment, or product system... that is used to increase, maintain, or improve functional capabilities of individuals with disabilities." Under IDEIA, assistive technology devices can be used in the educational setting to provide a variety of accommodations or adaptations for people with disabilities.

The term assistive technology encompasses a broad range of devices from "low tech" (e.g., pencil grips, splints, paper stabilizers) to "high tech" (e.g., computers, voice synthesizers, Braille readers)." (source: <http://www.pluk.org/AT1.html#2>)

Woodbury Public Schools is in compliance with this federal mandate. The district provides technology-based accommodations as part of the students' IEP process. An action plan is developed for students determined to be in need of assistive technology. Strategies and technology resources are outlined and technology resources incorporated into the instructional setting. Training is provided as needed so staff can effectively implement the use of the prescribed technologies. Here is a snapshot of assistive technologies currently in use:

- High School senior uses an FM hearing device that delivers the teacher's voice directly into her ear.
- Tenth grade student is a regular user of *DragonSpeak* software that allows her to word process via voice recognition.
- Fourth grader who is classified as reading disabled receives *Books on Tape* to support literacy instruction.
- Eleventh grade autistic child uses a *Mini-Mo* device to 'speak' by tapping icons on a communication board.

Furthermore, the district has purchased two software programs, *Kidspiration* and *My Reading Coach* that by their very design, are assistive technologies which meet special needs. *Kidspiration* strengthens literacy skills with its powerful text to speech feature. Once students have composed a draft, highlighting the text and clicking on a speech icon enables them to hear their words spoken aloud by a computerized voice of their choice. *My Reading Coach* succeeds with special needs learners due to its strong design elements, namely, engaging visuals, auditory feedback to the learner, as well as, an individualized management system charting growth in skills.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

III. A. 4. Accessibility

Federal accessibility standards impact the design of the Woodbury School District web site. Currently, all Level 1 priorities are being addressed and other levels are under investigation to meet compliance. *Watchfire's* online scanner is being used to assess our web pages. Over the next three years, the district web master will work towards the goal of making all district web pages accessible to all. Resources to accomplish this goal may include, but not be limited to *Watchfire Web Xact* (www.webxact.watchfire.com)

III. A. 5. Replacement and Obsolescence Plan

Desktop Computers and Laptops will be replaced or upgraded on a rotating basis in accordance with the districts annual replacement schedule. Upon establishing wireless connectivity throughout the buildings, these replaced laptops can be distributed for student or teacher use.

All other phone, computer, and network based equipment (Servers, Switches, Projectors, ...) will also be replaced or upgraded in accordance with the districts annual replacement schedule.

Equipment Repair

The technology department is responsible for the initial diagnosis of problems and repair of equipment. Online tech forms are available through the district web site to report technology maintenance requests. Technician will check warranty eligibility during the repair process. The technology department will make the decision whether the computer needs to be repaired or replaced. Replacement decisions will be made collaboratively with the Business Office.

Obsolescence

If the cost or time to repair the equipment exceeds replacement value, the equipment will be disposed of or replaced depending on the budgetary situation of the district and technology department.

The required speed of a computer is determined by the software required for a particular program. In a software driven network, the software determines the type of equipment and its useful life. Obsolescence will be determined accordingly.

Additionally, efforts will be made to donate replaced computer equipment to Woodbury students and citizens.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

III. B. Cyber Safety

1. Filtering - The technology department provides cyber safety to the district through network based filtering. Web content filtering is provided through *Websense*. In addition, virus protection is provided at the network level using *Symantec Corporate Anti-Virus*. E-mail filtering occurs at the district level, as well through a Barracuda appliance
2. Acceptable Use Policy - Woodbury Public Schools requires that all technology users (teachers, administrators, support staff and students) sign an Acceptable Use Policy. This document outlines the protocols and rules for using the district technology resources. In addition, technology teachers stress appropriate technology use in their classes. See Appendix C for copies of the district student and staff Acceptable Use Policies
3. Safety awareness training for students – Woodbury’s technology curriculum includes the following NJCCCS goal: “ 8.1.4.B – Students will practice responsible social and ethical behavior when using technology information”. Beginning with the primary grades, Woodbury technology teachers instruct students on necessary safety issues concerning technology use. All technology teachers in grades K through 12 continue with this instruction. Lessons on Acceptable Use Policies are taught. Throughout the curriculum, students are taught what information is safe to share on the Internet. Classroom teachers follow through with these concepts in the classroom and when using district computer labs.
4. Online safety resources available to parents - Parents of Woodbury students must sign their child’s Acceptable Use Policy to ensure that parents are aware of the protection provided by the district, as well as the responsibilities of their child. The district web site contains links for parents on the topic of online safety.

III. C. Needs Assessment

1.a. Current practice in technology integration

Technology is integrated with classroom instruction throughout the learning environment. Multiple computer labs are available throughout the buildings. These facilities are used by technology instructors, and also can be reserved by classroom teachers for instruction. Computer labs provide Internet ready computers for all students, as well as a carefully selected menu of software that is linked to NJCCCS goals. The district web site provides links to curricular integration materials for both students and parents. Each building has a wireless laptop cart and the required access points to bring technology into the everyday learning environment of the students. In addition, to teaching technology classes, technology instructors travel to the classrooms using the mobile laptop carts to engage in collaborative technology enhanced lessons with the classroom teachers. District wide technology goals are set for all students to provide consistency and address achievement of the NJCCCS.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

1.b Summary of teacher proficiency in the use of technology

Woodbury currently surveys staff annually to determine professional development needs and interests, and plan in-service trainings in response to the results. Assessment of the technology skills of teachers is accomplished through the use of a Woodbury Technology Assessment posted on www.profilerpro.com. Teachers and administrators complete the assessment online and the results are then available to the district to better design future professional development activities.

Current survey results show the following:

The Woodbury Teacher Technology Assessment, administered to 106 teachers in November, 2006, organized technology literacy into the following five categories:

- Technology Operations and Concepts
- Designing Learning Environments and Experiences
- Assessment and Evaluation
- Productivity and Professional Practice
- Social, Ethical, and Human Issues

As a group, the Woodbury staff demonstrated proficiency or partial proficiency in all five categories. A closer examination of the assessment data shows that teachers exhibit the highest proficiency in the areas of Social and Ethical Issues, Productivity and Professional Practice, and Technology Operations and Concepts. The only items in these areas that did not demonstrate proficiency were creating spreadsheets and multimedia presentations. As a staff, Advanced Proficiency was attained in the area of using Email to communicate with staff, students and parents. Of all the Microsoft applications, Woodbury teachers are most comfortable using word processing as a tool for professional productivity. The survey results also suggest that creating web pages is the area that they are most unsure of at this point in time.

While still in the partial proficiency range, the results in the areas of Designing Learning Environments, and Assessment and Evaluation indicate a need for further professional development. These topics will be addressed by the Curriculum Office and the Professional Development Committee.

The full report of survey results is included in the Appendix D of this document.

Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010

1.c.i. Staff access to technology required for technology integration

In addition to a teacher computer station for each faculty member, the district provides a wealth of technology resources to be used for technology integration. The district web site lists technology integration sites and lessons. Grade level and department meetings provide a forum for deciding on curriculum integration goals and the discussion of implementation strategies. All district teachers have access to computer labs in their buildings for class instruction. Mobile computer labs are available for teachers to bring technology into their everyday learning environment. These laptop carts are connected via a wireless connection to the network. LCDs and printers are located on these carts to facilitate instruction.

1.c.ii. Student access to technology required for technology integration

Students have access to computer labs in each building. These facilities have Internet ready computers, as well as printers, scanners, and LCD projectors to enhance curricular instruction. Technology instructors use these labs for instruction, and classroom teachers also use the rooms for whole class instruction. Most classrooms also have clusters of computers for student use.

Mobile wireless laptop labs, connected to the network, are available in each building to bring technology into the classroom for all students. The district web site provides multiple student resources and links. Carefully selected software and web site lists provide the curricular link required for integration. Individual student login accounts with E-mail will be implemented

1.c.iii – Evaluating staff needs

District wide technology needs are addressed at department or grade level meetings. These findings are forwarded to the Technology Department and Business Office for assessment and implementation. Technical service needs are addressed through a tech support site within the district web site. Teachers report their needs to the Technology Department. Results of yearly teacher technology proficiency assessments are used to determine staff needs in technology training.

1.c.iv – Evaluating student needs

Technology teachers in collaboration with classroom instructors, determine the hardware and software needs of the students. These are forwarded to the Curriculum Office and Business Office for implementation. Student instructional needs are assessed through the use of technology skills checklists (technology teachers and classrooms teachers collaboratively) and technology literacy assessment at the eighth grade level. Standardized test results are used to determine curricular areas of need for software purchases.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

1.c.v. Professional development to address staff and student technology integration needs

Professional development on technology integration with content areas is partly determined through the close examination of student performance on statewide assessments. Curricular areas of need are determined and professional development of technology integration in these areas is planned by the Curriculum Office. In addition, both teacher and student technology proficiency assessments are used to determine areas of need. Informally, professional development needs are discussed at grade level and department meetings throughout the district.

1.c.vi. & viii. Past and ongoing professional development for administrators

Professional development is essential to district administrators as they strive to lead the district in developing and implementing strategies to foster technology integration to support learning. Administrators participate in district provided staff development opportunities. Many attend conferences that are technology related. In addition, most take advantage of NJELITE opportunities. Administrators are involved with the district's partnership with the NASA Explorer School and the professional development activities it provides. Administrative training has included use of presentation software, web log, and all aspects of *Microsoft Office*. These types of training are essential as the administrators pursue their mission of fostering communication among staff, students, parents and community.

1.c.vii. Ongoing professional development in 2006-2007 for staff

The district conducts many in-house professional development activities. Conducting small group sessions reflective of teacher needs and proficiency levels has been successful. Most sessions focus on a particular curricular standard. Recent professional development activities related to technology include the following:

- Web page development

Teachers have had multiple opportunities to learn to use *Web Worksheet Wizard*, an online template hosted by the University of Kansas. In six short steps, teachers design and create a class web page using an extremely user-friendly online template. The most technology confident members of the staff have created multiple Web pages and have linked them together.

- *Classroll*

The Jr/Sr HS staff has been trained in and this grading package has been supported for many years now. Teachers are slowly stepping up to the challenge of maintaining online grade books. Parents are able to access their child's grades using this technology. Ongoing support and just in time training is needed at this point in time.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

- Mobile Laptop Carts

This year for the first time, wireless laptop computers on carts were made available to the elementary teachers. We are pleased to report that the enthusiasm generated for this exciting technology has grown as a result of a successful in-service in September. The elementary teachers are willing partners with their technology teacher, supplying the instructional content that can be enhanced with the Internet or applications.

- NASA Explorer School

As the sole NASA Explorer School in the state of New Jersey, Woodbury has access to many unique resources that are technology oriented. To that end, on November 8th we hosted a county wide in-service session that used video teleconferencing to connect teachers with NASA scientists. In addition, we have had NASA instructional specialists work with departments at the Jr/Sr HS to supply them with web sites and strategies to integrate technology with content.

1.c.ix. Supports for staff other than professional development

Staff is supported by a responsive tech support system that is accessed through the district web site. Needs are rapidly reported to the technology department for implementation. Additionally, technology help is often communicated via E-mail or the district web site.

1.c.x. Professional development needs and barriers

Adequate time and funding are the two most pressing needs. New and updated equipment necessary for successful integration of technology and its related professional development are costly, and budgetary restrictions are a reality. Limits on the number of staff development days make scheduling professional development a challenge. One solution is to seek funding through grants, but strict eligibility requirements and limited availability are a reality.

III C.2 District Needs

- Grant opportunities must be vigorously sought.
- Intensive training of new employees must occur upon hiring.
- District wide wireless access points within buildings would enable technology to be integrated seamlessly into the learning environment.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

III. C.3 Prioritization of needs

- Upgrading of equipment, network infrastructure, software.
- Professional development on use of technology resources and strategies for technology integration and professional productivity.

IV. Three Year Goals and Objectives

A. History - Goals from the 2004 – 2007 technology plan

Goal 1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension by June 2007

Objective 1A: Students will develop the reading strategy of using visual organizers before, during and after reading to organize information.

Objective 1B: Students will use multiple sources to locate information relevant to research questions.

Objective 1C: Students will regularly read materials appropriate for their independent reading level.

Method addressed in 2004-2007 Students in grades K through 5 used *Kidspiration* to create visual organizers and organize their pre-writing efforts. Students in grade levels 6 through 8 used *Inspiration*. Multiple sources of information gathered online were used for both group and individual projects. *Accelerated Reader* was used to document the independent reading of elementary school students.

Success or Need for continuation The methods used to address this goal were successful. Continuation efforts will be planned as a component of the process to reach AYP in Literacy.

Goal 2: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes by June, 2007.

Objective 2A: Students will produce a variety of writings such as narratives, journals, letters, poems, and reports.

Objective 2B: Students will create products and reports using visuals, media, and/or technology to show learning.

Objective 2C: Students will share published pieces with other students.

Method Students at all levels used grade appropriate word processing applications to compose

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

addressed in 2004-2007	and publish their work. <i>Kidspiration</i> and <i>Inspiration</i> were used in the pre-writing stage of the process. Illustrated reports and multimedia presentations relating to curricular topics were prepared throughout the grades using age appropriate software (i.e. <i>Kid Pix</i> , <i>Power Point</i> , <i>Ultimate Writing Center</i>).
Success or Need for continuation	The methods used to address these objectives were successful. They will be continued and expanded upon as a component of the strategy to reach AYP in Literacy.
Goal 3	All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways by June 2007.
Objective 3A:	Students will use district approved math series to develop proficiency in mathematical operations and application of algorithms for computation.
Objective 3B:	Students will use a variety of estimation strategies for estimating both quantities and the result of computations.
Objective 3C:	Students will recognize and apply the appropriate use of each arithmetic operation in problem solving.
Method addressed in 2004-2007	Students used district selected software to support instruction of number sense and estimation skills. <i>Accelerated Math</i> was used throughout the district to supplement the math curriculum. Problem solving activities were addressed through the use of the web based subscription sites <i>Study Island</i> and <i>Skills Tutor</i> . The NASA Explorer School project focused on problem solving.
Success or Need for continuation	Continuation is needed. Number sense and problem solving are essential components in reaching district AYP in mathematics.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

IV. B. THREE-YEAR GOALS AND OBJECTIVES for 2007-2010

- Goal 1: All students will demonstrate progress in achieving district adequate yearly progress in literacy by June 2010.
- Objective 1A: Students will compose at the keyboard to move fluently from thought into expression using technology as a tool.
- Objective 1B: Students will make meaning of non-fiction text that appears on web sites.
- Objective 1C: Students will compare, contrast, summarize and evaluate the worth of non-fiction information that appears on web sites.
-
- Goal 2: All students will demonstrate progress in achieving district adequate yearly progress in mathematics by June 2010.
- Objective 2A: Students will locate and manage real world data that appears on the Internet and/or approved software applications.
- Objective 2B: Students will analyze and solve real world problems that are Internet and/or software based.
- Objective 2C: Students will apply mathematical concepts using web-based applets.
-
- Goal 3 All students will use technology resources in preparation for the NJ ASK tests by June 2010.
- Objective 3A: Students will practice skills that will be tested on NJ ASK using *Study Island*.
- Objective 3B: Students will practice skills that will be tested on NJ ASK using teacher selected web sites.
- Objective 3C: Students will practice skills that will be tested on the NJ ASK using computer- based applications.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

V. A. Three Year Technology Plan Implementation Table
September 2007 – June 2010

- Goal 1: All students will demonstrate progress in achieving district adequate yearly progress in literacy by June 2010.
- Objective 1A: Students will compose at the keyboard to move fluently from thought into expression using technology as a tool.
- Objective 1B: Students will make meaning of non-fiction text that appears on web sites.
- Objective 1C: Students will compare, contrast, summarize and evaluate the worth of non-fiction information that appears on web sites.

District Goal and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Evaluation/ Documentation
Goal 1	Use visual learning software and grade appropriate desktop publishing software, to compose and publish writing on curricular topics.	July 2007 To June 2010	Curriculum Coordinator	Technology Teacher Classroom Teacher	Student writing project rubric
Objective 1A	Use teacher created clickable worksheets to measure student comprehension of information gathered from the internet.	July 2007 To June 2010			Assessment of worksheet results
Objective 1B	Use web quests to analyze and summarize information from teacher selected web sites.	July 2007 To June 2010			Webquest rubric
Objective 1C					

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

**V. A. Three Year Technology Plan Implementation Table
September 2007 – June 2010**

- Goal 2: All students will demonstrate progress in achieving district adequate yearly progress in mathematics by June 2010.
- Objective 2A: Students will locate and manage real world data that appear on the Internet or in district approved software applications.
- Objective 2B: Students will analyze and solve real world problems that are Internet and/or software based.
- Objective 2C: Students will apply mathematical concepts using web-based applets.

District Goal and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Evaluation
Goal 2					
Objective 2 A	Use teacher selected web sites integrated into grade 6-8 MathScape curriculum.	July 2007 To June 2010	Curriculum Coordinator	Technology Teacher	Assessments within Math Scape Curriculum
Objective 2 B	Use NASA Explorer School web based resources for problem solving instruction.	July 2007 To June 2010	Math Dept. Chairperson	Math Instructor	Rubrics for problem solving activity
Objective 2 C	Use web and software based simulations to apply grade appropriate mathematical concepts.	July 2007 To June 2010			Teacher observation and checklist

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

**V. A. Three Year Technology Plan Implementation Table
September 2007 – June 2010**

- Goal 3 All students will use technology resources in preparation for the NJASK tests by June 2010.
- Objective 3A: Students will practice skills that will be tested on NJ ASK using Study Island.
- Objective 3B: Students will practice skills that will be tested on NJ ASK using teacher selected web sites.
- Objective 3C: Students will practice skills that will be tested on the NJ ASK using computer- based applications.

District Goal and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Evaluation
Goal 3 Objective 3 A	Regularly scheduled <i>Study Island</i> classes by grade level and after school NJ ASK academies.	July 2007 To June 2010	Curriculum Coordinator	Technology Teacher Classroom Instructors	Student assessment within <i>Study Island</i>
Objective 3 B	Using mobile laptop carts, students will be directed to teacher selected web sites relating to NJCCCS.	July 2007 To June 2010			Teacher observation and skills checklists
Objective 3 C	Students will use <i>Accelerated Math</i> to supplement district math curriculum.	July 2007 To June 2010			Assessments within application

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

**V. THREE-YEAR IMPLEMENTATION STRATEGIES/ACTIVITY TABLES
(July 2007 – June 2010)**

B. Implementation Strategies and Goals – the following telecommunication and information technologies will be used to achieve stated goals:

- 1.** Technology literacy skills will be infused throughout the student curriculum. Technology resources will be included in the students' learning environment through the use of both computer labs and mobile computer lap top carts.
- 2.** Ongoing curriculum revisions will be developed to include instructional activities involving technology resources.
- 3.** Students will demonstrate proficiency in using technology literacy skills to achieve the New Jersey Core Content Curricular Standards as reflected in the results of the yearly district student technology assessment.
- 4.** Students will be provided with high speed Internet and video conferencing capabilities to support collaboration and technology enhancement within the learning environment.
- 5.** Students will use technology resources in project based learning activities and authentic problem solving activities. (I.e. Podcasting)
- 6.** Woodbury Public Schools will provide and maintain equitable access to high quality hardware, software, and online resources to support student learning. Assistive technology will be provided to those students requiring it. Collaboration with the Child Study team will be implemented. The district web site will be designed to provide equitable access.
- 7.** Student technology literacy skills will be assessed on a regular basis. Yearly eighth grade technology literacy assessments will occur (NJCCCS 8.1). These results will be submitted to the state yearly via the school technology survey, in compliance with NCLB requirements. Technology instructors will complete ongoing assessments of student technology literacy skills using checklists and rubrics. Curriculum revisions will follow.
- 8.** The district will establish and maintain a high speed local area network for efficient use of technology resources.
- 9.** Teachers will be provided with professional development opportunities that encourage efficient use of technology resources. Additional teacher assistance and resources will be available through the district web site.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

V. Three Year Implementation Strategies and Activities

C. Meeting NCLB requirement for technology literacy – Grade Eight

The following process is used to track and assess students' technology proficiency:

- Student grades in technology classes will be a component of the district grading and report card system.
- An eighth grade test of technology proficiency will be administered yearly and evaluated to determine both individual and district needs.

Eighth grade proficiency test

An eighth grade test of technology skills has been created to assess student achievement of NJCCCS 8.1. and was administered on April 2, 2007. A committee of technology instructors, principals, and the Curriculum Coordinator created the instrument after input from the district technology committee. The test contains multiple choice questions that are designed to measure student mastery of the technology literacy standards. Questions were composed for each of the performance indicators within the 8.1 standard to ensure that the testing instrument was comprehensive. The test will be administered each spring to all eighth grade students. The results will be evaluated by the curriculum office and the technology department. Revisions to the technology curriculum and individual student improvement plans will result from this evaluation. The evaluation will be forwarded to the district technology committee for further recommendations.

- See Appendix F for copy of 8th Grade Student Technology Literacy Assessment administered April 2, 2007.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

V. Three Year Implementation Activities

- D.** Telecommunications and information technologies and resources to be used in plan implementation
1. The district will identify assistive technology resources for identified students and implement their integration into the learning environment.
 2. Technology will be used to foster communication and collaboration. Email and web site resources can support communication between students, parents and teachers.
 3. Web based applications – (i.e. *Study Island*) will be used to integrate technology into instruction on specific New Jersey Core Curriculum Standards.
 4. Software applications will provide opportunities to use technology resources to increase productivity.
 5. Network and infrastructure will be maintained to ensure availability and ease in using electronic resources to foster learning.
 6. A district web site will be maintained to support communication among school, parents, and community. Parental access to student grading information will be supported
 7. Multimedia equipment will be available for student learning and professional development.
 8. High speed Internet and video conferencing capabilities will be provided to staff and students to support learning and collaboration.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VI. Funding Plan

Technology services will be provided to ensure effective use of electronic resources. These services will include: network maintenance, web site maintenance, equipment purchases and upgrades, upgrading of network infrastructure, technician services, and repairs. Equipment purchases will include, but not be limited to, computers, servers, switches, equipment, and peripherals (including printers, scanners, digital cameras, scantrons, etc.). Technical services will also include computer accessories and technical supplies, such as print cartridges, toners, CDs and disks.

Connectivity services will ensure high speed Internet access for use in goal achievement. These services will include monthly fees to ISP, network consultation fees, bandwidth fees, video conferencing costs, cable installation, and the acquisition of wireless network facilities. Also included will be yearly fees for virus and E-mail protection.

Online databases and resources will be utilized to access instructional related online information. These web based resources will include *Brain Pop*, *Enchanted Learning*, *Reading A to Z*, *Quia*, *Study Island*, and *Pro Quest*, among others..

Networked and curricular software will be used to attain technology integration goals. License fees, maintenance and support fees and upgrading costs of software will be necessary to provide learning resources. Software will relate to curriculum and will include, but not be limited to, *Microsoft Office Professional*, CAD software, synergistic lab curriculum, science lab software, *Inspiration*, and varied elementary curricular related applications. Networked software will include, but not be limited to, *Accelerated Math*, *Accelerated Reader*, *Read 180*, *Skills Tutor*, student multimedia programs, etc. Software accompanying textbooks adopted by the district will be assessed and purchased, if deemed necessary. Professional development will be provided to teachers to ensure integration of resources into the curriculum.

Management products and services increase district productivity. A student information system (*MMS Generations*) will be used to track attendance, discipline, schedules and student grades. An IEP generating program (*Tracker*) will be utilized for special education students. District nurses will use the *SNAP* application to keep student health records. Licensing, upgrades, and support fees will be required for these management programs. Professional development will be provided to staff to ensure effective use of these resources.

Partnership services will be sought to better enable Woodbury Public Schools to meet technology goals. These partnerships will be forged with NASA (both Classroom of the Future and NASA Explorer School), EIRC, Camden County ETTC, and the Gloucester County Curriculum Consortium.

See Appendix E for copy of board approval of the technology plan

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VI. Funding Plan Table (2007-2008)

(See Section II.A.2 for Planned Purchases)				
Three-Year Technology Plan Anticipated Funding Table (2007-2008)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC.
Digital curricula Subscriptions to online resources such as <i>Study Island, Read 180</i> , fees for online courses		\$9,665	\$5,000	
Print media needed to achieve goal Print sources to include, but not be limited to textbooks, workbooks, scan cards, etc.			\$1,000	
Technology Equipment Staff and student computers and laptops Peripherals, wireless carts, videoconferencing equipment, LCD projectors for instruction, technical supplies (toner, CD, media storage devices, etc.)			\$160,000	
Network Capacity High speed Internet costs and upgrades, network infrastructure, servers, switches, access points, fiber installation costs, storage capacity for student and staff work, video conferencing charges			\$46,000	
Filtering Web filtering software and upgrades, email filtering software and upgrades, virus protection software and upgrades			\$0	
Software Student software selected based on state assessment results. Software including, but not limited to: <i>Microsoft Office Professional, Inspiration, Macromedia products, Accelerated Math and Reading, Rosetta Stone</i>			\$22,000	
Maintenance Policy and Plans Web site maintenance, maintenance contracts on equipment and network resources. Tech support contracts on the following: student information database, virus protection program, spam filtering software, network student software			\$8,000	
Management Resources Student personnel management system for attendance, grades and scheduling, student IEP generating program, student health records program			\$10,000	

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VI. Funding Plan Table (2008-2010)

(See Section II.A.2 for Planned Purchases)				
Three-Year Technology Plan Anticipated Funding Table (2008-2010)				
ITEM (\$ estimates per year)	FEDERAL FUNDING (per year)	STATE FUNDING (per year)	LOCAL FUNDING (per year)	MISC.
Digital curricula Subscriptions to online resources such as <i>Study Island, Read 180</i> , fees for online courses		\$5,000	\$7,500	
Print media needed to achieve goal Print sources to include, but not be limited to textbooks, workbooks, scan cards, etc.			\$1,200	
Technology Equipment Staff and student computers and laptops Peripherals, wireless carts, videoconferencing equipment, LCD projectors for instruction, technical supplies (toner, CD, media storage devices, etc.)			\$160,000	
Network Capacity High speed Internet costs and upgrades, network infrastructure, servers, switches, access points, fiber installation costs, storage capacity for student and staff work, video conferencing charges			\$50,000	
Filtering Web filtering software and upgrades, email filtering software and upgrades, virus protection software and upgrades			\$10,000	
Software Student software selected based on state assessment results. Software including, but not limited to: <i>Microsoft Office Professional, Inspiration, Macromedia</i> products, <i>Accelerated Math</i> and <i>Reading, Rosetta Stone</i>			\$30,000	
Maintenance Policy and Plans Web site maintenance, maintenance contracts on equipment and network resources. Tech support contracts on the following: student information database, virus protection program, spam filtering software, network student software			\$10,000	
Management Resources Student personnel management system for attendance, grades and scheduling, student IEP generating program, student health records program			\$10,000	

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VII. Professional Development

A. The professional development activities noted in this plan will be coordinated by the District Curriculum Coordinator, Ms. Alysa Cummings.

B. 1. Woodbury staff members have access to educational technology in their instructional areas in the following ways:

- a. Woodbury Public Schools provides each teacher, media specialist and administrator with an Internet ready, multimedia computer within their classroom or office.
- b. The district provides access to multimedia computers with high speed Internet for teachers to use for instruction.
- c. The district network provides all staff with the infrastructure required to effectively use their technology equipment.
- d. The district technology department provides maintenance and support to teachers and administrators.
- e. Each classroom in the elementary school has three multimedia computers with high speed Internet for instructional use within the everyday learning environment.
- f. Each staff member in the Woodbury Public Schools is provided with e-mail.
- g. Staff members in Woodbury have remote access to e-mail through the district web site.
- h. All teachers will have the capability to create their own web sites, that are linked to the district site.
- i. Woodbury Public Schools provides all staff with network space for saving their work and projects.
- j. All teachers and administrators have access to digital cameras, scanners, video cameras, document cameras, and LCD projectors.
- k. The Jr./Sr. High School maintains a video conferencing center for teachers to use for both instruction and professional development.
- l. Each curricular department and grade level has access to productivity and instructional software, as well as resource lists of web sites relating to the curricula they teach.
- m. Wireless mobile carts of laptop computers are accessible to teachers throughout the district. Additional units will be purchased by 2008.
- n. Internet ready laptop computers are available for lending to teachers and administrators when attending conferences.
- o. Ongoing, sustained professional development activities are provided to teachers to ensure effective use of district technology resources.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

B.2 Administrators have access to technology in their workplace.

1. Woodbury Public Schools provides each administrator with an Internet ready, multimedia computer within their office.
2. The district network provides all administrators with the infrastructure required to effectively use their technology equipment
3. Each administrator in the Woodbury Public Schools is provided with E- mail.
4. Administrators in Woodbury have remote access to E-mail through the district web site.
5. Woodbury Public Schools provides all administrators with network space for saving their work and projects.
6. Internet ready laptop computers are available for lending to administrators when attending conferences.

B. 3 & B. 4

Ongoing, sustained professional development activities for Woodbury **teachers** and **administrators** are provided to further the effective use of technology.

One of the purposes of professional development in the Woodbury Public Schools is to ensure that teachers use technology tools to enhance professional productivity and most importantly, integrate technology into instruction of the core curricular standards. The expectation is that professional development activities will enable staff to meet the technology requirements identified by the state standards. The district goal is for technology tools and resources to be seamlessly integrated into instruction across all grade levels and content areas. Instructional strategies that employ technology to enhance student achievement are identified. Additionally, teachers receive ongoing training and support to use technology tools to manage student grades, publish student report cards, and post pertinent information on the district web site.

1. Woodbury Public Schools' calendar includes scheduled professional development opportunities as follows: five full days of in-service as well as four days designated for early dismissal in-service activities.
2. Teachers' needs for professional development are regularly assessed by formal survey on the district's evaluation form provided at the end of each in-service session.
3. Additional professional development needs are assessed during regular grade level, department and team leader meetings, PreK-grade 12.
4. Teachers' needs for technology oriented professional development are assessed by formal survey. (see Appendix D for results of most recent survey administered in Fall, 2006)
5. The Local Professional Development Committee (LPDC) consisting of teachers and administrators meets regularly to review any and all needs assessment information and make recommendations for in-service opportunities.
6. Teachers may submit requests for professional development experiences away from the school district each of which is evaluated by administrative staff and subsidized by the district.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

7. Needs based technology training tends to connect directly to immediate productivity needs: i.e., *Classroll* for entering grades, *Web Worksheet Wizard* to construct teacher Web pages to promote home/school communication.
8. Needs based technology training tends to connect directly to immediate instructional needs impacting achievement of AYP: i.e., using *Kidspiration* to support process writing, using *Inspiration* to teach with graphic organizers, and web sites to support middle school Mathscape curriculum.

B.5 Professional Development opportunities and resources exist for technical staff. Support contracts for equipment and software applications provide help resources and training for technical staff. Technical staff members are members of the Gloucester County Technology Consortium, a forum for training and available resources.

B.6 Professional development is provided to staff members on the application of assistive technologies to support student learning. Woodbury addresses assistive technology by purchasing hardware and software for learning disabled students for example: Oversized mice, touch windows, headphones, etc. Assistive software is similarly purchased. Some examples include; *Earobics*, *Accelerated Math*, *Intellikeys*, *Kidspiration*. Teachers are trained in the use of these resources by district technology personnel, and when necessary via a consultant.

C. Projected Professional Development Activities for 2007-2008

Woodbury Public Schools will implement sustained, ongoing professional development to teachers, medial specialists, and administrators. The categories for staff development are listed below, as are the tentative topics for each year. Revisions to the topics will be made yearly in response to teacher assessment surveys and input from Curriculum Coordinators based on student achievement data.

Based on staff technology proficiency and the needs in the Woodbury Public Schools for professional development, the following ongoing, sustained, high-quality professional development opportunities are planned for 2007-2008 school year:

Integrating Technology Into Instruction

- Collaborative teaching and the mobile computer lab
- Using Web based curricula to achieve the NJCCCS
- Designing innovative teaching strategies using technology
- Using web resources in the content areas
- Technology resources to enhance teaching of Literacy
- Technology resources to enhance teaching of Math

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Professional Productivity

- Generating report cards using district technology
- Web based grading programs
- Training for IEP generation
- Creating dynamic teacher web pages
- Using web site and e-mail to communicate with students and parents

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VII.C. Professional Development – 2007 -2008

Educators' proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2007-2008	Support
Integrating Technology into Instruction	Topic: Collaborative Teaching and the Mobile Computer Lab; lab teachers and classroom teachers create curricular related lessons for team teaching.	Professional development time provided to teachers. Technology teacher to co-teach collaborative lesson.
Integrating Technology into Instruction	Topic: Using Web based Curricula to Achieve the NJCCCS; Selected NJCCCS, based on standardized testing results, will be researched by grade level teams to create technology resources to enhance teaching of the standard.	Curricular Office will identify NJCCCS areas. Technology staff will provide assistance in resource gathering. District web site will list resources for future use.
Integrating Technology into Instruction	Topic: Using Web Resources in the Content Areas; Content area teachers will meet by department or grade level to develop lists of web resources available to enhance instruction of specific content related topics.	Grade level meeting and department meeting. Technology staff will assist in resource gathering.
Integrating Technology into Instruction	Topic: Designing Innovative Teaching Strategies Using Technology; Teachers will create a web based problem solving activity reflective of a NJCCCS goal.	In-service time and grade level meeting will be provided. Technology staff will model using webquests and web scavenger hunts. NASA Explorer School staff will support in creation of problem solving activities.
Professional Productivity	Topic: Creating Dynamic Teacher Web pages; Teachers will be introduced to district web page template.	Technology staff will create web site template. Faculty and department meeting will be used to introduce template to staff. Web master will post teacher web pages.
Professional Productivity	Topic: Using Web-based Grading Programs; Teachers will receive training using <i>Classroll</i> to post grades online throughout the marking period to enhance communication between school and community.	Guidance personnel and technology staff will provide training during professional development days. Web master will provide remote link to <i>Classroll</i> via the district web site.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VII. D. Resources to provide professional development

A variety of resources will be used to deliver staff development opportunities. Technology staff members will provide training, and outside consultants and trainers will be used as needed. Teachers with advanced technology proficiency will mentor peers, especially in the area of technology integration. Staff members will participate in training opportunities offered through EIRC and ETTC. The district's established relationship with NASA, both Classroom of the Future and NASA Explorer School, will be valuable in providing training in problem based learning and video conferencing. Time will be provided to staff for professional development activities. Full day in-services (4) and one session days (4) will be scheduled to meet these needs. In addition, department and grade level meeting may be used as a forum to introduce specific professional development topics. Professional development and newly acquired technology will be dependent upon the district's ability to secure funding from both our local budget and NCLB resources.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VII. E. Professional Development Topics for 2008 - 2010

Professional Development Needs and Topics	2008-2009	2009-2010
Using Technology to Support Collaborative Learning	<ul style="list-style-type: none"> - Strategies for using mobile laptops in the classroom - Designing instructional activities for targeted NJCCCS - Develop network based collections of grade level activities for use with the mobile lab 	<ul style="list-style-type: none"> -Creating grade level instructional cycles that integrate technology into curriculum - Update of curricular resources on the Internet and within the district software library
Infusing Technology Resources into Literacy and Math Curriculum	<ul style="list-style-type: none"> -Using <i>Accelerated Math</i> and <i>Reading</i> to support curriculum -Skills analysis of math and literacy software and web resources - Effective use of <i>Study Island</i> for literacy and math achievement 	<ul style="list-style-type: none"> -Creation of network based collection of best practices in Math and Literacy integration - Prioritization of math and literacy technology resources based on standardized testing data
Web based curricula in support of learning	<ul style="list-style-type: none"> -Using <i>Study Island</i>, <i>Skills Tutor</i> to support achievement of NJCCCS 	<ul style="list-style-type: none"> - Prioritize activities to be used from web based curricula in response to standardized test score data
Using Productivity Tools	<ul style="list-style-type: none"> -Online grade books - Review of district technology resources and training on new resources 	<ul style="list-style-type: none"> -Using presentation software for parent communication Using presentation software to create learning modules for students
Web site Development	<ul style="list-style-type: none"> -Communicating with parents via the teacher web site 	<ul style="list-style-type: none"> - Providing curricular links to student for homework help via the teacher web site

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VIII. Evaluation Plan

Woodbury Public Schools (2007-2010) Three Year Technology Plan Evaluation Narrative		
Description of process and accountability measures to evaluate goals, objectives, activities (refer to section V. B for specific strategies)	Description of how these measures will improve learning	Timeline
<p>Hardware Goals: V. B.6, B.8 – Woodbury Public Schools will provide and maintain high quality hardware and network infrastructure for instructional use with students</p> <p>Evaluation Process:</p> <ul style="list-style-type: none"> - Yearly inventories will be completed and updated to assess the district hardware needs - District needs will be determined and prioritized collaboratively by the business office, Technology Coordinator, administrators, and technology committee - Business office will implement a plan to address these needs, and upgrade or replace equipment accordingly - Technology Committee input will be sought 	<p>Technology resources are infused into instruction in curricular areas as a means to support students in the achievement of the NJCCCS and the development of lifelong learning skills.</p> <p>To fulfill these curricular requirements, the hardware necessary to provide these resources to students and staff must be maintained and upgraded.</p>	<p>Ongoing</p> <p>July 1, 2007 To June 30, 2010</p>

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VIII. Evaluation Plan

Woodbury Public Schools (2007-2010) Three Year Technology Plan Evaluation Narrative		
Description of process and accountability measures to evaluate goals, objectives, activities (refer to section V. B for specific strategies)	Description of how these measures will improve learning	Timeline
<p>Software and Online Resource Goals: V.B. 1, 2,3,5,7 - Technology resources will be infused into instruction to support student achievement of NJCCCS and the development of lifelong learning skills</p> <p>Evaluation Process:</p> <ul style="list-style-type: none"> - Software inventories will be conducted annually - Curricular lists of online resources will be made available to teachers via the district web site - Multiple measures of student achievement (test results, teacher input, etc.) will be used to determine curricular area needs - The Curriculum Office, in collaboration with teachers (via grade level and department meetings) will select software and online resources to meet these needs - District technology office will install and provide support in the implementation of these resources 	<p>The goal of district curriculum is to support students in the achievement of the NJCCCS. Enhancing the curriculum with software and web based resources supports student learning. These carefully selected technology resources can address district, as well as individual, learning needs.</p>	<p>Ongoing</p> <p>July 1, 2007 To June 30, 2010</p>

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VIII. Evaluation Plan

Woodbury Public Schools (2007-2010) Three Year Technology Plan Evaluation Narrative		
Description of process and accountability measures to evaluate goals, objectives, activities (refer to section V. B for specific strategies)	Description of how these measures will improve learning	Timeline
<p>Telecommunications Services: V.B. 4,8 - District will provide high speed Internet, videoconferencing, and local area network resources to support technology enhancement within the learning environment</p> <p>Evaluation Process:</p> <ul style="list-style-type: none"> - Telecommunication needs will be assessed on an ongoing basis by the district technology office - Upgrades and enhancements will be implemented after a collaborative decision made by the technology office, administration and business office - Records will be kept of technology support requests to further track telecommunication needs - District technology committee will assess needs and make collaborative recommendations 	<p>High speed telecommunications provides student with access to the information they need to achieve NJCCCS standards. Collaborative learning is supported by distance learning and video conferencing.</p>	<p>Ongoing</p> <p>July 1, 2007 To June 30, 2010</p>

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

VIII. Evaluation Plan

Woodbury Public Schools (2007-2010) Three Year Technology Plan Evaluation Narrative		
Description of process and accountability measures to evaluate goals, objectives, activities (refer to section V. B for specific strategies)	Description of how these measures will improve learning	Timeline
<p>Other: Professional Development; V. B. 9 - Teachers will be provided with professional development opportunities that encourage effective use of technology resources.</p> <p>Evaluation Process:</p> <ul style="list-style-type: none"> - Annually, teachers will complete an assessment of technology literacy skills. - After review of data collected from the teacher assessment, technology topics will be selected for training. - Collaboration among administration, the Curriculum Office, and the Local Professional Development Committee (LPDC) will result in a final selection of technology topics. - Training will be planned using a combination of in-house staff, consultants and out of district trainings. - Professional development activities will be evaluated by participants. - Teacher lesson plans and classroom observations will be used to evaluate implementation of strategies presented in professional development activities. 	<p>Technology resources enable teachers to easily collaborate with colleagues and access current educational research.</p> <p>Professional development activities enable teachers to provide their students with technology resources that support instruction and curricular goals, thus impacting student learning.</p>	<p>Ongoing</p> <p>July 1, 2007 To June 30, 2010</p>

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Appendix A: District Hardware Inventory

School	Count	Type
HS & Annex	315	Computers & Laptops
	85	Printers
Evergreen	100	Computers & Laptops
	35	Printers
Walnut	40	Computers & Laptops
	19	Printers
West End	102	Computers & Laptops
	33	Printers

Miscellaneous – District-wide:

- Digital Cameras – 10**
- Copiers with Scanning capabilities – 6**
- Copiers with network printing – 17**
- Stand alone scanners – 5**
- Projectors – 8**
- Servers – 11**
- Phone systems – 4**
- Video Conferencing – 2 Rooms**

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Appendix B: District Software Inventory

Title	Publisher	Licensing Information	Grades
Accelerated Math	Renaissance Learning	Network Version	2-12
Accelerated Reader	Renaissance Learning	Network Version	2, 3, 4, 5
Away We Go	Scientific Learning	Lab Pack – 2 per building	K, 1, 2
Emergent Reader	Tenth Planet	Lab Pack – requires CD- 10 per building	K, 1
Enchanted Learning	Enchanted Learning.com	Web subscription – 2 users	staff
Every Child a Reader	Tenth Planet	Network version	1, 2
Everyday Math Assessment Assistant	McGraw Hill	District License	1, 2, 3, 4, 5
First Phonics	Sunburst	Network License – CD – 25 per building	K, 1, 2
Graph Power	Ventura Ed. Systems	District License	3, 4, 5
Grouping and Place Value	Sunburst	Lab Pack – requires CD- 10 per building	2, 3
Hands on Math	Ventura Ed. Systems	District License	1, 2, 3, 4, 5
Hyper Studio	Roger Wagner Publishing	Network License	4, 5

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Title	Publisher	Licensing Information	Grades
Ice Cream Truck	Sunburst	Network version	4, 5
Key Skills Basic Word Concepts	Sunburst	Network version	1, 2
Key Skills Letters and Sounds	Sunburst	Network version	K, 1
Key Skills Math Level 1	Sunburst	Network version	K, 1
Key Skills Math Level 2	Sunburst	Network version	1, 2, 3
Kidspiration	Inspiration Software	Network version	1, 2, 3, 4, 5
Kid Pix Deluxe	The Learning Company	Site license	1, 2, 3
Letterbugs	Sunburst	Network version	K, 1, 2
Lift Off Lizard	Internet Coach	Network version	4, 5
Math Blaster Ages 5-7	Riverside	Network version	K, 1, 2
Math Blaster Ages 7-9	Riverside	Network version	2, 3, 4, 5
Microsoft Office Professional 03	Microsoft	District licensing	1-12
Mighty Math Calculating Crew	Edmark	Network version	3, 4, 5

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Title	Publisher	Licensing Information	Grades
Mighty Math Carnival Countdown	Edmark	Network version	K, 1, 2
Mighty Math Number Heroes	Edmark	Network version	3, 4, 5
Mighty Math Zoo Zillions	Edmark	Network version	1, 2, 3
MMS Generations	Computer Resources	District network license	Offices
New Kids for Keys	Sunburst	Network version	3, 4
Numbers Undercover	Sunburst	Site license	1, 2, 3, 4, 5
Print Shop 7	Brodubund	Site license	1-12
Puzzle Logic	Ventura Ed. Systems	District license	4, 5
Reading Who, Reading You	Tenth Planet	Network version	1
Reader's Quest	Sunburst	Site license – 15 per building	4, 5
Reading A to Z	www.readingatoz.com	District Web subscription	K, 1, 2, 3, 4, 5
Rosetta Stone	Fairfield Language Technologies	2 licenses per building	2-12
SNAP	Professional Software for Nurses	1 license per building	nurses

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Title	Publisher	Licensing Information	Grades
Study Island	www.studyisland.com	District web subscription	3-9
Thinking Things 1	Edmark	Site license	1, 2, 3, 4
Thinking Things II	Edmark	Network version	3, 4, 5
Tracker	Contour Data	District network license	Special Ed
Toy Store	Sunburst	Network version	3, 4, 5
Type to Learn	Sunburst	Site license	4, 5
Type to Learn, Jr.	Sunburst	Network version	2, 3
Ultimate Writing Center	Learning Company	Network version	1, 2, 3, 4, 5
Word Parts	Tenth Planet	Lab Pack – requires CD- 10 per building	2, 3
Writer’s Trek	Riverdeep	Site license – CD required – 25 per building	4, 5
Zap – Thinking Things Science	Sunburst	Network version	3, 4, 5

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Appendix C: District AUP Policy:

District Acceptable Use Policy:

*Woodbury Public Schools
25 N. Broad Street
Woodbury, NJ 08096*

Purpose:

Woodbury School District offers technology and Internet access for student use. The purpose of providing technology resources is twofold: 1) to improve learning and teaching through research, teacher training, collaboration, dissemination, and the use of global communication resources; and 2) to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people from throughout the world.

Because Woodbury provides global access through a connection to the Internet, students and their families must understand that the Woodbury School District and system administrators have control over content only to the extent that a constantly updated web filtering system provides. While much of the content available on the Internet is a valuable educational resource and is innocuous, some objectionable material exists. The District will provide student access to Internet resources only in supervised environments and has taken steps to lock out objectionable materials via web filtering, but potential dangers remain. Students and their parents/guardians are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material. Woodbury School District and the system administrators do not condone the use of such materials and do not permit usage of such materials in the school environment. Parents of minors should be aware of the existence of such material and monitor any future home usage of the District's resources. Students knowingly bringing such materials into the school environment will be dealt with according to the discipline policies of the District, and such activities may result in termination of such students' usage of Woodbury's technology facilities and any further action deemed necessary by the school administrators. This Acceptable Use Policy and the accompanying user contract must be read, understood, and signed by every computer and online user within Woodbury School District.

A. Educational Purpose

1. The Internet has been established in Woodbury for educational purposes, which include classroom activities, career development research, and high-quality self-discovery activities.
2. Woodbury School District has the right to place reasonable restrictions on the material you access or post through the network. You are also expected to follow the rules set forth in Woodbury's District Policy and the law in your use of the Internet.
3. You may not use the Internet for commercial purposes. This means you may not offer, provide, or purchase products or services through it.
4. You may not use the Internet for political lobbying. However, you may use the system to communicate with elected representatives and to express your opinion on political issues.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Information Content & Uses of the System/Network:

The user agrees not to publish on or over the system/network any information that violates or infringes upon the rights of any other person or information that would be abusive, profane, or sexually offensive or that, without the approval of the system administrators, uses the district technology system/network for commercial purposes. The user agrees not to use Woodbury's technology facilities to conduct any business or solicit the performance of any activity, which is prohibited by law. System administrators will be monitoring access to all system usage.

A. Student Internet Access

1. All students will have access to information resources on the Internet through their classroom, library/media center or school computer lab.
2. Students and their parents/guardians must sign an Acceptable Use Policy contract before the students are allowed to use any computer and online equipment within Woodbury School District.

Online Conduct:

A. Unacceptable Uses

The following uses of the Internet are considered unacceptable in the Woodbury School District.

1. Personal Safety
 - a. You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone, school address, work address, etc.
 - b. You will not agree to meet with someone you have met online even if you are eighteen years of age or over.
 - c. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable.
2. Illegal Activities
 - a. Sending or receiving information or material that is in violation of any local, state, or federal law is also prohibited.
 - b. Users and their parents/guardians specifically agree to be held responsible for any losses, costs, or damages, including attorneys' fees, incurred by the District relating to, or arising out of, any breach of this policy by the user.
 - c. You will not attempt to gain unauthorized access to the Internet or to any other computer system through the Internet or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal.
 - d. You will not make deliberate attempts to disrupt the computer system/network or destroy data by spreading computer viruses or by any other means. These actions are illegal.
 - e. You will not use the Internet to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010

- f. You will not participate in any act of vandalism while using Woodbury School District's computer and/or online services. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other networks that are connected to the Internet backbone or of doing intentional damage to hardware or software resident on the system.
3. System Security
 - a. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not demonstrate this problem to other users.
 - b. Disks may not be brought into the school district and inserted into any computers without being scanned for viruses and then approved by a faculty member or administrator.
 - c. Attempts to logon as any other user, especially as a system administrator, will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied network access.
 4. Inappropriate Language Usage
 - a. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
 - b. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
 - c. You will not post information that could cause damage or a danger of disruption. You will not knowingly or recklessly post false or defamatory information about a person or organization, or private information about another person.
 - d. You will not engage in personal attacks including prejudicial or discriminatory attacks.
 - e. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
 5. Respecting Resource Limits

Software is provided to the user as a curricular resource, and no one may install, upload, or download any software without the express consent of the system administrator. Any software having the purpose of damaging other users' files/materials or any resources of the district is specifically prohibited. The system administrators reserve the right to immediately take action consistent with the District's discipline code of any user who misuses the software libraries.

 - a. You will use the system only for education and career development activities, as directed by a teacher or systems administrator.
 - b. You will not download files unless specifically instructed to do so by a staff member.
 - c. The printing capabilities of the Woodbury School's technology facilities should be used judiciously. Unnecessary printing is a drain on the capacity of the systems, adds expense, and shortens the life of equipment. By developing on-screen proof-reading skills and practicing proper use of cut and paste techniques, users can and should conserve printing resources and help the system run more efficiently.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

6. Plagiarism and Copyright Infringement
 - a. You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writing of others and presenting them as if they are yours.
 - b. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner.

7. Unacceptable Access to Material
 - a. You will not use the Internet to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made for hate literature if the purpose of your access is to conduct research and both your teacher and parent have approved in writing.
 - b. If you mistakenly or accidentally access unacceptable information, you should immediately tell your teacher or a systems administrator. This will protect you against a claim that you have intentionally violated this policy.
 - c. You must not go to any control panels or system files and must not change in any way the desktop of the computer where you are working.

Your Rights:

- A. Free Speech

Your right to free speech, as set forth in the Woodbury School District Policy, applies also to your communication on the Internet. The Internet is considered a limited forum, similar to the school newspaper, and therefore Woodbury School District may restrict your speech for valid education reasons. The District will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

- B. Search and Seizure
 1. You should expect only limited privacy in the contents of your personal files on the District system. The situation is similar to the rights you have in the privacy of your locker.
 2. Routine maintenance and monitoring of the Internet may lead to discovery that you have violated this policy, Woodbury School District Policy, or the law.
 3. An individual search will be conducted if there is reasonable suspicion that you have violated this policy, Woodbury's discipline policy, or the law. The investigation will be reasonable and related to the suspected violation.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

- C. Due Process
1. Woodbury School District will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the Internet.
 2. In the event there is a claim that you have violated this policy or Woodbury School District's policy through your use of the Internet, you will be provided with a written notice of the suspected violation and an opportunity to present an explanation before a neutral administrator (or will be provided with notice and opportunity to be heard in the manner set forth in the Woodbury District policy.)
 3. If the violation involves other provisions of the Woodbury's District policy, additional restrictions may be placed on your use of your Internet account and Woodbury's technology resources.

Woodbury School District's Rights:

- A. Limitation of Liability
1. Woodbury School District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system.
 2. The District will not be responsible for financial obligations arising through the unauthorized use of the system.

Personal Responsibility:

When you are using the Internet, it may feel like you can more easily break a rule and not get caught. This is not really true because whenever you do something on a network you leave little "electronic foot-prints," so the odds of getting caught are really about the same as they are in the real world.

The fact that you can do something or think you can do something without being caught does not make it right to do so. Even if you don't get caught, there is always one person who will know whether you have done wrong and that person is you. Your use of the Internet can be a mirror that will show you what kind of person you are.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

STUDENT ACCEPTABLE USE POLICY – DISCIPLINE PROCEDURES
Consequences for Deliberate breach of Student Acceptable Use Internet contract:

1) Consequence #1

Two (2) days of In-House Suspension and, following these two (2) days, a loss of Internet privileges for one (1) week. Following an individualized Internet ethics lesson given by the District Technology Office and a discussion with the student's parent or guardian, the student's Internet privileges will be reinstated for a probationary period of one (1) month, during which time any further violations of the contract will result in the student being given Consequence #2. No violations at the end of the probationary period will result in a full reinstatement of the student's privileges.

2) Consequence #2

Two (2) days of Out-of-School Suspension and a loss of Internet privileges for an undetermined amount of time, not less than two (2) weeks. The student will have to achieve a score of 80% on an Internet Ethics Test developed and administered by the District Technology Office, and another discussion with the parent or guardian. After achieving an 80% score on the ethics test, the student's Internet privileges will be reinstated for a probationary period of two (2) months, during which time any further violations of the contract will result in the student being given Consequence #3.

3) Consequence #3

Any breach of the contract will now result in a loss of all Internet privileges for the rest of the school year.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Student Acceptable Use Contract

I have read the Acceptable Use Policy that explains the terms and conditions for using any technology resources, including the Internet, in Woodbury School District. I understand and will abide by these stated terms and conditions. I understand that violation of the regulations is unethical, a violation of school rules, and may constitute a criminal offense. Should I commit any violation, I understand that my access privileges may be revoked and school disciplinary action may be taken. Legal action may also be deemed to be necessary. I understand that the use of the Internet is a privilege, not a right.

Student User Name (please print): _____

Student User Signature: _____

Date: _____

Parent/Guardian Acceptable Use Contract

As the parent/guardian of this student, I have read the terms and conditions of the Acceptable Use Policy of Woodbury School District. I understand that this access to technology resources is a privilege and is designed for educational purposes only. I understand that the District has taken available precautions to prevent student access to objectionable material. However, I also recognize that it is impossible for Woodbury School District and system administrators to restrict access to all objectionable materials. I will not hold the District or its employees responsible for materials acquired on the network/Internet, and I hereby release the District and its personnel from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District technology facilities and equipment, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to allow my child access to Woodbury's technology resources and certify that the information contained in this form is correct.

Parent/Guardian Name (please print):

Signature: _____

Date: _____

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Daytime Phone Number: _____

Evening Phone Number: _____

**THIS CONTRACT PAGE MUST BE RETURNED TO THE DISTRICT
TECHNOLOGY OFFICE, WHERE IT IS KEPT ON FILE**

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Appendix D: Woodbury Teacher Technology Proficiency Assessment

Please complete the survey below by selecting one of the choices. After completing the survey click on **submit survey**. You will then be able to see the results of your survey along with a group level profile.

Survey Totals

Number of Group Members	116
Number Assigned	116
Number Taken	106

Technology Operations and Concepts

1. Use word processing to create and format a document

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	2	1.9
Partially Proficient(2)	10	9.4
Proficient(3)	34	32.1
Advanced Proficiency(4)	60	56.6

Average (3.4)

2. Use a spreadsheet to collect, chart, and graph data

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	20	18.9
Partially Proficient(2)	37	34.9
Proficient(3)	36	34.0
Advanced Proficiency(4)	13	12.3

Average (2.4)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

3. Use an electronic grading program for recording and reporting grades

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	26	24.5
Partially Proficient(2)	26	24.5
Proficient(3)	27	25.5
Advanced Proficiency(4)	27	25.5

Average (2.5)

4. Use E-mail to communicate with district and community

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	0	0.0
Partially Proficient(2)	1	0.9
Proficient(3)	38	35.8
Advanced Proficiency(4)	67	63.2

Average (3.6)

5. Search the Internet for information pertinent to my content area(s)

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	0	0.0
Partially Proficient(2)	7	6.6
Proficient(3)	40	37.7
Advanced Proficiency(4)	59	55.7

Average (3.5)

6. Create a Web page that can be viewed on the Internet

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	18	17.0
Partially Proficient(2)	41	38.7
Proficient(3)	38	35.8
Advanced Proficiency(4)	9	8.5

Average (2.4)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

7. Use presentation software such as PowerPoint to create a multimedia presentation

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	33	31.1
Partially Proficient(2)	26	24.5
Proficient(3)	28	26.4
Advanced Proficiency(4)	19	17.9

Average (2.3)

8. Capture images using a digital camera or scanner and transfer them to a computer

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	25	23.6
Partially Proficient(2)	32	30.2
Proficient(3)	27	25.5
Advanced Proficiency(4)	22	20.8

Average (2.4)

9. Perform basic troubleshooting strategies on the computer and accessories

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	14	13.2
Partially Proficient(2)	45	42.5
Proficient(3)	37	34.9
Advanced Proficiency(4)	10	9.4

Average (2.4)

10. Access help files and troubleshoot software problems

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	21	19.8
Partially Proficient(2)	46	43.4
Proficient(3)	31	29.2
Advanced Proficiency(4)	8	7.5

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Average (2.2)

11. Save and access files on the school network

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	6	5.7
Partially Proficient(2)	18	17.0
Proficient(3)	59	55.7
Advanced Proficiency(4)	23	21.7

Average (2.9)

Category Average (2.7)

Designing Learning Environments and Experiences

12. Design and teach a lesson in which students search electronic media for information in content area(s)

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	16	15.1
Partially Proficient(2)	33	31.1
Proficient(3)	39	36.8
Advanced Proficiency(4)	18	17.0

Average (2.6)

13. Design an assignment in which students evaluate the accuracy, relevance, appropriateness or bias of electronic information

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	30	28.3
Partially Proficient(2)	37	34.9
Proficient(3)	34	32.1
Advanced Proficiency(4)	5	4.7

Average (2.1)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

14. Design a lesson in which students use presentation software or desktop publishing to organize information and share knowledge with an audience

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	27	25.5
Partially Proficient(2)	40	37.7
Proficient(3)	29	27.4
Advanced Proficiency(4)	10	9.4

Average (2.2)

15. Design a lesson in which students create Web pages to share their reports or writings

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	51	48.1
Partially Proficient(2)	37	34.9
Proficient(3)	17	16.0
Advanced Proficiency(4)	1	0.9

Average (1.7)

16. Use technology to adapt a lesson for students with special needs

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	22	20.8
Partially Proficient(2)	38	35.8
Proficient(3)	39	36.8
Advanced Proficiency(4)	7	6.6

Average (2.3)

17. Teach a technology enhanced lesson addressing a core content standard

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	18	17.0
Partially Proficient(2)	31	29.2
Proficient(3)	41	38.7
Advanced Proficiency(4)	16	15.1

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Average (2.5)

18. Design and teach a technology enhanced lesson that requires students to take a position, role play an issue, make decisions, or seek a solution

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	30	28.3
Partially Proficient(2)	38	35.8
Proficient(3)	31	29.2
Advanced Proficiency(4)	7	6.6

Average (2.1)

19. Effectively use technology both in the classroom and in a computer lab setting

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	6	5.7
Partially Proficient(2)	30	28.3
Proficient(3)	44	41.5
Advanced Proficiency(4)	26	24.5

Average (2.8)

Category Average (2.3)

Assessment and Evaluation

20. Use technology resources to create rubrics or assessment tools to evaluate student projects

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	18	17.0
Partially Proficient(2)	30	28.3
Proficient(3)	38	35.8
Advanced Proficiency(4)	20	18.9

Average (2.6)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

21. Use software driven reports of student progress to evaluate learning and revise teaching strategies based on that data

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	26	24.5
Partially Proficient(2)	31	29.2
Proficient(3)	41	38.7
Advanced Proficiency(4)	8	7.5

Average (2.3)

22. Use technology to communicate evidence of student learning to students, parents, and the community

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	12	11.3
Partially Proficient(2)	24	22.6
Proficient(3)	50	47.2
Advanced Proficiency(4)	20	18.9

Average (2.7)

Category Average (2.5)

Productivity and Professional Practice

23. Communicate with other teachers using E-mail or online communities to improve your understanding of technology integration

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	3	2.8
Partially Proficient(2)	12	11.3
Proficient(3)	54	50.9
Advanced Proficiency(4)	37	34.9

Average (3.2)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

24. Select and utilize appropriate district technology resources that help students meet content standards

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	6	5.7
Partially Proficient(2)	29	27.4
Proficient(3)	51	48.1
Advanced Proficiency(4)	20	18.9

Average (2.8)

25. When appropriate, use technology to complete professional tasks

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	1	0.9
Partially Proficient(2)	17	16.0
Proficient(3)	56	52.8
Advanced Proficiency(4)	32	30.2

Average (3.1)

Category Average (3.0)

Social, Ethical, and Human Issues

26. Teach students legal and ethical aspects of plagiarism and copyright issues regarding digital media and software

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	20	18.9
Partially Proficient(2)	23	21.7
Proficient(3)	49	46.2
Advanced Proficiency(4)	14	13.2

Average (2.5)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

27. Model district Acceptable Use Policy

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	6	5.7
Partially Proficient(2)	8	7.5
Proficient(3)	61	57.5
Advanced Proficiency(4)	31	29.2

Average (3.1)

28. Follow district guidelines to protect privacy and security, and when publishing students' work or images on the web

<u>Choice(Value)</u>	<u>Number</u>	<u>%</u>
Not at All(1)	6	5.7
Partially Proficient(2)	14	13.2
Proficient(3)	59	55.7
Advanced Proficiency(4)	27	25.5

Average (3.0)

Category Average (2.9)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

***Appendix E: Board of Education Approval of the Woodbury
Public Schools Three Year Technology Plan***

Technology Plan – 2007-2010

The Woodbury Board of Education hereby approved the submission July 1, 2007 through June 30, 2010 Technology Plan to the Gloucester County Office of Education.

CERTIFICATE

I, Esther R. Pennell, Board Secretary of the Board of Education of the City of Woodbury in the County of Gloucester, New Jersey, hereby certify that the foregoing extract from minutes of a meeting of the Board of education duly called and held on April 24, 2007, has been compared by me with the original minutes as officially recorded in my office in the minute book of the Board of Education and is a true, complete and correct copy thereof, and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the corporate seal of the Board of Education on this 25th day of April 2007.

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

**Appendix F: Eighth Grade Technology Proficiency Test:
(Number in parentheses next to question indicates NJCCCS Performance
Indicator)**

Question Details Report

Activity: Woodbury NJ Eighth Grade Technology Assessment

Question 1 (Multiple choice):

Average score: 2.794 out of 4 points

126 out of 126 students received this question.

What does .gov indicate in a URL or e-mail address? (8.1.A.1)

Possible answers

% answered

[A] An educational institution	18%
[B] A commercial business	12%
• [C] A government facility	70%
<i>blank answer</i>	0%

Question 2 (Multiple choice):

Average score: 2.222 out of 4 points

126 out of 126 students received this question.

Which of the following is a commonly used output device? (8.1.A.1)

Possible answers

% answered

• [A] Printer	56%
[B] Keyboard	34%
[C] Microphone	10%
<i>blank answer</i>	0%

Question 3 (Multiple choice):

Average score: 3.365 out of 4 points

126 out of 126 students received this question.

What File Menu option in Microsoft Word would you use to save a newly created document? (8.1.A.2)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Possible answers	% answered
[A] New	6%
[B] Save	10%
• [C] Save As	84%
<i>blank answer</i>	0%

Question 4 (Multiple choice):

Average score: 3.333 out of 4 points

126 out of 126 students received this question.

Choose the best definition of "multitasking"? (8.1.A.2)

Possible answers	% answered
• [A] The ability of the computer to run several programs at a time	83%
[B] The ability of the computer to store more than one document	10%
[C] The ability of the computer to use many storage devices	7%
<i>blank answer</i>	0%

Question 5 (Multiple choice):

Average score: 3.81 out of 4 points

126 out of 126 students received this question.

Which of the following words has the same meaning as the word "keyboarding"? (8.1.A.3)

Possible answers	% answered
[A] Scanning	2%
• [B] Typing	95%
[C] Editing	2%
<i>blank answer</i>	0%

Question 6 (Multiple choice):

Average score: 2.952 out of 4 points

126 out of 126 students received this question.

Using the mouse, how would you change a word to bold type? (8.1.A.4)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Possible answers	% answered
• [A] Highlight the word, then click B in the toolbar	74%
[B] Highlight the word, then change the font size	16%
[C] Highlight the word, then select a different font	10%
<i>blank answer</i>	0%

Question 7 (Multiple choice):

Average score: 3.143 out of 4 points

126 out of 126 students received this question.

To change a word processing document from single to double spacing, what File menu would you use?(8.1.A.5)

Possible answers	% answered
[A] View	7%
• [B] Format	79%
[C] Insert	13%
<i>blank answer</i>	1%

Question 8 (Multiple choice):

Average score: 3.143 out of 4 points

126 out of 126 students received this question.

What feature of your word processing program would you use to send a form letter to many different names and addresses? (8.1.A.6)

Possible answers	% answered
[A] Print preview	7%
• [B] Mail merge	79%
[C] Page set up	14%
<i>blank answer</i>	0%

Question 9 (Multiple choice):

Average score: 2.571 out of 4 points

126 out of 126 students received this question.

Which of the following would be best accomplished by creating a spreadsheet? (8.1.A.7)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Possible answers	% answered
[A] Write an essay for English class	17%
• [B] Create a chart to demonstrate the results of a science experiment	64%
[C] Create a calendar for display purposes	19%
<i>blank answer</i>	0%

Question 10 (Multiple choice):

Average score: 3.524 out of 4 points

126 out of 126 students received this question.

If you were required to create a multimedia slide show presentation on a topic, which of the following applications would you use? (8.1.A.8)

Possible answers	% answered
[A] Microsoft Word	3%
[B] Microsoft Publisher	9%
• [C] Microsoft PowerPoint	88%
<i>blank answer</i>	0%

Question 11 (Multiple choice):

Average score: 3.429 out of 4 points

126 out of 126 students received this question.

If you were asked to design a database to keep track of information you were researching on a topic, what would be the first decision you need to make? (8.1.A.9)

Possible answers	% answered
[A] The size and color of your font	6%
• [B] The fields to be included in the database	86%
[C] The background color to use	8%
<i>blank answer</i>	0%

Question 12 (Multiple choice):

Average score: 2.127 out of 4 points

126 out of 126 students received this question.

If you intend to save a document on the school network server, you would first need to: (8.1.A.10)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Possible answers	% answered
• [A] Log on to the school network	53%
[B] Save the document on a floppy disk	47%
[C] Click on the printer icon	0%
<i>blank answer</i>	0%

Question 13 (Multiple choice):

Average score: 3.016 out of 4 points

126 out of 126 students received this question.

Which would be the most appropriate application to use to create a brochure for a school project?
(8.1.A.11)

Possible answers	% answered
• [A] Microsoft Publisher	75%
[B] Microsoft PowerPoint	15%
[C] Microsoft Word	9%
<i>blank answer</i>	1%

Question 14 (Multiple choice):

Average score: 2.476 out of 4 points

126 out of 126 students received this question.

To create an Internet Shortcut, which menu would you choose? (8.1.A.12)

Possible answers	% answered
[A] Edit	10%
• [B] Favorites	62%
[C] Insert	29%
<i>blank answer</i>	0%

Question 15 (Multiple choice):

Average score: 3.333 out of 4 points

126 out of 126 students received this question.

To protect your computer or network from viruses, you would do which of the following? (8.1.B.1)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Possible answers	% answered
[A] Avoid downloading files from unknown sites	10%
[B] Avoid opening email attachments from unknown senders	6%
• [C] Both of the above	83%
<i>blank answer</i>	0%

Question 16 (Multiple choice):

Average score: 3.333 out of 4 points

126 out of 126 students received this question.

Which of the following is the best definition of plagiarism? (8.1.B.2)

Possible answers	% answered
[A] Sending unwanted email messages to many people at the same time	8%
• [B] Copying other people's work without giving credit to the author	83%
[C] Creating a blog	9%
<i>blank answer</i>	0%

Question 17 (Multiple choice):

Average score: 3.651 out of 4 points

126 out of 126 students received this question.

Copying software that is copyrighted and giving it to others is: (8.1.B.2)

Possible answers	% answered
[A] Permitted if you only make one copy	4%
• [B] Illegal	91%
[C] Allowed on the school premises only	5%
<i>blank answer</i>	0%

Question 18 (Multiple choice):

Average score: 3.651 out of 4 points

126 out of 126 students received this question.

Which of the following are safe to share online? (8.1.B.3)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Possible answers	% answered
[A] Name and school	5%
[B] Age and name	3%
• [C] None of the above	91%
<i>blank answer</i>	1%

Question 19 (Multiple choice):

Average score: 2.381 out of 4 points

126 out of 126 students received this question.

Written guidelines that determine what is permitted on the school computers are called: (8.1.B.3)

Possible answers	% answered
• [A] Acceptable Use Policies	60%
[B] School handbooks	21%
[C] Filtering software	20%
<i>blank answer</i>	0%

Question 20 (Multiple choice):

Average score: 3.333 out of 4 points

126 out of 126 students received this question.

Netiquette requires that Internet users avoid the following: (8.1.B.4)

Possible answers	% answered
[A] Programs that infect other people's computers	10%
[B] Unsolicited bulk mail sent to many recipients	7%
• [C] Both of the above	83%
<i>blank answer</i>	0%

Question 21 (Multiple choice):

Average score: 1.556 out of 4 points

126 out of 126 students received this question.

Acceptable Use Policies recommend that Internet users do not send spam, which is: (8.1.B.5)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Possible answers	% answered
[A] A virus program that infects another computer	44%
• [B] Unsolicited email sent to many recipients at the same time	39%
[C] A file attached to an email	17%
<i>blank answer</i>	0%

Question 22 (Multiple choice):

Average score: 3.302 out of 4 points

126 out of 126 students received this question.

If you were asked to write a report on the effect of World War II on the economy, what search terms would you enter into your search engine? (8.1.B.6)

Possible answers	% answered
[A] World War II	13%
• [B] World War II AND Economy	83%
[C] World War II OR Economy	3%
<i>blank answer</i>	1%

Question 23 (Multiple choice):

Average score: 3.175 out of 4 points

126 out of 126 students received this question.

What would be your first step if you were researching a report on the history of tornadoes online? (8.1.B.6)

Possible answers	% answered
• [A] Go to a search engine and type in tornado	79%
[B] Go to www.tornado.com	19%
[C] Email your web master	2%
<i>blank answer</i>	0%

Question 24 (Multiple choice):

Average score: 2.254 out of 4 points

126 out of 126 students received this question.

If your teacher assigned you to find the average daily temperature over a three week period, which type of application would be best to use to record your data and find the average? (8.1.B.9)

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

Possible answers	% answered
[A] Word processor	14%
• [B] Spreadsheet	56%
[C] Multimedia presentation software	29%
<i>blank answer</i>	0%

Average score: 1.651 out of 4 points

Question 25 (Multiple choice):
126 out of 126 students received this question.

A word processor would be used to complete which of these assignments? (8.1.B.10)

Possible answers	% answered
[A] Use formulas to solve word problems	10%
• [B] Create a report and peer edit with a classmate	41%
[C] Both of the above	48%
<i>blank answer</i>	0%

Review not needed Review required

Summary of Results:

Activity: Woodbury NJ Eighth Grade Technology Assessment

Overall Summary

Low Score	High Score	Mean	Median	# of Students
24 (24%)	96 (96%)	73.524 (74%)	76 (76%)	126

Question Summary ([Scroll down to student summary](#))

**Woodbury Public Schools
Three Year Technology Plan
July 1, 2007 through June 30, 2010**

<u>Question</u> ▾	<u>Question Type</u>	<u>Point Value</u>	<u>Average Score</u>	<u>Number of Students Who Received Question</u>	<u>% of Students Who Received Full Credit</u>
Question 1	Multiple choice	4	70 %	126	70 %
Question 2	Multiple choice	4	56 %	126	56 %
Question 3	Multiple choice	4	84 %	126	84 %
Question 4	Multiple choice	4	83 %	126	83 %
Question 5	Multiple choice	4	95 %	126	95 %
Question 6	Multiple choice	4	74 %	126	74 %
Question 7	Multiple choice	4	79 %	126	79 %
Question 8	Multiple choice	4	79 %	126	79 %
Question 9	Multiple choice	4	64 %	126	64 %
Question 10	Multiple choice	4	88 %	126	88 %
Question 11	Multiple choice	4	86 %	126	86 %
Question 12	Multiple choice	4	53 %	126	53 %
Question 13	Multiple choice	4	75 %	126	75 %
Question 14	Multiple choice	4	62 %	126	62 %
Question 15	Multiple choice	4	83 %	126	83 %
Question 16	Multiple choice	4	83 %	126	83 %
Question 17	Multiple choice	4	91 %	126	91 %
Question 18	Multiple choice	4	91 %	126	91 %
Question 19	Multiple choice	4	60 %	126	60 %
Question 20	Multiple choice	4	83 %	126	83 %
Question 21	Multiple choice	4	39 %	126	39 %
Question 22	Multiple choice	4	83 %	126	83 %
Question 23	Multiple choice	4	79 %	126	79 %
Question 24	Multiple choice	4	56 %	126	56 %
Question 25	Multiple choice	4	41 %	126	41 %