

**SOUTH RIVER PUBLIC SCHOOLS
STRATEGIC PLAN**

2009 – 2012

Blueprint for Excellence

First Draft

SOUTH RIVER PUBLIC SCHOOLS FOCUS ON THE FUTURE

Mission Statement

The primary mission of the South River School District is to coordinate the available resources of home, school, and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically, and socially in a democratic society. We will strive to help students learn to use their minds well, so that they will be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

		<p>eSchool News is a monthly print newspaper providing the news and information necessary to help educators successfully use technology and the internet to transform schools as well as achieve their educational goals</p> <p>@eschoolnews.com , Dr. Moerch's Level of Technology Implementation Framework (LoTi)</p> <p>www.loticonnection.com</p>			
<p>Goals and Objectives for 2010-2013</p> <p>Evaluate goals from previous technology plan.</p> <p>Modify goals and write new goals to meet the needs identified from the survey(s)/assessment(s). Goals for 2010-2013 technology plan tailored to support district need(s) and align with the New</p>	<p>District Director of Technology, District Administrators, Principals, Supervisors, Teachers, Members of the Technology Information and Global</p>	<p>District Three-year 2007-2010 Technology Plan, survey/assessment results, 'new' New Jersey Core</p>	<p>Time, local and state budgetary resources</p>	<p>February 2010</p> <p>February 2010</p>	<p>Evaluation report relative to the goals from the district's previous technology plan</p> <p>Development of goals for 2010-2013 technology plan tailored to support district need(s) and align with the New Jersey Department of</p>

<p>Jersey Department of Education (NJDOE) state technology plan.</p>	<p>Communication and Learning Results committee, Parents, Students, Community Representatives</p>	<p>Curriculum Content Standards (NJCCCS), NJDOE technology plan, Current scientifically based research best practices, Alan November print resources such as however not limited to; <i>Empowering Students with Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the world http://novemberlearning.com/, eSchool News covers education technology in all its aspects-- from legislation</p>			<p>Education (NJDOE) state technology plan</p>
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		<p>and litigation, to case studies, to purchasing practices and new products. eSchool News is a monthly print newspaper providing the news and information necessary to help educators successfully use technology and the internet to transform schools as well as achieve their educational goals</p> <p>eschool.news@eschoolnews.com , Dr. Moerch's Level of Technology Implementation Framework (LoTi)</p> <p>www.loticonnection.com</p>			
<p>Three Year Implementation and Strategies</p> <p>Describe the implementation strategies/activities that relate to the goals</p>	District Director of Technology, District	Survey/assessment	Time, local and state	March 2010 – June 2012,	Successful implementation and execution of the district's three-year

<p>and objectives.</p> <ul style="list-style-type: none"> • Prioritize the knowledge of infusing the most current technology-based tools and practices in education as a major criterion when hiring/training new teachers and administrators. • Maintain/enhance technology infrastructure necessary for students, parents and educators to access electronic information with high speed connectivity and communicate in a seamless manner. • Ongoing upgrade technology equipment and provide universal wireless access in buildings in need of the same • Increase accessibility for students to use of new and emerging technologies in the Information Age. • Provide access to distance/online learning experiences via inter-district and intra-district learning vehicles. For example, allow for communication between world language students via Webcasts with native speaking students in the culture or country being studied. • Create both intra-district and inter-district online discussions for students via Blogs, Ning, etc. • Develop opportunities for teachers to record their lessons/notes and make the recorded lessons/notes accessible to students via teacher based websites, Podcasts or another downloadable format. • Encourage teachers to create assignments which entail multimedia presentations with hyperlinks by 	<p>Administrators, Principals, Supervisors, Teachers, Members of the Technology Information and Global Communication and Learning Results committee, Parents, Students, Community Representatives</p>	<p>results, 'new' New Jersey Core Curriculum Content Standards (NJCCCS), NJDOE technology plan, Current scientifically based research best practices, Alan November print resources such as however not limited to; <i>Empowering Students with Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the world http://novemberlearning.com/, eSchool News covers education</p>	<p>budgetary resources</p>	<p>Ongoing</p>	<p>2010-2013 technology plan</p> <p>Successful maintenance and enhancement to the district's technology infrastructure</p> <p>Ongoing upgrade of technology equipment and universal wireless access provided in the buildings in need of the same as evidenced by purchase orders</p> <p>Increase accessibility for students to use of new and emerging technologies in the Information Age as reflected in teacher lesson plans and student activities/assignments</p> <p>Distance/online learning experiences via inter-district and intra-district learning vehicles offered</p> <p>Intra-district and inter-district online discussions for students via Blogs, Ning, etc. offered</p> <p>Teacher lessons/notes accessible to students via teacher based websites, Podcasts or another downloadable format</p> <p>Multimedia presentations strategies as reflected in teacher lesson plans and student activities/assignments</p>
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<p>students. With permission from the students/parents, post these presentations on the district website.</p> <ul style="list-style-type: none"> • Pilot supplying e-books for students to use in school and at home. All e-books should have a tutorial component allowing students to work cooperatively or independently when needed. • Guide students to the highest level of technology use, "Level 6 refinement," (see Appendix A). <p>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities. Implement the newly reviewed New Jersey Core Curriculum Content Standards with an eye towards the 21st century learner.</p> <ul style="list-style-type: none"> • Visual and Performing Arts – Provide new technologies to enable teachers and students to access an array of art forms from every corner of the world and to build connections with artists, craftsmen and cultural institutions that provide artifacts and live performances to enrich learning experiences. • Comprehensive Health and Physical Education – Afford students opportunities to become informed advocates for personal, family, community and global wellness by being knowledgeable about national and international public health and safety issues as well as provide students opportunities to recognize the influence of media, technology and 		<p>technology in all its aspects-- from legislation and litigation, to case studies, to purchasing practices and new products. eSchool News is a monthly print newspaper providing the news and information necessary to help educators successfully use technology and the internet to transform schools as well as achieve their educational goals</p> <p>@eschoolnews.com , Dr. Moersch's Level of Technology Implementation Framework (LoTi)</p> <p>www.loticonnection.com</p>			<p>Pilot implemented pertaining to the utilization of e-books</p> <p>Delivery of content specific and cross-curricular content 21st century learning strategies as evidenced by teacher lesson plans and student activities/assignments</p>
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<p>culture as consumers of health products and services, make informed health-related decisions, communicate effectively across cultures, and accept and respect individual and cultural differences.</p> <ul style="list-style-type: none">• Science – Provide opportunities for students to engage intelligently in public discourse and debate matters of scientific and technological concern with the world community as well as apply scientific knowledge and skills to solve local and global problems and issues and to create innovative products that affect the economy.• Social Studies – Afford students opportunities to think analytically about how past and present interactions of people, cultures, and the environment have shaped and continue to shape the American heritage and affect issues across tie and world cultures as well as help students to focus on the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges of an interconnected world.• World Languages – Prepare a greater number of students with usable levels of language proficiency by the time they graduate from high school for use in New Jersey’s diverse communities and businesses and for emerging careers in the global workplace. Provide students opportunities to engage in conversation, present information and interpret					
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<p>authentic materials in an appropriate cultural context with increasing competency.</p> <ul style="list-style-type: none"> • Technology – Expose elementary school students to elements of the design process, systems and a variety of technology resources. Expand middle school student’s capacity to use operations and applications, apply information literacy skills, and select the appropriate tools and resources to accomplish a variety of tasks, as they develop digital citizenship. Build students’ understanding of the perspectives of learners from other countries by participating in online learning communities and collaborating on the design of products that address local and global issues across the curriculum. Provide middle school students opportunities to apply the design process in the development of prototypes and products. Afford high school students opportunities to demonstrate advanced computer operation and application skills by publishing products related to real-world situations (e.g., digital portfolios, digital learning games and simulations), and they understand the impact of unethical use of digital tools. Provide high school students opportunities to collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home and at school and in structured learning experiences. • 21st Century Life and Careers – Provide 					
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<p>students opportunities to acquire financial literacy knowledge, skills and ethical values in consumer and financial decisions impacting self and family and the local and global community. Prepare students/citizens who are productive members of a world class workforce that rewards innovation, creativity and adaptation to change mediated by new technologies.</p> <ul style="list-style-type: none"> • E-Books: Conduct pilot program to study the implementation of e-books for the students and staff, as well as the educational impact. <p>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</p> <p>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal(s).</p>					
<p>Technology Overview</p> <p>Provide an inventory of current technology networking and telecommunications equipment.</p> <p>Describe the technology inventory needed to improve student academic achievement through 2013.</p> <p>Describe how the district integrates</p>	<p>District Director of Technology, District Administrators, Principals, Supervisors, Teachers, Members of the Technology Information and Global Communication and Learning Results</p>	<p>Survey/ assessment results, 'new' New Jersey Core Curriculum Content Standards (NJCCCS), NJDOE</p>	<p>Local and state budgetary resources</p>	<p>February 2010 March 2010 – June 2012 Ongoing</p>	<p>Successful implementation and execution of the district's three-year 2010-2013 technology plan</p>

<p>assistive technology devices into the network to accommodate student needs.</p> <p>Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.</p>	<p>committee, Parents, Students, Community Representatives</p>	<p>technology plan, Current scientifically based research best practices, Alan November print resources such as however not limited to; <i>Empowering Students with Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the world http://novemberlearning.com/, eSchool News covers education technology in all its aspects-- from legislation and litigation, to case studies, to purchasing practices and new products.</p>			
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<p>Funding Plan</p> <p>Provide the anticipated costs for 2010-2011.</p> <p>Indicate the projected funding for 2012-2013.</p> <p>Indicate the federal, state, local and other budget resources.</p>	<p>District Director of Technology, District Administrators, Principals, Supervisors, Teachers, Members of the Technology Information and Global</p>	<p>Local, state budget resources, alternate funding resources such as however not limited to</p>	<p>Local and state budgetary resources</p>	<p>February 2010</p> <p>March 2010 – June 2012</p> <p>Ongoing</p>	<p>Successful development of the local technology budget and support of the same by the community/public</p>

<ul style="list-style-type: none"> • Consistently appropriate funding for technology tools and staff training. 	<p>Communication and Learning Results committee, Parents, Students, Community Representatives</p>	<p>grants, corporate sponsorships, Survey/ assessment results, 'new' New Jersey Core Curriculum Content Standards (NJCCCS), NJDOE technology plan, Current scientifically based research best practices, Alan November print resources such as however not limited to; <i>Empowering Students with Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the world</p>			
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		(LoTi) www.loticonnection.com			
<p>Professional Development</p> <p>Describe the planned professional development activities for teachers, administrators, and school library media personnel based on educators' proficiency and the identified needs for professional development.</p> <ul style="list-style-type: none"> • As teachers and students seek, share, adapt and invent new knowledge, develop a school culture which embraces teachers and students as co-learners thereby creating a dramatic shift of who controls the learning process. Offer collaborative professional learning within the school community to provide a framework to facilitate ongoing, sustained learning and growth needed to enhance teacher practice. • Empower teachers as learners and learning leaders. Encourage teachers to model student behaviors that lead to high levels of achievement. • Provide opportunities for teams of teachers to create common lessons that ensure students are able to transfer learning to relevant, real world tasks in collaboration with peers in their classroom as well as in other countries. • Continue to make available opportunities for teachers to share research-based strategies, best practice. • Provide opportunities for teams of teachers to refine their practices based 	<p>District Director of Technology, District Administrators, Principals, Supervisors, Teachers, Members of the Technology Information and Global Communication and Learning Results committee, Parents, Students, Community Representatives</p>	<p>District and School-based Professional Development Plans, District professional learning schedule – full day, after school and summer workshops, grade level, subject area meetings, team meetings, Survey/assessment results, 'new' New Jersey Core Curriculum Content Standards (NJCCCS), NJDOE technology plan, Current scientifically based research best practices, Alan November</p>	<p>Common planning and professional learning time, Local and state budgetary resources</p>	<p>March 2010 – June 2012 Ongoing</p>	<p>Scheduled professional learning sessions/workshops reflected in professional development calendar</p> <p>Professional learning meeting sign-in sheets, agenda/workshop descriptions, minutes, evaluation forms</p> <p>Completed needs survey(s)/assessment(s)</p> <p>Completion of web-based applications designed to electronically encompass the process of curriculum mapping</p> <p>Facilitated collaboration among teachers across subjects, grades and schools. Provide educators and administrators alike with the most current and enhanced curriculum information. Empower them to make complex curriculum decisions in order to advance and improve the learning experience of all students on a continuum platform</p> <p>Completed report on the feasibility of the possibility of utilizing an IDE Portal, PBS TeacherLine or other</p>

<p>on student learning needs and focused feedback provided by their peers.</p> <ul style="list-style-type: none"> • Carry out opportunities for teams of teachers to create common formative and summative assessments aligned to the NJCCCS that provide valid and reliable data pertaining to student learning. • Continue to plan opportunities for teams of teachers to analyze student work using protocols to guide the conversation. • Increase the use of technology by teachers in developing, executing and evaluating of lesson plans to facilitate enriched learning experiences. • Establish minimum levels of proficiency that are to be met by teachers and administrators in regards to the mastery and use of technology. (See Appendix A for suggestions.) <p>Describe only the ongoing, sustained, high-quality professional development opportunities planned for 2010-2011 as it relates to the infusion of technology into the curricular process.</p> <ul style="list-style-type: none"> • Institute professional development sessions to train staff and administrators regarding how to utilize current, applicable technological tools in the educational field. • <u>Research/investigate/implement a curriculum mapping program/tool that is a customizable, web-based application designed to electronically encompass the process of curriculum mapping which</u> 		<p>print resources such as however not limited to;</p> <p><i>Empowering Students with Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the world</p> <p>http://novemberlearning.com/, eSchool News covers education technology in all its aspects--from legislation and litigation, to case studies, to purchasing practices and new products. eSchool News is a monthly print newspaper providing the news and</p>			<p>online resource as a source for professional learning to enhance curricula and the creation of technologically diverse lessons</p>
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<p>facilitates collaboration among teachers across subjects, grades and schools. By means of this process, furnish educators and administrators alike with the most current and enhanced curriculum information as well as empower them to make complex curriculum decisions in order to advance and improve the learning experience of all students on a continuum platform. The district is current exploring the possible utilization of a program entitled <i>Rubicon Atlas Curriculum Mapping</i> however; other similar resources will also be investigated and evaluated.</p> <ul style="list-style-type: none"> Investigate the possibility of utilizing an IDE Portal, PBS TeacherLine or other online resource as a source for professional learning to enhance curricula and the creation of technologically diverse lessons. The IDE Portal offers educators and administrators instructional materials and professional development in technology, problem-based learning tasks, on-line workshops, emerging strategies and 21st century skills. <p>Project professional development activities that will continue to support identified needs through 2013, including all partners.</p>		<p>information necessary to help educators successfully use technology and the internet to transform schools as well as achieve their educational goals</p> <p>@eschoolnews.com , Dr. Moerch's Level of Technology Implementation Framework (LoTi)</p> <p>www.loticonnection.com</p>			
<p>Evaluation</p>					

<p>Describe the evaluation process and accountability measures that monitor progress and mid course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective.</p> <ul style="list-style-type: none"> Continuously monitor and evaluate the district technology plan and update the district/public at a SRBOE meeting at least once a school year. 	<p>District Director of Technology, District Administrators, Principals, Supervisors, Teachers, Members of the Technology Information and Global Communication and Learning Results committee, Parents, Students, Community Representatives</p>	<p>Survey/ assessment results, 'new' New Jersey Core Curriculum Content Standards (NJCCCS), NJDOE technology plan, Current scientifically based research best practices, Alan November print resources such as however not limited to; <i>Empowering Students with Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the world http://novemberlearning.com/, eSchool News</p>	<p>Time, local and state budgetary resources</p>	<p>March 2010 – June 2012 Ongoing</p>	<p>Development and implementation of an monitoring/evaluation plan Update(s) provided yearly at a SRBOE meeting</p>
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<p>TV36</p> <p>Expand and improve the quality of televised programs on the district cable channel to broaden communication between the district and community. In conjunction with the current high school Public Relations and Marketing class, offer additional broadcasts. Examples of programs could include school events, academic activities and planned panel discussions.</p> <ul style="list-style-type: none"> • Determine the number of airtime hours the district has available. Feature at least 5-6 school events, 1 planned panel discussion and 2-3 academic activities, all to be broadcast monthly. As the district monitors the results of the increased programming, more broadcasts could be developed. • <i>Your Town, Your Schools</i> - Develop a district televised production which features monthly updates regarding community outreach, educational initiatives, curricula offerings, and other newsworthy events occurring at each of the schools. 	<p>District Director of Technology, District Administrators, Principals, Supervisors, Teacher of the high school Public Relations and Marketing class, Teachers, Members of the Technology Information and Global Communication and Learning Results committee, Parents, Students, Community Representatives</p>	<p>Survey/ assessment results, 'new' New Jersey Core Curriculum Content Standards (NJCCCS), NJDOE technology plan, Current scientifically based research best practices, Alan November print resources such as however not limited to; <i>Empowering Students with Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the world http://november</p>	<p>Time, local and state budgetary resources, capacity of facilities to support program growth</p>	<p>Sept. 2010 – June 2012 Ongoing</p>	<p>Expansion of district/school programming</p> <p>Enhancement of the quality of district/school programming</p> <p>Development and implementation of a district televised production entitled <i>Your Town, Your Schools</i> which features monthly updates regarding community outreach, educational initiatives, curricula offerings, and other newsworthy events occurring at each of the schools</p>
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		<p>learning.com/, eSchool News covers education technology in all its aspects-- from legislation and litigation, to case studies, to purchasing practices and new products. eSchool News is a monthly print newspaper providing the news and information necessary to help educators successfully use technology and the internet to transform schools as well as achieve their educational goals</p> <p>@eschoolnews.com , Dr. Moerch's Level of Technology Implementation Framework (LoTi)</p>			
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		www.loticonnection.com			
<p>District Website - http://www.srivernj.org/</p> <p>Continue to enhance district website.</p> <ul style="list-style-type: none"> • Continue to update/expand the district website to inform the public/parents/families more effectively. Disseminate information and provide up to date links to pertinent websites affecting the stakeholders about school and district events. • Feature a greater degree of school programming on district website in 'real time'. • Post a final copy of the district's 2010-2013 technology plan on district website. 	<p>District Director of Technology, District Administrators, Principals, Supervisors, Teachers, Members of the Technology Information and Global Communication and Learning Results committee, Parents, Students, Community Representatives</p>	<p>Survey/ assessment results, 'new' New Jersey Core Curriculum Content Standards (NJCCCS), NJDOE technology plan, Current scientifically based research best practices, Alan November print resources such as however not limited to; <i>Empowering Students with Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the</p>	<p>Time, local and state budgetary resources</p>	<p>Sept. 2010 – June 2012 Ongoing</p>	<p>Refinements/enhancements carried out relative to district website and dissemination of information</p> <p>Increased school programming featured in 'real time'</p> <p>District's 2010-2013 technology plan posted on the district's website</p>

		<p>world http://novemberlearning.com/, eSchool News covers education technology in all its aspects--from legislation and litigation, to case studies, to purchasing practices and new products. eSchool News is a monthly print newspaper providing the news and information necessary to help educators successfully use technology and the internet to transform schools as well as achieve their educational goals eschool.news@eschoolnews.com , Dr. Moerch's Level of Technology Implementation</p>			
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		Framework (LoTi) www.loticonnection.com			
<p>Alternate Funding Resources</p> <p>Secure alternate funding resources for technology equipment and programs.</p> <ul style="list-style-type: none"> • Create an ad-hoc committee comprised of district stakeholders to research educational grants, industry grants, congressional contacts, corporate matching programs and New Jersey Department of Education (NJDOE) programs. • Write grants and/or submit paperwork to alternate funding resources. • Collaborate with district stakeholders about alternate funding resources by disseminating information to the community. Post grant/donation details on the school website or published in school/district electronic newsletter. 	<p>District Director of Technology, District Administrators, Principals, Supervisors, Teachers, Members of the Technology Information and Global Communication and Learning Results committee, Parents, Students, Community Representatives</p>	<p>NJDOE grant proposal notifications and NJDOE website postings, Survey/assessment results, 'new' New Jersey Core Curriculum Content Standards (NJCCCS), NJDOE technology plan, Current scientifically based research best practices, Alan November print resources such as however not limited to; <i>Empowering Students with</i></p>	<p>Time, local and state budgetary resources</p>	<p>Sept. 2010 – June 2012 Ongoing</p>	<p>Secured alternate funding sources and/or hardware from corporate donations</p> <p>New hardware, software, etc. purchased with alternate funds</p> <p>Completed grant applications</p> <p>Posting/announcement of donations, grant awards, etc. to district website and/or newsletter</p>

		<p><i>Technology and Web Literacy for Educators</i> describe the opportunities to empower students to be critical thinkers and to add value to the world</p> <p>http://novemberlearning.com/, eSchool News covers education technology in all its aspects--from legislation and litigation, to case studies, to purchasing practices and new products. eSchool News is a monthly print newspaper providing the news and information necessary to help educators successfully use technology and the internet</p>			
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Appendix A

Levels of Technology Implementation (LoTi)

LoTi is a term referring to Dr. Christopher Moersch's Level of Technology Implementation Framework. In 1994, Dr. Moersch developed the Levels of Technology Implementation (LoTi) scale in an effort to accurately measure authentic classroom technology use. This scale focuses on the use of technology as an interactive learning medium because this particular component has the greatest and last impact on classroom pedagogy and is the most difficult to implement and assess. The challenge is not merely to use technology to achieve isolated tasks (e.g., word processing and research paper, creating a multimedia slide show, browsing the Internet), but rather to integrate technology in an exemplary manner that supports purposeful problem-solving, performance-based assessment practices, and experiential learning – all vital characteristics of the Target Technology level established by the CEO Forum on Education and Technology.

The identified behaviors of successful computer-using teachers are categorized in levels of implementation ranging from Nonuse (Level 0) to Refinement (Level 6). Each level, as defined in the [LoTi framework](#), is as follows:

- **Level 0 Non-Use:** A perceived lack of access to technology-based tools or lack of time to pursue electronic technology implementation. Existing technology is predominately text-based (e.g., ditto sheets, chalkboard, overhead projector.)
- **Level 1 Awareness:** Computer-based applications have little or no relevance to the individual teacher's instructional program. The use of computers is one step removed from the teacher (e.g., integrated learning system labs, special computer-based pullout programs, computer literacy classes, central word-processing labs).
- **Level 2 Exploration:** The electronic technology is employed either as extension to activities or as enrichment exercises to the instructional program. Technology-based tools serve as a supplement to existing instructional program (e.g., tutorials, educational games, simulations).
- **Level 3 Infusion:** Technology-based tools including databases, spreadsheets, graphing packages, graphing calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheets or graphs to analyze results, telecommunications activities involving data sharing among schools).
- **Level 4a Integration (Mechanical):** Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on

prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.

- **Level 4b Integration (Routine):** Teachers can readily integrate units with little intervention from outside resources. Technology-based tools are easily and routinely integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Technology (multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.
- **Level 5 Expansion:** Technology access is extended beyond the classroom. Classroom teachers actively elicit technology applications and networking from business enterprises, governmental agencies (e.g., contacting NASA to establish a link to an orbiting space shuttle via Internet), research institutions, and universities to expand students' experiences directed at problem solving and issues resolution, and student activism surrounding a major theme or concept.
- **Level 6 Refinement:** Technology is perceived as a process, product (e.g., invention, patent, new software design), and tool towards students solving authentic problems related to "real-world" problem or issue. In this context, technology provides a seamless medium for information queries, problem solving, and product development. Students have ready access to and a complete understanding of a vast array of technology-based tools to accomplish any particular task.

(This information was excerpted from www.loticonnection.com.)

SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN

Chair:
Speaker:

ACTION PLAN

GOAL AREA: Student Achievement/Curriculum

Goal Statement: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school.

STRATEGY: Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, economic status, language, or disability, will graduate from high school with the knowledge and skills necessary for college and/or employment. Focus instruction in conjunction with increased transparency and accountability and sustain by professional development, thereby increasing student scores on the state assessments and other instruments such as, but not limited to, *Study Island*, *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*, *Learnia*, and *teacher constructed benchmark assessments*.

OUTCOME STATEMENT: Students will achieve full academic potential in the core areas of the Language Arts (Reading, Writing, Communication), Math, Science, and Social Studies.

Action Plan / Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
1. Learning Walks conducted throughout the school year.	1. Administrators Supervisors Teachers	1. Substitute teachers as needed for class coverage	1. Funding Scheduling	1. 9/09 - 6/12	1. Report at Faculty Meetings Individual discussions
2. Response to Intervention (RTI) Train staff on utilization of RTI framework.	2. Administration Contractors	2. Central Office As provided by contractor	2. Funding Trainer availability	2. 9/09 - 6/12	2. Workshop assessment forms Attendance rosters
Identify benchmark assessment.	Principals RTI Committee	Contractor Vendors	Bid Process		Assessment approval Assessment procurement

<p>Form and utilize RTI Committee to address emergent needs, questions, and concerns.</p>	<p>Central Office Principal Staff volunteers</p>	<p>Internet Faculty Meeting</p>	<p>Prior logistical constraints</p>		<p>Assessment utilization Committee formation</p>
<p>3. Lesson Study and Writing Across the Curriculum- Continue or investigate and implement initiative(s).</p>	<p>3. Principals Supervisors Teachers</p>	<p>3. Capacity Coordinator Video Equipment Meeting Room</p>	<p>3. Funding Logistical constraints</p>	<p>3. 9/09 - 6/12</p>	<p>3. Report to department Report to staff</p>
<p>4. Common Planning Time</p>	<p>4. Administrators All Teachers Central Office Administrators All Committees</p>	<p>4. Dependent on size of group(s), substitute teachers might be required</p>	<p>4. Applicable funding Logistical constraints</p>	<p>4. 9/09 - 6/12</p>	<p>4. Substantive products which directly address quality student learning</p>
<p>5. School Based Professional Development Committee (SBPDC)</p> <p>Based upon initiatives undertaken in conjunction with emergent requirements stipulated by the State of New Jersey, the SBPDC will continue to identify and procure the needed resources to train the staff and to increase the capacity of the schools to become more self-sufficient.</p>	<p>5. SBPDC District PDC</p>	<p>5. Central Office Meeting Room</p>	<p>5. Funding (Emergent requirements) Logistical constraints</p>	<p>5. 9/09 - 6/12</p>	<p>5. Submissions to district's Professional Development requirements meeting</p>

<p>6. Teacher Leadership Team (TLT) (Distributed Leadership) To continue/initiate efforts at Distributed Leadership with a singular focus on improving student achievement.</p>	<p>6. TLT Administration</p>	<p>6. Meeting Rooms</p>	<p>6. Funding Logistical constraints</p>	<p>6. 9/09 - 6/12</p>	<p>6. Report at Faculty Meetings Substantive products and approaches dealing directly with student achievement and academic rigor</p>
<p>7. Assessment Formative and Summative Assessment will be explored, trained in, and implemented.</p>	<p>7. Principal Supervisors Staff Volunteers</p>	<p>7. <i>Transformative Assessment</i> by Popham <i>Classroom Assessment and Grading That Works</i> by Marzano</p>	<p>7. Teacher participation Time to analyze data Funding</p>	<p>7. 9/09 - 6/12</p>	<p>7. Proper utilization of Formative and Summative Assessment to drive instruction.</p>
<p>8. Differentiated Instruction- To continue the use of differentiation as an appropriate tool for teaching, with the required elements of transparency and evidence.</p>	<p>8. Principal Supervisors All Staff</p>	<p>8. Instruction – as needed</p>	<p>8. Continuous staff participation</p>	<p>8. 9/09 - 6/12</p>	<p>8. Increased student achievement</p>
<p>9. Department Meetings- To be used by the Departmental Supervisors as a conduit to ascertain instructional focus and endeavors in small group settings which will allow for immediate or more timely focused communication and results.</p>	<p>9. Supervisors Teachers</p>	<p>9. Meeting Rooms</p>	<p>9. Logistical constraints</p>	<p>9. 9/09 - 6/12</p>	<p>9. As reported by Supervisors</p>

<p>10. Increased Academic Rigor</p> <ul style="list-style-type: none"> • Eliminated Weak Rigor Courses • Added Increased Rigor Courses • Revised Weak Rigor Courses • Review of and revisions to curricula 	<p>10. Superintendent</p> <p>Assistant Superintendent</p> <p>Principal</p> <p>Supervisors</p> <p>Teachers</p>	<p>10. Board of Education approval</p>	<p>10. Continuous Funding</p> <p>Logistical constraints</p>	<p>10. 9/09 - 6/12</p>	<p>10. More rigorous curriculum in targeted subject areas.</p> <p>Increased student achievement</p>
<p>11. Understanding by Design (UbD)</p> <p>To be incorporated into lesson plans and classroom instruction and learning; all unit plans at the Middle School will utilize the UbD model.</p>	<p>11. Principal</p> <p>Supervisors</p> <p>Teachers</p>	<p>11. Training as needed</p> <p>Professional library</p>	<p>11. Continuous teacher utilization</p>	<p>11. 9/09 - 6/12</p>	<p>11. Increased student achievement (as demonstrated during interview portion of the “Learning Walks”).</p>
<p>12. Transference-</p> <p>To be addressed in all lessons, classroom instruction, and learning.</p>	<p>12. Principal</p> <p>Supervisors</p> <p>Teachers</p>	<p>12. Training as needed</p> <p>Professional library</p>	<p>12. Continuous teacher utilization</p>	<p>12. 9/09 - 6/12</p>	<p>12. Increased student achievement (as demonstrated during interview portion of the “Learning Walks”).</p>
<p>13. Brain-Based Teaching and Learning-</p> <p>Teachers will become familiar with and use Brain-Based teaching strategies and learning activities when constructing their lessons and</p>	<p>13. Principal</p> <p>Supervisors</p>	<p>13. <i>About Teaching – 4MAT in the Classroom</i> by McCarthy.</p>	<p>13. Continuous teacher utilization</p>	<p>13. 9/09 - 6/12</p>	<p>13. Increased student achievement.</p>

instructing their students.	All Teachers	Supervisor's 4MAT Wheel library 4MAT Wheel software As listed above			
14. Data Utilization- All staff will be instructed on trend analysis which serves as the basis for this objective. Staff members will be expected to utilize various forms of data, including, but not limited to, annual state test scores and other data available on Ed Analyzer.	14. Principal Supervisors All Staff	14. District provided time slot Handouts of data and Reach Objectives	14. Teacher utilization	14. 9/09 - 6/12	14. Increased student performance Teacher participation
15. Transparency- Transparency shall be practiced within South River School District, with results of student achievement made available for review.	15. All Certificated Staff	15. District Financial Resources District Philosophy	15. Continuous funding Teacher participation Administrator Participation	15. 9/09 - 6/12	15. Reports submitted Increased student performance
16. Teacher Observations- Teacher observations must address Pupil Progress and Growth.	16. Administrators Teachers	16. Availability of data	16. None	16. 9/09 - 6/12	16. Increased student performance

<p>17. Students will demonstrate mastery of the core disciplines. Teachers will meet by department or grade level to determine measures of success and assessments requiring complex thinking skills appropriate to level.</p>	<p>17. Administrators Supervisors Teachers</p>	<p>17. NJ Core Curriculum Content Standards Local Curriculum Local Budget Staff professional Development</p>	<p>17. Funding Time for staff professional development</p>	<p>17. 9/09 - 6/12</p>	<p>17. State standardized test scores Report card grades Successful completion of advanced and specialized courses.</p>
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**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

**Co-Chairs:
Speaker:**

GOAL AREA: FACILITIES

Goal Statement: to improve the facilities in and around the South River Public Schools Campus.

STRATEGY: Look for grants, a referendum and any other additional funding means in order to accomplish the goals. .

OUTCOME STATEMENT: The goal is to improve the facilities in and around our Educational Campus. We are looking to improve/repair or find new classroom space in order to maximize our students' abilities to learn. We are also looking to repair/replace Denny Stadium and the surrounding Athletic Fields in order to make them ADA compliant and to ensure the safety and well being of both our student athletes and the members of the community who come to support our student athletes.

Action Plan/ Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Expansion of the High School	Mr. Kidney/High School Committee and Facilities Committee	Staff	Funding	March 2010	Recommendation to Superintendent
Demolish and replace Denny Stadium and Football Field renovations at Denny Stadium	Facilities Committee and Ed Biernacki	Staff	Funding	March 2012	New Stadium and Turf
	Ed Biernacki and	Staff	Funding	March 2011	New Tennis Courts and Lights

<p>Remove and replace asphalt surface and fencing of Tennis Courts and Reline and repaint. Also put up new fencing and replace lighting with more energy efficient lighting at Tennis Courts</p>	<p>Facilities Committee</p>				
<p>Remodel the Board of education Offices to make them ADA compliant and look to expand the board office to use for Special Education classrooms</p>	<p>Ken Kokoszka and Facilities Committee</p>	<p>Staff</p>	<p>Funding</p>	<p>March 2011</p>	<p>Renovations to make Board office ADA compliant and expanded to use for Special Education classrooms</p>

<p>Explore Corpus Christie School for possible use of early Childhood and Special Education classrooms</p>	<p>Ken Kokoszka and Facilities Committee</p>	<p>Staff</p>	<p>Funding</p>	<p>March 2012</p>	<p>Securing Corpus Christie School and using it for Early Childhood Education and Special Education Classrooms</p>
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**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

**Co-Chairs:
Speaker:**

GOAL AREA: FACILITIES Page 2

Goal Statement:

STRATEGY:

OUTCOME STATEMENT:

Action Plan/ Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Remove and replace the fencing all around Denny Stadium and the baseball field	Ed Biernacki and Facilities Committee	Staff	Funding	March 2012	Completion of new fencing around Denny Stadium and the baseball field
Replace the sidewalks all along the South River Education Campus. Including all along Montgomery Street and to David Street, all of Johnson and Morningside.	Ed Biernacki and Facilities Committee	Staff	Funding	March 2010	Completion of new sidewalks along the Education Campus.

**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

GOAL AREA: Community Engagement/Involvement Committee

Goal Statement: To engage, inform, maximize our interaction and build partnerships with our diverse community.

STRATEGY: Expand/extend communication between South River School District and our very diverse, multi-lingual, multi-cultural community, in an attempt to enhance student achievement, our district-wide number one objective. We are hopeful that we can connect with those with whom we have not previously communicated, to further enhance their children’s opportunities for success, and enable them to better understand and appreciate the mission of our school district, via the coordination of all available resources of home, school, and community.

OUTCOME STATEMENT: Student achievement as reflected in increased levels of NJASK test scores, on a totally individualized student basis representing each student’s continuous improvement, from year to year.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
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<p>2.1 Plan and conduct a multi-cultural event to engage constituents of all cultures and backgrounds</p>	<p>Community E/I Committee; District Administrators and School Personnel; Guidance Department; Special Education</p>	<p>Community resources including representatives from each cultural segment of South River</p>	<p>Funding; time</p>	<p>September 2009- June 2012</p>	<p>Increased interaction among diverse groups resulting in a belief that all students can achieve success</p>
<p>2.2 Increase involvement of the Special Education Parents' Committee</p>	<p>Community E/I Committee; District Administrators and School Personnel; Guidance Department; Special Education</p>	<p>Community resources including representatives from each cultural segment of South River, PTA, Parents Support Group</p>	<p>Funding; time</p>	<p>September 2009- June 2012</p>	<p>Increased parent participation of all parent groups</p>
<p>2.3 Expand the utilization of Channel 36 as an informational and public service tool. Programming will include, but not be limited to: Interviews, Bulletin Board, Public Service Announcements, School Events & Programming, Invitations</p>	<p>District Administrators and School Personnel; Guidance Department; Special Education; High School Business Department; High School Newspaper Advisor and Student Staff; High School Students;</p>	<p>TV 36</p>	<p>Funding for Service and Maintenance of System. Languages spoken which do not correspond to bilingual staff members. Community members who are unable to provide translators when needed. Availability of key</p>	<p>September 2009 – June 2012</p>	<p>Increase of requests (minimum of ten percent per school year), as evidenced by program records and requests submitted. Principals provide data – year-to-year comparisons – results forwarded to Superintendent at end of school year. Increase attendance</p>

<p>2.4 Provide appropriate translation of school communications, meetings and the dissemination of materials to address language barriers.</p>	<p>Bilingual Staff Members; Supervisors of Instruction; Community Members; Parent/Teacher/Student Association</p> <p>District Administrators and School Personnel; Guidance Department;; Special Education; High School Students; Bilingual Staff Members; Supervisors of Instruction; Representation from Ethnic Groups; Community Members</p>	<p>TV 36</p> <p>ParentConnect</p> <p>E-Mail</p>	<p>personnel.</p> <p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members. Community members who are unable to provide translators when needed. Availability of key personnel. Limited representation of all constituent</p>	<p>September 2009 – June 2012</p>	<p>at bilingual meetings and school functions. All published products attached as addendums to Superintendent’s Reports.</p> <p>Principals forward resource data to the Assistant Superintendent who will compile a district translator resource directory. Increase attendance at bilingual meetings and school functions. All published products attached as addendums to Superintendent’s Reports.</p>
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<p>2.5 Principals will survey students, staff, and community to ascertain translator needs of family/community; translator assets available to school district; primary language spoken in the home.</p>	<p>High School Students</p> <p>Bilingual Staff Members</p> <p>K-12 Supervisors of Instruction</p>	<p>South River High School Newspaper</p> <p>2.4,2.5,2.7,2.8,2.9 - Internet/District Webpage</p> <p>2.5-2.9 - Special Education Department Newsletter</p> <p>2.5-2.9 - Guidance Department Newsletter</p> <p>2.5-2.9 - Specialized Newsletters/Announcements/Brochures</p> <p>2.7-2.9 - Student Assemblies</p>	<p>groups.</p> <p>2.2,2.3,2.8,2.9 - Limited representation of all constituent groups</p>	<p>September 2009-June 2012</p>	
<p>2.6 - Principals will advertise on Channel 35, and in South River Public Library, Borough Hall, and in other</p>		<p>2.9 - Parent University Internet Web Resources</p>	<p>September 2009-June 2012</p>		<p>2.9 - The establishment of a Parent University and a Family Literacy Program as</p>

<p>locations through the community in order to reach non-school affiliated stakeholders in the community</p> <p>2.7 - Identify key communicators who can represent and communicate with a wide range of school stakeholders</p> <p>2.8 - Those organizations which provide printed newsletters/newspapers will ensure timely, informative, and focused information to key communicators</p> <p>2.9 - Develop and implement a Community Relations Plan- including key communicators, positive ambassadorship, customer service, stakeholder</p>			<p>September 2009- June 2012</p> <p>September 2009- June 2012</p> <p>September 2009- June 2012</p>		<p>well as the continuation of the Family Math and Family Science Programs</p>
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<p>engagement and involvement, and community partnerships, aligned with the Strategic Action Plan.</p> <p>2.10 - Enhance community involvement, particularly through a variety of events such as but not limited to , bilingual cultural meetings for Parent/Teacher/Student Association, etc.</p> <p>2.11 - Create and implement a variety of ways to actively engage, involve, and respond to parents and the community, including the development and promotion of Parent University and Family Literacy as well as the continuation of the Family Math and</p>			<p>September 2009- June 2012</p> <p>September 2009- June 2012</p>		
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Family Science Programs					
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