

# 3D Strategic Plan

Prepared for the

## Pemberton Township School District

Facilitated by: NJSBA Field Services Department

Mary Ann Friedman  
Kathy Winecoff  
Field Service Representatives

**New Jersey School Boards Association**  
*Serving Local Boards of Education Since 1914*



## **Table of Contents**

*(CTRL & Click to follow the link)*

**[Acknowledgements](#)**

**[Executive Summary](#)**

**[Mission Statement](#)**

**[Strategic Planning Goals](#)**

### **[Goal Area #1 - Student Achievement](#)**

- [Action Plan Student Achievement - #1](#)
- [Action Plan Student Achievement - #2](#)
- [Action Plan Student Achievement - #3](#)
- [Action Plan Student Achievement - #4](#)

### **[Goal #2 – Community Engagement](#)**

- [Action Plan Community Engagement #1](#)
- [Action Plan Community Engagement #2](#)
- [Action Plan Community Engagement #3](#)
- [Action Plan Community Engagement #4](#)

### **[Goal #3 – Technology](#)**

- [Action Plan](#)

### **[Goal #4 – Climate & Culture](#)**

- [Action Plan Climate & Culture #1](#)
- [Action Plan Climate & Culture #2](#)
- [Action Plan Climate & Culture #3](#)
- [Action Plan Climate & Culture #4](#)

**[Superintendent’s Report: State of the Schools](#)**

**[Strengths and Challenges](#)**

**[Vision 2019](#)**

## **Acknowledgements**

The School District's 3D Strategic Planning process, completed during the 2014 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

### **Pemberton Township Board of Education**

**John Ulrich, Board President**

**Timothy Haines, Board Vice President**

**Tom Bauer, Board Member**

**Sandy Glawson, Board Member**

**Tom Maier, Board Member**

**Terry Maldonado, Board Member**

**Christopher Otis, Board Member**

**Raymond Wells, Board Member**

**Jeffrey Wilson, Board Member**

**Dr. Michael Gorman, Superintendent**

**Pat Austin, Business Administrator**

### **New Jersey School Boards Association**

Mary Ann Friedman, Field Services Representative

Kathy Winecoff, Field Services Representative

# 3D Strategic Planning Process

## Executive Summary

[Return to  
Table of Contents](#)

### **A. Educating the Board to make an informed decision**

On June 5, 2014, New Jersey School Boards Association made a presentation to the Board of Education on the 3D (Determination, Dream and Destiny by Design) Strategic Planning Services available through the Association.

The information included a review of the following information and requirements:

- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board's role in the process
- potential participants to be included in the process

Subsequently, the Board contracted with NJSBA for these services.

### **B. 3D Strategic Plan Meetings**

On September 11 (37 attendees), October 2 (29 attendees), and October 22, 2014 (20 attendees), Mary Ann Friedman and Kathy Winecoff, Field Service Representatives from NJSBA facilitated the Strategic Planning meetings. Outcomes of these meetings include:

1. Strengths and Challenges of Pemberton Township School District
2. Vision 2014 – 2019 Pemberton Township School District
3. Strategic Plan Goals and Objectives

Outcomes from all three of the Strategic Planning Meetings are included in this notebook.

### **C. Developing the Action Plans**

The Superintendent will develop action plans to implement the vision and goals developed in the 3D Strategic Plan. The action plans will include:

1. The actions necessary needed to accomplish the goals and objectives
2. Select measures for accountability
3. Resources required
4. A timeline for implementation

***Pemberton Township  
School District  
Mission Statement***

**Pemberton Learning Community:  
Pursuing Excellence One Child at a Time**

# *Pemberton Township School Strategic Planning Goals*

The Strategic Plan Goals developed, by the participants, for achieving this Mission and Vision are:

## **Goal #1 - Student Achievement**

To leverage resources to support student and teacher growth.

## **Goal #2 – Community Engagement**

Strengthen community engagement and parent support to enhance relationships between parents, families, school, and community.

## **Goal #3 – Technology**

Use the most advanced educational technology available to stay ahead of the curve compared to other school districts globally.

## **Goal #4 – Climate & Culture**

Provide student-centered environment to ensure that “You can get there from here.”

# **GOAL AREA # 1**

## **Student Achievement**

### **Goal Statement:**

To leverage resources to support student and teacher growth.

### **Objectives:**

1. Prepare students for college and career readiness through a variety of curricular and program options
2. Expand our Academies to include other career options
3. Increase our blended learning opportunities at all levels
4. Provide more professional development sessions for supporting student and teacher growth

## Action Plan - Student Achievement - #1

[Return to  
Table of Contents](#)

**Original Goal:** To leverage resources to support student and teacher growth by June 2018.

**S.M.A.R.T. Goal:** By June 2018, we will prepare our students for career and college readiness by increasing blended learning courses by 20%, adding one new career academy, and increasing professional learning sessions by 25% to support student growth.

**Objective/Strategy:** To prepare students for college and career readiness through a variety of curricular and program options that includes expansion of career options in the academies.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Research college and career readiness options to assist students and families in connecting their learning to career pathways.	Guidance Supervisor Curriculum Director Principals Counselors CST members	Naviance Program	Time, Funding, Scheduling	June, 2015	Formal report, to be posted on the High School website, delineating career pathways.
Expand the range of student internship opportunities in the academy programs and SLE.	CIE Coordinator Transition Coordinator Facilitators Counselor Job Coach Principal	Availability of placements and CIE contacts in the community	Support from the business sector and availability of student placement options.	January, 2016	An increase at least 10% of the student involved in formal internship related to their academy and SLE.
Through student surveys, intern supervisors' feedback, and faculty evaluation, assess student academic progress and reframe the program accordingly.	CIE Coordinator Transition Coordinator Facilitators Counselor Principal	Availability of placements and CIE contacts in the community	Input from the business community.	June, 2016	A report of student progress to the Director of Curriculum and Instruction and any internship modifications necessary.
Based upon data provided by the Workforce Investment Board, create new Business academy option for students (focus to be determined from the data provided).	CIE Coordinator Transition Coordinator Facilitators Counselor Principal	Availability of placements and CIE contacts in the community	Sufficient data, a business partner(s), staffing, and financial resources	March, 2017	A formal curricula for the new academy and a business partner.

## Action Plan - Student Achievement - #1

[Return to  
Table of Contents](#)

**Original Goal:** To leverage resources to support student and teacher growth by June 2018.

**S.M.A.R.T. Goal:** By June 2018, we will prepare our students for career and college readiness by increasing blended learning courses by 20%, adding one new career academy, and increasing professional learning sessions by 25% to support student growth.

**Objective/Strategy:** To prepare students for college and career readiness through a variety of curricular and program options that includes expansion of career options in the academies.

Enroll students in the new academy coursework.	Transition Coordinator Job Coaches CST CIE Coordinator Transition Coordinator Facilitators Counselor Principal	Availability of placements and CIE contacts in the community and transportation	Student interest, staffing availability and funding.	September 2015	Student rosters indicating the number of students placed.
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## Action Plan - Student Achievement #2

[Return to Table of Contents](#)

**Original Goal:** To leverage resources to support student and teacher growth.

**S.M.A.R.T. Goal:** By June 2018, we will prepare our students for career and college readiness by increasing blended learning courses by 20%, adding one new career academy, and increasing professional learning sessions by 25% to support student growth.

**Objective/Strategy:** Increase our blended learning opportunities at all levels.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Identify and observe model districts/teachers effectively utilizing blended learning	Teachers, Coaches, Administrators, Technology Department	Student achievement data, district-level data	Time, availability, funds	July 2015- January 2016	Proposed blended learning model for district
Investigate Learning Management Systems (LMS)	Teachers, Coaches, Administrators, Technology Department	Needs based analyses	Time, availability	July 2015- January 2016	Report of the comparison charts of LMS systems and platform selection
Implement LMS for all faculty and students	Teachers, Technology Department, Administrators	Technology	Availability of technology	January 2016- June 2017	Fully-functional LMS integrated into curriculum and instruction in all subject areas
Provide professional development on LMS and blended learning	Teachers, Coaches, Administrators	Time, Scheduling	Time, availability	January 2016- June 2017	Faculty participation in professional development opportunities related to LMS and blended learning
Strategic analysis of blended learning initiative	Coaches, Administrators, Technology Department	Lesson plans, student work, student achievement data	Time, data availability	June 2016, June 2017, June 2018	Completed analysis report

### Action Plan –Student Achievement #3

**Original Goal:** Use the most advanced educational technology available to stay ahead of the curve compared to other school districts globally.

**S.M.A.R.T. Goal:** By June 2018, we will prepare our students for career and college readiness by increasing blended learning courses by 20%, adding one new career academy, and increasing professional learning sessions by 25% to support student growth.

**Objective/Strategy:** Offer online courses.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Pilot courses online	Administrators, Coaches, Guidance Counselors, Teachers, Technology Department	Software	Time, cost, computer support and access	September 2015- January 2016	Schedule courses online
Offer online elective courses at PTHS	Guidance Department Teachers	internet connectivity, student computers	Funding, supervision of students, student access to computers	September 2015	student credits
Develop and design online courses at PTHS	Supervisors Teachers Guidance	internet connectivity, student computers, faculty to design coursework, funding	Funding, supervision of students, student access to computers	September 2016	Course included in the Student Course Request menu.
Monitor student enrollments and success in online and traditional courses.	Administrators, Counselors and Facilitators	Access to data	None	March, 2017	Report to the Director of Curriculum and Instruction citing individual and collective student results.
Modify offerings to reflect student interest and success.	Administrators, Counselors and Facilitators	internet connectivity, student computers, faculty to design modifications, funding	Faculty, funds, and student interest	May, 2017	Student enrollment data.

### Action Plan –Student Achievement #3

[Return to Table of Contents](#)

**Original Goal:** Use the most advanced educational technology available to stay ahead of the curve compared to other school districts globally.

**S.M.A.R.T. Goal:** By June 2018, we will prepare our students for career and college readiness by increasing blended learning courses by 20%, adding one new career academy, and increasing professional learning sessions by 25% to support student growth.

**Objective/Strategy:** Offer online courses.

Holistically assess student progress contrasting blended learning opportunities versus traditional coursework	Administrators, Counselors and Facilitators	Data	None	June, 2018	A composite report to the Director of Curriculum and Instruction citing individual and collective student outcomes.
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## Action Plan –Student Achievement #4

[Return to Table of Contents](#)

**Original Goal:** Leverage resources to support student and teacher growth and expand our Academies to include other career options.

**S.M.A.R.T. Goal:** By June 2018, we will prepare our students for career and college readiness by increasing blended learning courses by 20%, adding one new career academy, and increasing professional learning sessions by 25% to support student growth.

**Objective/Strategy:** Provide more Professional Development sessions for supporting student and teacher growth.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Through review of student surveys, grades, and test data, assess strengths and weakness of high school coursework.	Administration, Guidance, Facilitators, Select teachers	Survey vehicle, student data, test data	Access to data, student completion of surveys	May, 2016	Data in the form of surveys, grades, and test feedback.
Review, analyze, and report trends distilled from the data	Directors Supervisors Principals	Aforementioned data	Time, and access to data	Sept. 2016	Report documenting trends in terms of student valuation of coursework.
Create, modify, or eliminate courses, and coursework sequences, as determined by the feedback data, graduation requirements and state requirements.	Directors, Administration, Guidance, Facilitators, Select teachers	Data, course selection materials, teacher inputs, and research related to the respective fields being altered.	Time, expertise, and staffing.	December, 2016	A revised, thematic or sequenced course pathway with detailed course descriptions and syllabi
Enroll students in the pathway of their choice, with elective options available to all students.	Directors, Administration, Supervisors, Guidance, Facilitators	Course selection guide with delineated pathways, and faculty advisors	Time, staffing, funds.	March, 2017	Master Schedule and enrollment information
Review and assess student progress based upon 1 <sup>st</sup> semester grades, tests, and other relevant data	Directors, Administration, Supervisors Teachers	Data, grades, test results, project based learning information	Time, data, and availability of staff.	Summer, 2017	Report to the Director of Curriculum and Instruction as to the status of student enrollments and successes

### Action Plan –Student Achievement #4

**Original Goal:** Leverage resources to support student and teacher growth and expand our Academies to include other career options.

**S.M.A.R.T. Goal:** By June 2018, we will prepare our students for career and college readiness by increasing blended learning courses by 20%, adding one new career academy, and increasing professional learning sessions by 25% to support student growth.

**Objective/Strategy:** Provide more Professional Development sessions for supporting student and teacher growth.

Guide professional development to support for the revised courses and pedagogical approaches.	Supervisors, Administration Coaches, and select Faculty	Professional development time, expertise, funding, and faculty support	Time, funding, and faculty responsiveness	Sept. 2015 to June 2018	Professional development schedule, feedback from faculty on PD, agenda, and work product
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# **GOAL AREA # 2**

## **Community Engagement**

### **Goal Statement:**

Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.

### **Objectives:**

1. Effective programs that stimulate parent interest and involvement
2. Seek feedback about our schools
3. Enhance relationships with military
4. Positive perception through direct publication to showcase our successes

### **Strategies:**

1. Host program(s) on education issues for families/community
2. Generate short surveys for use at pre-registration and as students exit school district
3. School-based, but district wide, recognition of military families with programs during the months of the Military Family and Military Child (November and April)
4. Increase Key Communicator list and email or “Snail Mail” (District publications)

### **Vision:**

1. Parent (Family) involvement
2. Enhance relationships
3. Seek feedback about our schools (positive not negative)

## Action Plan –Community Engagement #1

[Return to Table of Contents](#)

**Original Goal:** Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.

**S.M.A.R.T. Goal #2 A:** By June 2018, increase by 20% the total level of parent participation in school program (either by increased levels of participation in existing programs or by increasing the number of programs).

**Objective/Strategy:** Create effective programs to stimulate parent interest and involvement.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Assess current programs in terms of frequency, focus, invitation or open to parents, time of day, attendance statistics.	Principals, Media Services, Superintendent, Central Office Administration	Activity Calendars and attendance information.	Accuracy of attendance information.	May, 2015	Status report of current programs and levels of support.
Survey parents, faculty, grandparents, citizens, as to their level of participation, their perception of the invitation, and the convenience of the time and location	Media Services, principals	Survey mechanisms, access to families.	Community participation.	January, 2016	Report of the data.
Review with accumulated data with the principals and central office administration and compile a series of recommendations.	Superintendent, Principals, Media Services, Central Office Administration	Reports of the data	Accurate and usable information	March, 2016	Recommendation report.
Alter the times and locations of events as per the community inputs. Arrange activity calendars to expand initiatives. Offer topics to be parentally relevant as per the data input results.	Principals, Superintendent, Media Services.	Activity Calendars, principal priorities, parent support group calendars	Committed calendars.	September, 2016	Revised activity calendars.

## Action Plan –Community Engagement #1

[Return to Table of Contents](#)

**Original Goal:** Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.

**S.M.A.R.T. Goal:** By June 2018, increase by 20% the total level of parent participation in school program (either by increased levels of participation in existing programs or by increasing the number of programs).

**Objective/Strategy:** Create effective programs to stimulate parent interest and involvement.

Confer with focus groups (participants as well as non-participants) as to the improvement, lack of improvement, and direction of the parental programs.	Principals, Superintendent, Media Services.	Access to families and citizens.	Willingness of focus group participants.	By May, 2017	Minutes or notes from focus group meetings.
Evaluate and adjust as a result of input on programs frequency, focus, invitation or open to parents, time of day, attendance statistics.	Superintendent, Media Services, Principals, Central Office Administration.	Survey vehicles.	Accurate and usable data	September, 2017	Report of progress as part of the State of the District.

## Action Plan –Community Engagement #2

[Return to Table of Contents](#)

**Original Goal:** Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.

**S.M.A.R.T. Goal:** By September, 2017 establish at least three routine methods of obtaining usable student, parent and community feedback regarding their perception(s) of academic progress in Pemberton Schools.

**Objective/Strategy:** Seek feedback about our schools.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Assess current status of input vehicles available for parents, students and community.	Media Services, Principals, Superintendent Central Office Administration	Input from principals, district website, social media	Availability of accurate information	November, 2015	Status report.
Solicit from parents, preferred methods of input. Solicitation should be electronic, paper and pencil, and verbal.	Media Services, Superintendent and Principals	Input from constituents	Lack of input from constituent groups.	June, 2016	Report results.
Create an electronic, or series of electronic, media venues for interactive blogging, input and critique by students, parents and community members,	Media Services, Superintendent, Principals	Website, media permissions.	None.	October, 2016	Electronic media venues available.
Regularly invite parental feedback in the form of surveys and open ended suggestions, during parent conference times, concerts, Open House, etc. Also, open venues in different community arenas (i.e. a kiosk at Acme) for input about Pemberton Schools.	Principals, Media Services, Superintendent	Survey instruments.	Parent participation and willingness to provide input.	September, 2016	Input “depositories” for parents and community.
Open a “complaint or concern” line in the website, which allows students, parents and community members to share a concern or complaint with relative confidentiality.	Media Services, Principals, Superintendent	Access to website.	None.	January, 2017	Availability of a complaint or concern line.

## Action Plan –Community Engagement #2

[Return to Table of Contents](#)

**Original Goal:** Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.

**S.M.A.R.T. Goal:** By September, 2017 establish at least three routine methods of obtaining usable student, parent and community feedback regarding their perception(s) of academic progress in Pemberton Schools.

**Objective/Strategy:** Seek feedback about our schools.

Evaluate use of various input portals within the school community and adjust accordingly.				June, 2017	Report of progress to be included with State of the District
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## Action Plan –Community Engagement #3

[Return to Table of Contents](#)

**Original Goal:** Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.

**S.M.A.R.T. Goal:** By October, 2018, become the “school(s) of choice,” by increasing the military enrollment (Joint Base, Township, and Borough residents) to 1250 students (reflects a 25% increase).

**Objective/Strategy:** Enhance relationships with the military.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Review enrollment data and create a status report as to the number of total students residing on JBMDL enrolled, how many are taking advantage of the School Option program, how many are attending a school “out of the traditional attendance zones,” and number of students living in the township whose parents are military or military affiliates.	Superintendent, Assistant Sup’t for Business, IT Department, principals	Enrollment data	Clearly identified military within the township.	May, 2015	A comprehensive report delineating military enrollments.
Arrange semi-annual outreach to JBMDL command structure, chiefs and first sergeants, community liaisons, spouses, honorary commanders	Superintendent and Media Services.	Access to JBMDL leaders and appropriate personnel	Availability and cooperation of JBMDL personnel and leadership	First effort, by May, 2015	Minutes or notes of outreach, photo opportunities.
Create Military Only “Family Days/Nights” to highlight the events taking place within Pemberton Schools	Principals, Media Services. Central Office Administration	Access to advertising on to JBMDL parents.	Access to families.	September, 2015	Notes, minutes, photos from events.
Develop a series of testimonials by students and families to be posted on the website for future, potential students and families.	Media Services, Principals, Guidance staff	Access to students and families.	Lack of family or student participation.	January, 2016	Film clip posted on the website.

## Action Plan –Community Engagement #3

[Return to Table of Contents](#)

**Original Goal:** Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.

**S.M.A.R.T. Goal:** By October, 2018, become the “school(s) of choice,” by increasing the military enrollment (Joint Base, Township, and Borough residents) to 1250 students (reflects a 25% increase).

**Objective/Strategy:** Enhance relationships with the military.

Host a variety of focus groups on a regular basis, at least twice annually, to discuss issues pertaining to the military community and the Pemberton Schools.	Media Services, Central Office Administration, Principals	Access to families.	Lack of access to families.	September, 2016	Minutes or notes from focus group meetings.
Examine enrollment data and create a status report as to the number of total number of military students (residing on JBMDL, Township, Borough) enrolled, how many are taking advantage of the School Option program, how many are attending a school “out of the traditional attendance zones,” and number of students living in the township whose parents are military or military affiliates.	Superintendent, Assistant Sup’t. for Business, IT Department, Media Services.	Access to enrollment data.	Inaccurate data or self-reporting (by families)	October, 2018	Report of progress to be included in Superintendent’s report for November 2018.

## Action Plan –Community Engagement #4

[Return to Table of Contents](#)

**Original Goal:** Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.

**S.M.A.R.T. Goal:** Demonstrate a 10% improvement in public perception of the Pemberton Schools as demonstrated in quantified survey data, focus groups responses to specific issues (i.e. college acceptances, honors programs, building based discipline), and number of “positive” publications (traditional, social media, internal and external).

**Objective/Strategy:** Develop a positive perception (of the schools) through direct publication to showcase successes.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Through surveys, focus groups, measures of current publications, measures of current social media (such as Great Schools), create a current status report	Media Services, Superintendent	Electronic survey instruments, copies of publications, focus group input.	Time and willingness of participants.	June, 2015	Comprehensive Status Report to be shared with the Board of Education as part of State of the Schools.
Align strengths and concerns (weaknesses), verify with data.	Media Services, Leadership Team	Data from the State of the Schools.	Time and data	January, 2016	Delineate the concerns and attributes and verify accuracy of perception with foundational data (i.e. bullying prevails - actual bullying reports and statistics).
Assess the strengths and create plans to fortify, amplify, and ensure they do not lose their traction.	Media Services, Leadership Team	Data from the State of the Schools.	Time and data	March, 2016	A comprehensive list of attributes of the district and action plan to enhance these attributes.
Assess concerns (weaknesses) and create broadly sweeping venues (print, electronic, and spoken) to correct, such as media blasts to address misperceptions of bullying in the schools.	Media Services, Leadership Team	Data from the State of the Schools	Time and data	March, 2016	A comprehensive list of concerns (weaknesses) of the district and action plan to address, reverse, or correct, these concerns (weaknesses).

## Action Plan –Community Engagement #4

[Return to Table of Contents](#)

- Original Goal:** Strengthen community engagement and parent support to enhance relationships between parents, families, school and community.
- S.M.A.R.T. Goal:** Demonstrate a 10% improvement in public perception of the Pemberton Schools as demonstrated in quantified survey data, focus groups responses to specific issues (i.e. college acceptances, honors programs, building based discipline), and number of “positive” publications (traditional, social media, internal and external).
- Objective/Strategy:** Develop a positive perception (of the schools) through direct publication to showcase successes.

Expand the Key Communicator Network to reflect 10% of school community (faculty and students)	Media Services, Leadership Team	Access to influential citizens.	Willingness of citizenry to participate.	August, 2017	A list of at least 600 Key Communicators.
Through surveys, focus groups, measures of current publications, measures of current social media (such as Great Schools), create a progress report.	Media Services, Leadership Team	Access to surveys, focus groups, data compilations.	Lack of access to reliable data and information.	September, 2018	A comprehensive progress report to be included in the State of the Schools.



**Pemberton Township Schools**

# **District Technology Plan**

**2016 - 2019**

**District/Nonpublic School/ Charter School  
Three-Year Educational Technology Plan Checklist**

# Stakeholder Table

## Pemberton Township Schools

<b>Stakeholder Table</b>		
<b>Title</b>	<b>Name</b>	<b>Signature</b>
Superintendent	Tony Trongone	
Principal	Tamra Garbutt, Fort Dix Elementary	
Technology Coordinator	Nelson Vasquez, Network Engineer Kathy Bernacki, District Info. Officer	
Curriculum Director/Curriculum Committee Member	Jeff Havers, Elementary Curriculum Supervisor  Dan Nale, Elementary Curriculum Supervisor  Deana Chiarella, Secondary Curriculum Supervisor  Marie Germano, Secondary Curriculum Supervisor  Larry Zuares, Ed. Tech. Coach	
Teacher	Walt Stark, STEM Teacher	
Board Member	Jeffrey Wilson, P.T.B.O.E.	
Parent	Fonnie Reagan, Parent –Helen Fort / Newcomb Middle School	

The students entering the Pemberton Township School District will graduate and live in the 21st century. Just as our culture has been transformed by technology over the past century, we must transform our application of technology to the teaching and learning process. Most importantly, our students need the technological tools and resources to help them learn and achieve in the future. It is generally accepted that technology continues to progress at an ever accelerating rate.

The responsibility of all school districts is to prepare students to live and excel in this ever-changing world. Technology decisions made today will have major effects on the quality and efficiency of the education delivered to the students of today and tomorrow.

In addition to changing student needs, school boards and administration will need information in timely, accurate, accessible and usable forms. Teachers need to be able to use technology effectively in their classrooms in order to increase and enhance learning time for students. Educators need to find new and better ways to accomplish their mission, both effectively and cost efficiently.

To this end, in 1991 a long-range planning committee set forth the following Belief Statements relative to the use of technology by students, staff, and community. These belief statements are central to the development of the district's technology mission statement and will serve to provide a framework from which all future technology action plans will be developed.

1. ***The Pemberton Township School District must provide a technology-rich environment for all curricular areas.***
2. ***Technology places users in an information-rich environment, provides access to a broader world of communication and interaction, and generally enhances the teaching / learning process.***
3. ***Successful utilization of technology requires the support of ongoing, high quality training and users who commit to a process of lifelong learning.***
4. ***All users should have the opportunity to develop technology skills regardless of their ability level, socio-economic status or career goals.***
5. ***Through the utilization of technology, users develop the following skills: critical thinking, problem solving, intellectual and ethical discrimination, self-directed learning, effective communication, and general workplace readiness.***
6. ***A fully integrated technology program should enhance or establish collaborative efforts with the community, cooperating school districts, county educational institutions, post-secondary institutions, and business / industry.***
7. ***Ongoing evolution of a technology plan should focus on industry trends, research findings, and an evaluation of the quality of utilization as well as the quantity of technology made available.***

These beliefs have driven Pemberton Township Schools' commitment to technology implementations over the past 25 years. Many of our initiatives support these beliefs.

Since the initial effort in 1991, technology committees have met and revised the District Technology Plan eight times. Since 2001 a Strategic Planning Team consisting of parents, community members, administrators, teachers and students have identified Technology as one of eight target areas for ongoing district initiatives.

This document reflects the direction dictated by the participants over the past years, notes their accomplishments to date, and outlines the plan in place for future technological endeavors.

The **Technology Mission** of the Pemberton Township School District is to incorporate technology into the educational program in order to:

- ✓Establish an ongoing technology training program;*
- ✓Enhance higher order thinking skills;*
- ✓Prepare our students to live, work, and compete in a technological world;*
- ✓Provide equal opportunity for all students;*
- ✓Integrate technology into curriculum as a teaching and learning tool;*
- ✓Develop a district communication system available to all staff;*
- ✓Develop an information retrieval system for use by the district's staff, students, and the community;*
- ✓Establish an effective and efficient management system of the school district's operations;*
- ✓Establish a continuing process for updating and staying current in accordance with technological advances;*
- ✓Maintain an efficient, reliable and secure technology environment to ensure our technology infrastructure supports student achievement.*

The district's plans to accomplish the mission, continues to be refined this year by a committee of district administration, technology personnel, curriculum supervisors, teachers, students and parents. Included in our District Technology Plan are strategies and action tables, which integrate the beliefs for educational technology.

The NJTrax Technology Readiness system was last updated in May of 2016 and reflects the current status of infrastructure, bandwidth, and devices.

## *District Infrastructure*

The Pemberton Township School district serves approximately 5,000 students in preschool through twelfth grades. These students attend a pre-school, 7 elementary schools, a middle school and a high school. The district is supported through local, state and federal funding. Over the last few decades, with the realignment of the Joint Base McGuire-Dix-Lakehurst, both the total enrollment and federal funding has decreased substantially. Despite these challenges, the Administration and Board of Education continues to place a high priority on the importance of technology in our administrative and instructional environments.

Since 1998, Pemberton Township Schools have had a wide area network in place, which ties our clusters of schools and administration buildings together for high-speed data and voice communications. Our school data network infrastructure is comprised of six instructional LAN sites and two administrative sites tied by Comcast private fiber communicating at gigabit speed between locations. Within each instructional LAN location, multiple school buildings are connected by 12/strand multi-mode private fiber. Internal connections within the school are generally via fiber optic or Category 5/6 cable, with all instructional locations equipped with wireless technologies. Each LAN communicates with the Pemberton Township High School for centralized access to the internet, and Stackhouse Elementary School for voice communications. Each school in Pemberton Township has multiple mobile wireless laptop labs. From the High School location, all Pemberton Township Schools access the Internet via a filtered connection to Comcast Business Solutions at a speed of 200 mbps with a planned upgrade to 1 gigabit in July 2016. This upgrade is being done to support all students and administration in efficient simultaneous access to the Internet. A Barracuda internet appliance is in place so that all access to the internet is filtered and safe. Each student is educated by their home school on internet safety and ethical use by media specialists, teachers, technology coordinators and posters in classrooms. Parents receive cyber safety information each year via our Parent Teacher Organizations and our district web sites.

The Pemberton Township networking and telecommunications equipment is undergoing continued maintenance and upgrades in order to have the capacity to support 21<sup>st</sup> century skills and the continued PARCC testing in the 16-17 school year. All instructional areas have wired and wireless technologies and access for guests and support for BYOD. Additionally, one-to-one initiatives will be continued for all four grade levels at Pemberton Township High School, and initiated for the sixth through eighth grade levels at Helen Fort / Newcomb Middle School, and third through fifth graders at Fort Dix Elementary in the 2016-2017 school year. In support of these programs, the wired and wireless networks at Pemberton Township High School and Helen Fort Middle School were upgraded in 2014. Wired and wireless upgrades will take place in the summer of 2016 at Newcomb and Fort Dix Elementary. In subsequent years as budgets allow, wired and wireless networks will be replaced at the Emmons/Busansky, and Stackhouse/Harker-Wylie/Haines and PECEC complexes. An e-rate submission for 80% discounts on these projects is pending approval. An SDA project is in the planning stages, which will replace the Crichton/Denbo complex and implement a new wired and wireless infrastructure, which will conform to our new district standard: Extreme Networks.

Symantec anti-virus software is installed on file servers and all clients to protect our network from virus corruption. Additionally, Spam software is in place to filter content sent to staff members via our Microsoft Exchange email server. Network usage is centrally monitored from the Computer Services offices to ensure adequate capacity is planned. The IT staff consists of 10 school based technology coordinators who serve as the first line of defense for technology issues. There is a higher concentration of technology coordinators in buildings with one-to-one initiatives in order to have adequate support where there are more devices. If a technology coordinator cannot resolve an issue, a work order is electronically submitted through K12 Trouble Tracker. The District Information Officer then assigns problem resolution to one of the district level staff: Network Engineer, Systems Engineer, Systems Analyst, District Database Coordinator or Computer Services Secretary. All network equipment and infrastructure setups and IP addresses are documented and monitors in real time.

Each building is equipped with video surveillance cameras and recording devices, and proximity card access for staff. Recent renovations have reconfigured all main entrances with security monitor windows and locked vestibules where visitors are screened prior to entering our school buildings.

The Pemberton Township Schools classroom technology inventory is outlined in the NJTrax reports in the School Infrastructure section.

Future facilities endeavors will necessitate an infrastructure installation comparable to or better than those we have in place at current locations. This will support GB communications to desktops, wireless networking, 2 computers per classroom at the preschool level, 4 computers per classroom at grades K – 5, and 1 computer per classroom at grade 6 and above, and high-speed telecommunications to the wide area network to facilitate voice and data communications. Such implementations have meant proper planning of infrastructure, network electronics, PC acquisition, file servers and content specification, PBX and phone station specification, video conferencing capabilities, and maintenance arrangements.

In addition to new facilities plans, Pemberton Township seeks upgrades to existing technologies, as funds become available including:

- Increased use of mobile technologies including laptops, tablets, e-readers and handheld devices in all grades in support of instructional activities
- Upgrade of file servers and / or operating systems as technologies evolve
- Continued implementation of storage area network backup strategy

## *Teaching and Learning Within the District*

Many new instructional and administrative strategies are being embraced in Pemberton Township Schools associated to 21st Century skills. This represents the transition of teaching and learning from the “sage on the stage” dynamic to a truly flipped classroom where students are encouraged to collaborate, and participate in peer review. These concepts are paramount when pilot groups of teachers are participating in software evaluation projects over many grade levels over time. Teachers find that with quality digital content, high achieving traditional learners need to shift their methodologies, while other students become engaged and learn in ways never experienced in the past. Google classroom and google docs will routinely be paired with new endeavors like Study Sync and Blackboard Learn to motivate and engage students. Certainly, this paradigm shift is a challenge to teachers, but results indicate most satisfactory outcomes. Both assessments within digital content and hopefully local and state mandated testing will bear out the positive effects. The following categories of curriculum and technology endeavors outline our plan for the next three years.

### **PreK-5 Elementary Schools**

- Continued implementation SMART board in *every* classroom
- Classroom sets (of 10) iPads in every classroom leveraging wireless technology to provide flexible mobility. Innovative methodologies and classroom management strategies will be employed in all curriculum content areas, allowing students to routinely use technology in their pursuit of knowledge and the development of required skills.
- Use of digital content to be used in centers and during Intervention & Enrichment periods
  - Use of existing curricular resources that provide digital content to students
  - Reading and math fact fluency virtual platforms

### **Middle & High School**

- Focus is student engagement
- 1:1 “device to student” for all students
- Digital content for each subject area
- Must include real time assessment of student product in order for teachers (and if available, digital content such as Read 180 ) to adapt to learner’s zone of proximal development
- Virtual learning platform and course management system that integrates with existing student information system and gradebook.
- Opportunities for student collaboration in project-based learning will exist both within and beyond the walls of the classroom, whether an isolated exchange, a social media interaction with one or more concurrent partners, an electronic field trip, or a scheduled videoconference-based class session. Every student will be able to communicate and share ideas and information with others in remote locations on a regular basis, from any classroom or from home using emerging social networking and other Web 2.0 tools. Text, images, voice, and video will be exchanged effortlessly and responsibly as students travel down new pathways, participate in virtual communities or visit electronic venues of information using vehicles of technology.

### **IT Department**

The changing face of the technology-rich environment and the openness of communications delivery systems will increasingly, and unfortunately, continue to include many new risks for users related to their information, applications and equipment.

Technology managers must continuously assess these threats, such as hackers, viruses, spam, and various forms of malware, and then provide security measures that may prevent and/or address the impact of attacks on both technology resources and their users. Technology users must be active participants in the protection of the resources they use with the guidance and support of technology managers. Caution also must be taken, with heightened awareness, concerning Cyber safety and the potential for risks users often take while interacting in social networking environments, on commerce sites, or in any circumstance when the exposure to inappropriate content and/or the sharing of personal information is involved.

## *Transformational Budgeting*

General budget funds have been allocated from the 2016-2017 Budget year for the upgrade of wired and wireless networks at Newcomb and Fort Dix Elementary in support of the one-to-one initiatives planned in those locations next year. The project will be completed in the summer of 2016. Additionally, a recent e-rate 471 application has been submitted requesting 80% discounts on network upgrades totaling \$541,282 at Busansky, Emmons, Fort Dix, Harker-Wylie, Newcomb, and Pemberton Early Childhood Education Center. Crichton and Denbo was not included in this submission due to the SDA replacement project in process. The new e-rate rules allow us 5 years to complete the requested network upgrades from the date of the funding decision. It is anticipated that network upgrades will be completed at a school complex as one-to-one programs are implemented at the site.

Pemberton Township Schools has a 5-year rotating refresh cycle ensuring no PC or server is older than 5 years. In this way, we have a fairly constant budget refresh number each year. Our technology initiatives funded for next year on a zero based budget include

- Computer refresh at Pemberton Township High School
- Computer refresh at Pemberton Early Childhood Education Center
- One-to-one iPad initiative grades 3-5 at Fort Dix Elementary
- One-to-one iPad initiative grades 6-8 at Helen Fort / Newcomb Middle School
- Continued one-to-one Dell Venue Tablet initiative at PTHS for incoming freshmen
- Installation of flat panel monitors at Middle School and PTHS
- Continued installation of Apple TV's

It is anticipated that, if funding allows, classrooms sets of 10 iPads will continue in our grade three through five elementary schools throughout the district over the next 3 years, and to lower grade levels ultimately. Leasing vs. buying is being investigated as a budget option.

*School Infrastructure - NJTRAX*



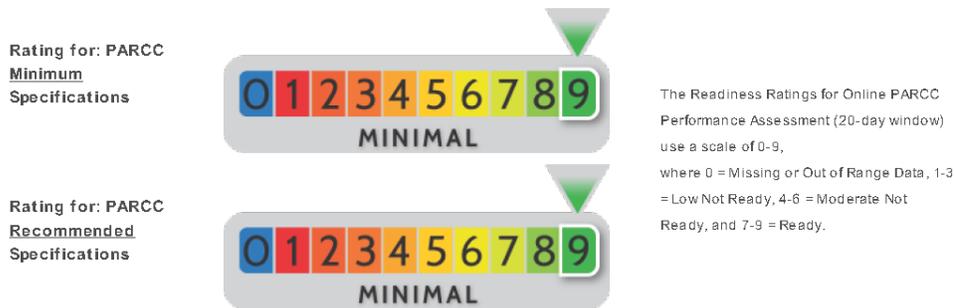
## District Report

### Pemberton Township Schools

(Ratings based on Minimum PARCC specifications.)

This report provides a snapshot of the district's technology readiness for online assessment based on the NJTRAX data provided by the school's representative. The readiness ratings in this report are only as accurate as the data upon which they are based and are not a guaranteed indicator of success. This report is intended to be informational and to be used as one element of the data reviewed by Districts and Local Educational Agencies (LEAs)/Testing Sites as they prepare for technology readiness.

#### District Technology Readiness for Online Assessment



The report is based upon assumptions that influenced the calculations and results.

The assumptions are as follows:

- The administration window for each of the two PARCC summative assessments is twenty (20) days. All assessments and make-ups must be administered within the twenty day window. Although some LEAs/Testing Sites may be able to schedule fewer days, the report is based on the availability of all twenty days.
- As per PARCC documentation, the report uses two assessment sessions per day in its calculations.
- This report uses a 10% overage included in the amount of devices that are needed in order to account for possible breakage and repair issues that could occur during the assessment administration.
- This report uses PARCC minimum bandwidth specifications for online testing. Those specifications are: 50 Kbps per student with no content caching and 5 Kbps when content caching is used. Eighty percent (80%) of the available Internet bandwidth is used in the network readiness calculation since 80% represents the percentage of Internet bandwidth typically available for high quality data transport.
- A "No Rating" will display in the results when one of two situations arise:
  - o The rating could not be determined due to **missing data** from the school's NJTRAX data file.

- o The data are out of range – for example, an Internet utilization entry with the entry at 0% (which does not take into account normal, everyday usage) or 100% (which indicates there would be no bandwidth available for testing above normal usage).

It should be noted that the reporting feature of the PARCC TRT does not include all of these assumptions. Due to this, the results of this report may differ from the reports found in the PARCC TRT.



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## District Report: Executive Summary



### Technology Readiness Rating

To be considered OVERALL TECHNOLOGY READY FOR ONLINE TESTING the District must meet each of the following criterion:

- A) The District must be rated Network Ready (see below for definition)
- B) All schools in the district that are testing sites must be rated as Technology Ready for Online Testing.



### Network Readiness Rating

If the District is the Internet Service Provider for its schools then, to be deemed Network Ready, the district must have adequate bandwidth to accommodate normal traffic plus all simultaneous test takers from all schools across the duration of the testing window. In addition, all its schools must be Network Ready.

If the District is not the ISP, then to be considered Network Ready, all its schools must be Network Ready.



### Device Readiness Rating

To be device ready, a district must have all of its schools device ready.

## Testing Specifications

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Number of schools: 12

Number of students to be tested: 2926

Number of test sittings per Grade 3-5 student: 8

Number of test sittings per Grade 6-11 student: 7

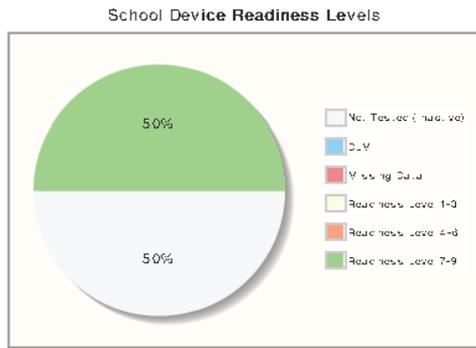
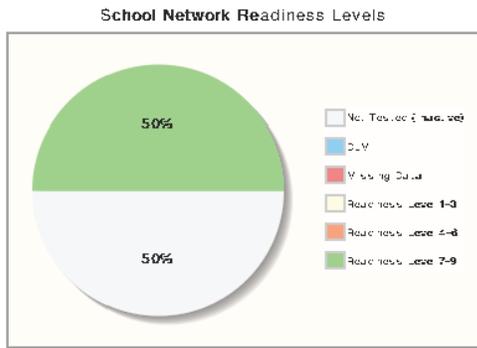
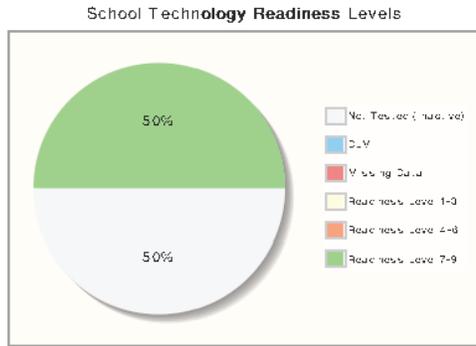
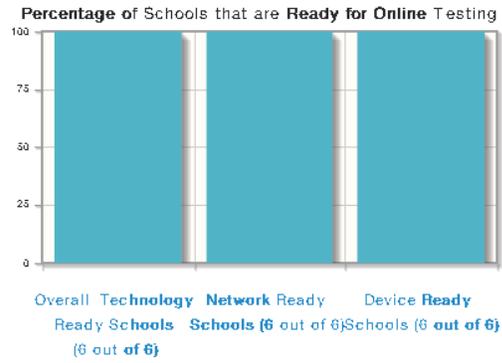
Grades Tested: 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11

Assessment Window: 30 days

Assessment Sessions per Day: 2

Grade	Number of Students
3	369
4	369
5	383
6	300
7	356
8	356
9	312
10	253
11	228

## Summary Status Report



# District Network Readiness

## Pemberton Township Schools

(Ratings based on Minimum PARCC specifications.)

A District is Network Ready for Online Assessment if it meets one of two criteria:

- If the district is the Internet Service Provider (ISP) for its schools, then all its schools must be network ready and there must be adequate district Internet bandwidth available to accommodate all simultaneous users from all schools across the district at 50 Kbps per test taker for those not using caching servers, and at 5 Kbps for those using caching servers.
- If the district is not the ISP then to be considered network ready all the schools must be rated as Network Ready for Online Assessment.

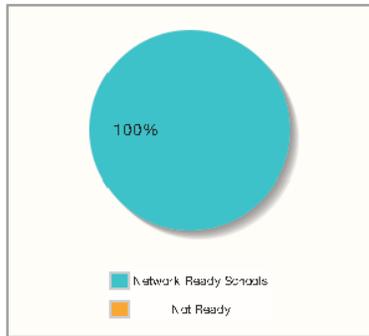
New Jersey/PARCC Guidelines for Overall District Technology Readiness for Online Assessment

To be considered OVERALL TECHNOLOGY READY FOR ONLINE TESTING the district must meet each of the following criterion:

- All schools must be rated as Technology Ready for Online Assessment.
- The District must be rated Network Ready for Assessment: If the district is the Internet Service Provider (ISP) for its schools, then there must be adequate district Internet bandwidth available to accommodate normal Internet traffic plus the extra load required to meet the online assessment demands of the maximum number of simultaneous test takers for all schools across the district, for the duration of the testing window. If the district is not the ISP, then to be considered network ready, the district must have all the schools rated as Network Ready for Online Assessment.

### This District's Network Status

Percentage of Network Ready Schools:



A Closer Look at the Schools

Category of Network Readiness for Online Assessment	Count of Schools	Schools
NOT TESTED	6	<ul style="list-style-type: none"> <li>• Howard L. Emmons</li> <li>• Harker-wylie/isaiah Haines School</li> <li>• Aletta Crichton School</li> <li>• Pemberton Evening High School</li> <li>• Pemberton Evening School For Foreign Born</li> <li>• Pemberton Early Childhood Education Center</li> </ul>
DLM	0	
MISSING DATA	0	
NOT READY Low Level Rating:1-3	0	
NOT READY Mid-Level Rating:4-6	0	
READY Rating:7-9	6	<ul style="list-style-type: none"> <li>• Helen A. Fort/marcus Newcomb Middle School</li> <li>• Pemberton Township High School</li> <li>• Fort Dix Elementary School</li> <li>• Alexander Denbo School</li> <li>• Samuel T. Busansky School</li> <li>• Joseph S. Stackhouse School</li> </ul>

## Recommendations

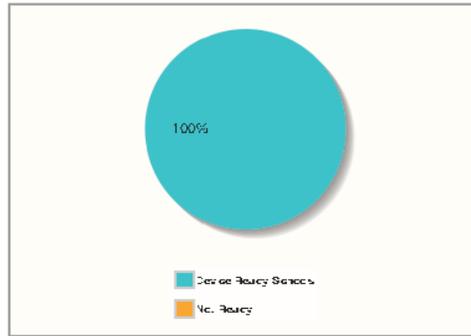
Please check your individual schools' network ratings and associated recommendations.

## District Device Readiness Pemberton Township Schools

(Ratings based on Minimum PARCC specifications.)

The chart to the right provides a snapshot of the Device Readiness for Testing for the schools in this District.

The table below provides the ratings for individual schools in the district.



Category of Device Readiness for Online Assessment	Count of Schools	Schools
NOT TESTED	6	<ul style="list-style-type: none"> <li>Howard L. Emmons</li> <li>Harker-wylie/isaiah Haines School</li> <li>Aletta Crichton School</li> <li>Pemberton Evening High School</li> <li>Pemberton Evening School For Foreign Born</li> <li>Pemberton Early Childhood Education Center</li> </ul>
DLM	0	
MISSING DATA	0	
NOT READY Low Level Rating:1 -3	0	
NOT READY Mid-Level Rating:4-6	0	
READY Rating:7-9	6	<ul style="list-style-type: none"> <li>Helen A. Fort/marcus Newcomb Middle School</li> <li>Pemberton Township High School</li> <li>Fort Dix Elementary School</li> <li>Alexander Denbo School</li> <li>Samuel T. Busansky School</li> <li>Joseph S. Stackhouse School</li> </ul>

### Recommendations

For specific recommendations on device readiness, please review the reports from each school, or use the Sandbox to investigate how the District's readiness ratings change when devices are upgraded or added.

## *Teaching and Learning*

Tables for each school follows...

# Technology Plan Template

Implementation Planning – School-Based Table

**School: District**

**NJTRAX PARCC Readiness Rating: 9**

**NJTrax Digital Learning Readiness Rating: n/a**

**Goal 1: Provide adequate network infrastructure and bandwidth to support one-to-one devices**

**Strategy: Upgrade network infrastructure and internet as one-to-one implemented in school(s)**

**Indicator(s): Increased access**

**Objective: Upgraded wired and wireless infrastructure and Internet pipe**

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
Upgrade wired and wireless infrastructure at Newcomb and Fort Dix Elementary in support of one-to-one in September 2016	Computer Services and Carousel Industries.	09/2016	New Extreme hardware and cable installation
Upgrade Comcast Internet pipe from 200 mbps to 1 GB	Computer Services and Comcast	Summer 2016	Increased bandwidth
Upgrade wired and wireless infrastructure at Busansky, Emmons, Harker-Wylie, Stackhouse, and PECEC in support of one-to-one initiatives.	Computer Services and Carousel Industries.	Summers 2017-2021 (five year window if e-rate funded in 2016)	New Extreme hardware and cable installation

**Goal 2: Provide adequate technology support to schools with one-to-one initiatives.**

**Strategy:** As schools obtain one-to-one devices, convert school based tech coordinators to 12-months and add additional techs if necessary.

**Indicator(s):** Appropriate response times to requests for technology assistance

**Objective:** One-to-one initiatives are appropriately supported for teacher and student success.

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Add additional 12-month school based technology coordinator to Helen Fort / Newcomb Middle School	District Information Office with support of Superintendent and BOE	Summer 2016	K-12 Trouble Trakker response time to work orders
Convert Fort Dix Elementary school based technology coordinator to 12 months	District Information Office with support of Superintendent and BOE	Summer 2017	K-12 Trouble Trakker response time to work orders
As one-to-one programs are expanded, increase support to schools	District Information Office with support of Superintendent and BOE	Summers 2018 & 2019	K-12 Trouble Trakker response time to work orders

**Goal 3: Continue to refresh computers on a five-year rotation cycle to ensure no classroom computer or mobile lab laptop is older than 5 years.**

**Strategy:** Refresh technologies at Helen Fort & PECEC

**Indicator(s):** New computers, VDI and laptops at HFMS & PECEC

**Objective:** Successful deployment of new hardware on a 5-year rotation so equipment is dependable and budgets are stable. Refresh commodities re-evaluated as one-one devices are implemented in schools.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
Procure and install new desktops, laptops and VDI at Helen Fort Middle and Pemberton Early Childhood Education Center	District Information Officer, Computer Services and Dell	Summer 2016	Purchase order to Dell and Firefly Computing
Procure and install new desktops, laptops and VDI at Pemberton Township High School	District Information Officer, Computer Services and Dell	Summer 2017	Purchase order to Dell and Firefly Computing
Procure and install new desktops, laptops and VDI at Emmons, Busansky and Newcomb	District Information Officer, Computer Services and Dell	Summer 2018	Purchase order to Dell and Firefly Computing

**Goal 4: Educational Technology Facilitator becomes Certified Apple Educator in support of Apple one-to-one programs at the Middle and Elementary Schools.**

**Strategy:** Send Ed. Tech. Facilitator to Apple Academy

**Indicator(s):** Certification in Apple Education

**Objective:** Ensure high quality and highly accessible training is available in support of our teachers involved in one-to-one iPad initiatives.

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Send Educational Technology Facilitator to the Apple Academy for certification.	Superintendent and Curriculum Directors	Summer 2016	Apple Academy

**Goal 5: Implement Blackboard Learning and Blackboard Content Management System district-wide**

**Strategy:** Convert existing class and school website, and implement Parent Portal app

**Indicator(s):** New websites and app

**Objective:** Improve school to home communications with websites and phone apps for “one stop shopping” for student information.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
Implement new district and school websites.	Media Services and technology coordinators	Summer 2016	New websites
Implement Parent Link app with data integration to student database, transportation software, school lunch software, calendars, sports schedules and social media.	Media and Computer Services	Summer 2016	Parent Link app available
Teacher websites and classroom resources populated within Blackboard LMS with integration to google classroom and other digital learning systems.	Curriculum supervisors, technology coordinators and teachers	2006-2019	Classroom websites and resources

**Goal 6: Establish a K-2 Keyboarding curriculum teaching students how to type on the keyboard quickly, accurately, and with correct technique.**

**Strategy: Prepare students with skills necessary to use technology effectively in the classrooms**

**Indicator(s): Keyboarding curriculum**

**Objective: Ensure high quality and highly accessible training is available in support of our teachers involved in one-to-one iPad initiatives**

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
Curriculum supervisors specify K-2 grade specific keyboarding curriculum	Curriculum Director and curriculum supervisors	Summer 2017	Software and web site activities

**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Transfer of knowledge from Extreme Technologies to Pemberton Staff for network monitoring and support	Questions to vendor on an “as needed” basis covered by annual support agreements. Negotiated 5-year free support.
2	New 12-month technology coordinator position is posted for Helen Fort / Newcomb Middle School. Apple professional development will be provided from district-level staff.	Fort Dix technology coordinator will be converted to 12-month position. Apple professional development will be provided from district-level staff.
3	Work with Dell to identify new technologies.	Dell support as needed
4	Send Ed. Tech Facilitator to Apple Academy	Continued support from Apple Education Professionals
5	Technology coordinators and master teachers turnkey training to teachers	Ongoing professional development
6	Dissemination of new curriculum via master teachers, literacy coaches	Continued review of curriculum and student success

## Budget

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Upgrade Infrastructure Newcomb & Fort Dix	State	\$208,437 (minus 80% e-rate discount if awarded)
1	Upgrade Infrastructure Emmons, Busansky, Harker-Wylie, Stackhouse and PECEC.	State	\$332,845 (minus 80% e-rate discount if awarded)
2	New 12 month technology coordinator at HF/Newcomb Middle	State	\$50,000
2	Make Fort Dix Elementary Tech 12-month employee	State	\$15,000
3	Refresh Helen Fort Middle and PECEC	State	\$258,000
3	Refresh PTHS	State	\$250,910
4	Certified Apple Educator	State	\$5,000
5	Blackboard LMS and CMS	State	\$81,000

### Reflection and Adjustment – District

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. The curriculum supervisors and administration will monitor teacher's lesson plans on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming Instruction with technology rather than simply enhancing it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School: Pemberton Early Education Center - PK**

**NJTRAX PARCC Readiness Rating: Not tested**

**NJTrax Digital Learning Readiness Rating: N/A**

**Goal 1: Refine and incorporate new and legacy curriculum to 10 classroom sets of Apple iPads**

**Strategy: Adjust delivery of new and legacy materials**

**Indicator(s): Teacher Lesson plans**

**Objective: Content delivered in new, engaging and innovative manner.**

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
PK teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2016 - 06-2019  ongoing	Teacher lesson plans
Classroom sets (of 10) of iPads in every classroom leveraging wireless technology to provide flexible mobility. Innovative methodologies and classroom management strategies will be employed in all curriculum content areas, allowing students to routinely use technology in their pursuit of knowledge and the development of required skills.	Curriculum Supervisors, Building Principal and Teachers	06/2019	Teacher Lesson Plans

**Goal 2: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Professional Development on SAMR model, and new Fast Math application	Ongoing training
2	Professional development on Apple technologies and age appropriate apps	Ongoing training
3	Professional development on cyber safety and digital citizenship	Ongoing training

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Classroom sets (of 10) of iPads in every classroom	State	\$7,000 x 37 classrooms=\$259,000

### **Reflection and Adjustment – Pemberton Early Childhood Education Center**

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. The curriculum supervisors and administration will monitor teacher's lesson plans on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming Instruction with technology rather than simply enhancing it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School: Fort Dix Elementary – Grades PK - 5**

**NJTRAX PARCC Readiness Rating: 9**

**NJTrax Digital Learning Readiness Rating: N/A**

**Goal 1: Implement one-to-one Apple iPad initiative in grades 3-5**

**Strategy: 220 iPads on mobile carts introduced in Fall 2016**

**Indicator(s): iPads procured**

**Objective: To promote student engagement and 21st century skills using iPads in a one-to-one setting**

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Procure and configure 220 Apple iPad Air, keyboards and 8 carts	District Information Officer and Computer Services Staff	Summer 2016	Purchase order to Apple
Continued professional development for teachers and staff in Apple education products and instructional strategies.	Apple Education Staff and Educational Technology Facilitator	09/2016 - 06/2017	External and Internal led workshops
Vetting of instructional and administrative apps	Administration and curriculum supervisors	07/2016 - 06/2017	App selection and load to devices

**Goal 2: Refine and incorporate new and legacy curriculum to new Apple platform (3-5) and Legacy Dell Netbooks (K-2)**

**Strategy:** Adjust delivery of new and legacy materials

**Indicator(s):** Teacher Lesson plans

**Objective:** Content delivered in new, engaging and innovative manner.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
K-2 classrooms will use 213 legacy Dell Netbooks to deliver Journeys, Fast Math and Scholastic Newsletters with Smart Boards (all K-2 classrooms equipped with Smart Boards Spring 2016)	Curriculum Supervisors, Building Principal and Teachers	09/2016	Teacher Lesson plans
3-5 classrooms will use iPads, apple tv's and Smart Boards to integrate Fast Math, notability, pages and Apple Classroom management tools	Curriculum Supervisors, Building Principal and Teachers	09/2016	Teacher lesson plans
K-5 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2016 - 06-2019 ongoing	Teacher lesson plans

**Goal 3: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Continued professional development for teachers and staff in Apple education products and instructional strategies.	Ongoing training
2	Professional Development on SAMR model, and new Fast Math application	Ongoing training
3	Professional development on cyber safety and digital citizenship	Ongoing training

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Procure and configure 220 Apple iPad Air, keyboards and 8 carts	State	\$169,300

### **Reflection and Adjustment – Fort Dix Elementary**

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. The curriculum supervisors and administration will monitor teacher's lesson plans on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming Instruction with technology rather than simply enhancing it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School: Emmons Elementary – Grades K-2**

**NJTRAX PARCC Readiness Rating: Not tested**

**NJTrax Digital Learning Readiness Rating: N/A**

**Goal 1: Refine and incorporate new and legacy curriculum to Legacy Dell Netbooks and mobile labs (K-2) and later 10 classroom sets of Apple iPads**

**Strategy: Adjust delivery of new and legacy materials**

**Indicator(s): Teacher Lesson plans**

**Objective: Content delivered in new, engaging and innovative manner.**

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
K-2 classrooms will use legacy Dell Netbooks and mobile labs to deliver Journeys, Fast Math and Scholastic Newsletters with Smart Boards (all K-2 classrooms equipped with Smart Boards Spring 2016)	Curriculum Supervisors, Building Principal and Teachers	09/2016	Teacher Lesson plans
K-2 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2016 - 06-2019 ongoing	Teacher lesson plans
Classroom sets (10) of iPads in every classroom leveraging wireless technology to provide flexible mobility. Innovative methodologies and classroom management strategies will be employed in all curriculum content areas, allowing students to routinely use technology in their pursuit of knowledge and the development of required skills.			

**Goal 2: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Professional Development on SAMR model, and new Fast Math application	Ongoing training
2	Professional development on cyber safety and digital citizenship	Ongoing training

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Classroom sets (of 10) of iPads in every classroom	State	\$7,000 x 22 classrooms=\$154,000

### **Reflection and Adjustment – Emmons Elementary**

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. The curriculum supervisors and administration will monitor teacher's lesson plans on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming Instruction with technology rather than simply enhancing it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School:** Busansky Elementary – Grades 3-5

**NJTRAX PARCC Readiness Rating:** 9

**NJTrax Digital Learning Readiness Rating:** N/A

**Goal 1:** Refine and incorporate new and legacy curriculum to new Apple platform (3-5)

**Strategy:** Adjust delivery of new and legacy materials

**Indicator(s):** Teacher Lesson plans

**Objective:** Content delivered in new, engaging and innovative manner.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
3-5 classrooms will use classroom sets of 10 iPads, Apple TV's and Smart Boards to integrate Fast Math, Notability, Pages and Apple Classroom management tools	Curriculum Supervisors, Building Principal and Teachers	09/2017	Teacher lesson plans
3-5 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2017 - 06-2019 ongoing	Teacher lesson plans

**Goal 2: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Goal 3: Install Smart Boards in all grade 3-5 classrooms**

**Strategy:** All grade 3-5 classrooms are equipped with smartboard technology

**Indicator:** Smart Board installed

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Complete installation of smart board technology in all remaining 3-5 classrooms	District Information Officer and vendor	09/2017 - 06/2019	Installed smart board

### Professional Learning

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Continued professional development for teachers and staff in Apple education products and instructional strategies.	Ongoing training
1	Professional Development on SAMR model, and new Fast Math application	Ongoing training
2	Professional development on cyber safety and digital citizenship	Ongoing training
3	Professional development on smart technologies	Ongoing training

### Budget

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Classroom sets (of 10) of iPads in every classroom	State	\$7,000 x 19 classrooms=\$133,000
3	Install 5 additional smart boards	State	\$4,300 x 5 = \$21,500

### Reflection and Adjustment – Busansky Elementary

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. The curriculum supervisors and administration will monitor teacher's lesson plans on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming Instruction with technology rather than simply enhancing it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School:** Crichton Elementary – Grades PK-2

**NJTRAX PARCC Readiness Rating:** Not tested

**NJTrax Digital Learning Readiness Rating:** N/A

**Goal 1:** Refine and incorporate new and legacy curriculum to Legacy Dell Netbooks and mobile labs (K-2) and later 10 classroom sets of Apple iPads

**Strategy:** Adjust delivery of new and legacy materials

**Indicator(s):** Teacher Lesson plans

**Objective:** Content delivered in new, engaging and innovative manner.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
K-2 classrooms will use legacy Dell Netbooks and mobile labs to deliver Journeys, Fast Math and Scholastic Newsletters with Smart Boards (all K-2 classrooms equipped with Smart Boards Spring 2016)	Curriculum Supervisors, Building Principal and Teachers	09/2016	Teacher Lesson plans
K-2 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2016 - 06-2019 ongoing	Teacher lesson plans
Classroom sets (of 10) of iPads in every classroom leveraging wireless technology to provide flexible mobility. Innovative methodologies and classroom management strategies will be employed in all curriculum content areas, allowing students to routinely use technology in their pursuit of knowledge and the development of required skills.	Curriculum Supervisors, Building Principal and Teachers	06/2018	Teacher Lesson Plans

**Goal 2: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Professional Development on SAMR model, and new Fast Math application	Ongoing training
1	Continued professional development for teachers and staff in Apple education products and instructional strategies.	Ongoing training
2	Professional development on cyber safety and digital citizenship	Ongoing training

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Classroom sets (of 10) of iPads in every classroom	State	\$7,000 x17 classrooms=\$119,000

### **Reflection and Adjustment – Crichton Elementary**

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. Additionally, SDA timelines on demolition and reconstruction at the Crichton/Denbo complex will certainly affect timelines as students and staff are displaced to swing space for the construction period. Teacher's lesson plans will be monitored by the curriculum supervisors and administration on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming instruction with technology rather than simply enhance it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School: Denbo Elementary – Grades 3-5**

**NJTRAX PARCC Readiness Rating: 9**

**NJTrax Digital Learning Readiness Rating: N/A**

**Goal 1: Refine and incorporate new and legacy curriculum to new Apple platform (3-5)**

**Strategy: Adjust delivery of new and legacy materials**

**Indicator(s): Teacher Lesson plans**

**Objective: Content delivered in new, engaging and innovative manner.**

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
3-5 classrooms will use classroom sets of 10 iPads, Apple TV's and Smart Boards to integrate Fast Math, Notability, Pages and Apple Classroom management tools	Curriculum Supervisors, Building Principal and Teachers	09/2017	Teacher lesson plans
3-5 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2017 - 06-2019 ongoing	Teacher lesson plans

**Goal 2: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Continued professional development for teachers and staff in Apple education products and instructional strategies.	Ongoing training
1	Professional Development on SAMR model, and new Fast Math application	Ongoing training
2	Professional development on cyber safety and digital citizenship	Ongoing training

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Classroom sets (of 10) of iPads in every classroom	State	\$7,000 x 19 classrooms=\$133,000

### **Reflection and Adjustment – Denbo Elementary**

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. Additionally, SDA timelines on demolition and reconstruction at the Crichton/Denbo complex will certainly affect timelines as students and staff are displaced to swing space for the construction period. Teacher's lesson plans will be monitored by the curriculum supervisors and administration on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming instruction with technology rather than simply enhance it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School:** Stackhouse Elementary – Grades 3-5

**NJTRAX PARCC Readiness Rating:** Not tested

**NJTrax Digital Learning Readiness Rating:** N/A

**NJTRAX PARCC Readiness Rating:** 9

**NJTrax Digital Learning Readiness Rating:** n/a

**Goal 1:** Refine and incorporate new and legacy curriculum to new Apple platform (3-5)

**Strategy:** Adjust delivery of new and legacy materials

**Indicator(s):** Teacher Lesson plans

**Objective:** Content delivered in new, engaging and innovative manner.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
3-5 classrooms will use classroom sets of 10 iPads, Apple TV's and Smart Boards to integrate Fast Math, Notability, Pages and Apple Classroom management tools	Curriculum Supervisors, Building Principal and Teachers	09/2017	Teacher lesson plans
3-5 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2017 - 06-2019 ongoing	Teacher lesson plans

**Goal 2: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Goal 3: Install Smart Boards in all grade 3-5 classrooms**

**Strategy:** All grade 3-5 classrooms are equipped with smartboard technology

**Indicator:** Smart Board installed

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Complete installation of smart board technology in all remaining 3-5 classrooms	District Information Officer and vendor	09/2017 - 06/2019	Installed smart board

## Professional Learning

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Continued professional development for teachers and staff in Apple education products and instructional strategies.	Ongoing training
1	Professional Development on SAMR model, and new Fast Math application	Ongoing training
2	Professional development on cyber safety and digital citizenship	Ongoing training
3	Professional development on smart technologies	Ongoing training

## Budget

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Classroom sets (of 10) of iPads in every classroom	State	\$7,000 x 15 classrooms=\$105,000
3	Install 9 additional smart boards	State	\$4,300 x 9 = \$38,700

## Reflection and Adjustment – Stackhouse Elementary

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. Teacher's lesson plans will be monitored by the curriculum supervisors and administration on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming instruction with technology rather than simply enhancing it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School:** Harker-Wylie Elementary – Grades K-2

**NJTRAX PARCC Readiness Rating:** Not tested

**NJTrax Digital Learning Readiness Rating:** N/A

**Goal 1:** Refine and incorporate new and legacy curriculum to Legacy Dell Netbooks and mobile labs (K-2) and later 10 classroom sets of Apple iPads

**Strategy:** Adjust delivery of new and legacy materials

**Indicator(s):** Teacher Lesson plans

**Objective:** Content delivered in new, engaging and innovative manner.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
K-2 classrooms will use legacy Dell Netbooks and mobile labs to deliver Journeys, Fast Math and Scholastic Newsletters with Smart Boards (all K-2 classrooms equipped with Smart Boards Spring 2016)	Curriculum Supervisors, Building Principal and Teachers	09/2016	Teacher Lesson plans
K-2 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2016 - 06-2019 ongoing	Teacher lesson plans
Classroom sets (of 10) of iPads in every classroom leveraging wireless technology to provide flexible mobility. Innovative methodologies and classroom management strategies will be employed in all curriculum content areas, allowing students to routinely use technology in their pursuit of knowledge and the development of required skills.	Curriculum Supervisors, Building Principal and Teachers	07/2018	Teacher Lesson Plans

**Goal 2: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Professional Learning**

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Professional Development on SAMR model, and new Fast Math application	Ongoing training
1	Continued professional development for teachers and staff in Apple education products and instructional strategies.	Ongoing training
2	Professional development on cyber safety and digital citizenship	Ongoing training

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Classroom sets (of 10) of iPads in every classroom	State	\$7,000 x 16 classrooms=\$112,000

### **Reflection and Adjustment – Harker-Wylie Elementary**

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. Teacher’s lesson plans will be monitored by the curriculum supervisors and administration on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming instruction with technology rather than simply enhancing it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School: Helen Fort / Newcomb Middle School – Grades 6-8**

**NJTRAX PARCC Readiness Rating: 9**

**NJTrax Digital Learning Readiness Rating: N/A**

**Goal 1: Implement one-to-one Apple iPad initiative in grades 6-8**

**Strategy: 1025 iPads introduced to students in Fall 2016**

**Indicator(s): iPads procured**

**Objective: To promote student engagement and 21st century skills using iPads in a one-to-one setting**

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
Procure and configure 905 Apple iPad Air 2 with 750 keyboards for ELA classrooms (120 already procured as part of pilot)	District Information Officer and Computer Services Staff	Summer 2016	Purchase order to Apple
Continued professional development for teachers and staff in Apple education products and instructional strategies.	Apple Education Staff and Educational Technology Facilitator	09/2016 - 06/2017	External and Internal led workshops
Vetting of instructional and administrative apps	Administration and curriculum supervisors	07/2016 - 06/2017	App selection and load to devices

**Goal 2: Refine and incorporate new and legacy curriculum to new Apple platform**

**Strategy:** Adjust delivery of new and legacy materials

**Indicator(s):** Teacher Lesson plans

**Objective:** Content delivered in new, engaging and innovative manner.

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
6-8 classrooms will use iPads, Apple TV's and Smart Boards to integrate new ELA digital learning platform piloted in Spring 2016 - Study Sync	Curriculum Supervisors, Building Principal and Teachers	09/2016	Teacher lesson plans
6-8 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2016 - 06-2019 ongoing	Teacher lesson plans
6-8 Pilot of new Math digital learning platform	Curriculum Supervisors, Building Principal and Teachers	Spring 2017	Teacher lesson plans and evaluation findings
6-8 Connect-ED, LearnSmart Science pilot	Curriculum Supervisors, Building Principal and Teachers	Spring 2017	Teacher lesson plans and evaluation findings
6-8 pilot Social Studies digital learning platform	Curriculum Supervisors, Building Principal and Teachers	Fall 2017	Teacher lesson plans and evaluation findings

**Goal 3: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Goal 4: Implement Edmentum Testing in Intervention and Enrichment Periods (I&E)**

**Strategy:** Use Edmentum diagnostic and formative assessments to help teachers understand each student's needs to guide instruction.

**Indicator(s):** Teachers focusing instruction with personalized learning paths.

**Objective:** Students receive prescriptive instruction skipping skills they have mastered and moving forward to acquire new skills

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
In Intervention and Enrichment periods students will take Edmentum assessments provide teachers with data regarding skills to target instruction.	Teachers	09/2016	Edmentum data

**Goal 5: Continued Installation on LCD Flat Panel Monitors and Apple TV's**

**Strategy:** For all classrooms not currently equipped with mounted projection devices, mount flat panel monitors and retrofit Apple TV's to smart boards.

**Indicator(s):** All classrooms with mounted projection and Apple TV's

**Objective:** All teachers have the capability to project concepts and share student work.

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Install Flat panel monitor and apple TV in remaining classroom and upgrade media center.	District Information Officer	12/2016	Vendor PO

**Goal 6: Create Capacity for Exposure and Use of 3D Modeling, 3D Scanning, and 3D Printing Technologies in Grades 6-8**

**Strategy:**

**Indicator(s):** Increased Building Capacity in 3D Technologies and Increased Availability and Awareness for Teachers/Students

**Objective:** Interested teachers and students will have access to 3D Modeling Software, 3D scanning equipment, and 3D printing facilities

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Establish 3D printing capacity incrementally based on demand and pace of rollout of STEM outreach program	Curriculum Supervisor, Technology Coordinator and Teachers	Fall 2016	3D Printers
Establish a 3D scanner capacity incrementally based on demand and rollout of STEM outreach program	Curriculum Supervisor, Technology Coordinator and Teachers	Fall 2016	3D Scanners
Continue Robotics Summer Camp for Grades 6-8 with the assistance of High School A-STEM students	Curriculum Supervisor, Technology Coordinator and Teachers	Summer 2016	Rosters
Expand Access to 3D Technologies for Grades 6-8 during the school year by expanding club opportunities and STEM outreach	Curriculum Supervisor, Technology Coordinator and Teachers	2016-2017	
Deploy the Apple versions of standard A-STEM suite of modeling software for students in any course or club interested in using these technologies	Curriculum Supervisor, Technology Coordinator and Teachers	2016-2017	No software costs – free educational use

**Professional Learning**

<b>Goal No.</b>	<b>Initial Activities</b>	<b>Follow-up Activities (as appropriate)</b>
1	Continued training on apple educational projects	Ongoing by in-house Apple Certified Trainer
2	Training turn-keyed by pilot teachers	Ongoing
3	Parent, staff and student presentations	Ongoing
6	Transfer knowledge from HS STEM Teachers to MS Teachers	Ongoing

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	One-to-one iPads 6-8 and apple tv's	State	\$585,000
2	Study Sync 6-8 implementation	State	\$70,000
5	LCD TV's	State	\$8,240
6	3D Printer and Scanner	State	5,000

**Reflection and Adjustment – Helen Fort Middle School & Newcomb Middle School**

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. Teacher's lesson plans will be monitored by the curriculum supervisors and administration on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming instruction with technology rather than simply enhancing it.

# Technology Plan Template

Implementation Planning – School-Based Table

**School: Pemberton Township High School – Grades 9 - 12**

**NJTRAX PARCC Readiness Rating: 9**

**NJTrax Digital Learning Readiness Rating: N/A**

**Goal 1: Continued Implement one-to-one Dell Tablet initiative in grades 9-12**

**Strategy: All HS students who sign agreements will be issued Dell tablet**

**Indicator(s): Tablets procured**

**Objective: To promote student engagement and 21st century skills using iPads in a one-to-one setting**

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
Procure and configure an additional 250 new Dell tablets for incoming freshmen	District Information Officer and Computer Services Staff	Summer 2016	Purchase order to Dell
Continued professional development for teachers and staff in instructional strategies.	Educational Technology Facilitator	09/2016 - 06/2019	External and Internal led workshops
Vetting of instructional and administrative digital learning platforms	Administration and curriculum supervisors	07/2016 - 06/2017	Device configuration

**Goal 2: Refine and incorporate new and legacy curriculum to new digital platform**

**Strategy:** Adjust delivery of new and legacy materials

**Indicator(s):** Teacher Lesson plans

**Objective:** Content delivered in new, engaging and innovative manner

Projects/Activities (include the steps required to ensure activity completion)	Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward	Timeline (mm/yr. span)	Resources
9-12 All teachers begin to assess their digital learning activities in terms of the SAMR model (Substitution, Augmentation, Modification or Redefinition) and continue to move along the scale while teaching with technology to improve student engagement.	Curriculum Supervisors, Building Principal and Teachers	09/2016 - 06-2019 ongoing	Teacher lesson plans
9-12 Pilot of new Math digital learning platform	Curriculum Supervisors, Building Principal and Teachers	Spring 2017	Teacher lesson plans and evaluation findings
Study Sync ELA pilot Fall 2016 for implementation Fall 2017	Curriculum Supervisors, Building Principal and Teachers	09/2017 - 09.2017	Teacher lesson plans and evaluation findings
Study Island & Math IXL delivered digitally for Math prep courses	Curriculum Supervisors, Building Principal and Teachers	Fall 2016	Teacher lesson plans and evaluation findings

**Goal 3: Promote Digital Citizenship and Cyber-Safety for all staff and students**

**Strategy:** Make students and staff aware of potential consequences and longevity of digital footprint

**Indicator:** Safe and responsible computing.

**Objectives:** All students and staff engage in responsible and safe social media and Internet browsing and posting.

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
All student and staff are given PD in Good Digital Citizenship and Digital Footprints.	Educational Technology Facilitator, Media Specialist, Reading Specialists	09/2016 - 06/2019	Workshops
All parents are educated in Cyber Safety and social media	Building Principal, teachers and Educational Technology Facilitator	09/2016 - 06/2019	Parent workshops and PTO meetings

**Goal 4: Continued implementation of Google Classroom**

**Strategy:** Use Google classroom and google docs in conjunction with Blackboard Learn to deliver instruction and create digital workflow

**Indicator(s):** Teachers focusing instruction using online learning resources to engage students

**Objective:** Students are engaged and motivated while moving forward to acquire new skills

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Instructiona augmented with Google classroom resources	Teachers	09/2016	Lesson Plans

**Goal 5: Continued Installation on LCD Flat Panel Monitors and Apple TV's**

**Strategy: For all classrooms not currently equipped with mounted projection devices, mount flat panel monitors and retrofit Apple TVs to smart boards.**

**Indicator(s): All classrooms with mounted projection and Apple TV's**

**Objective: All teachers have the capability to project concepts and share student work.**

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Install Flat panel monitor and apple TV in remaining classroom and upgrade media center.	District Information Officer	12/2016	Vendor PO

**Goal 6: Support Expanded Use of 3D Modeling, 3D Scanning, and 3D Printing Technologies in STEM Engineering Courses and Support its use in the Arts and other High School Programs**

**Strategy:**

**Indicator(s): Increased Building Capacity in 3D Technologies and Increased Availability and Awareness for Teachers/Students**

**Objective: Interested teachers and students will have access to 3D Modeling Software, 3D scanning equipment, and 3D printing facilities**

<b>Projects/Activities (include the steps required to ensure activity completion)</b>	<b>Person responsible for completion of activity and those responsible for reviewing or approving the activity to move forward</b>	<b>Timeline (mm/yr. span)</b>	<b>Resources</b>
Expand 3D printing capacity incrementally (at a rate of at least 3 printers per year) to handle additional demand and outreach efforts	Curriculum Supervisor District Information Officer	09/2016	3D Printers
Establish a 3D scanner capacity incrementally (at a rate of at least 3 scanners per year) to handle additional demand and outreach efforts	Curriculum Supervisor District Information Officer	09/2016	3D Scanners
Deploy the standard A-STEM suite of modeling software for students in any course interested in using these technologies	Curriculum Supervisors Teachers	09/2016	No software costs – free educational use

**Professional Learning**

<b>Goal No.</b>	<b>Initial Activities</b>	<b>Follow-up Activities (as appropriate)</b>
2	Pilot programs professional development delivered by vendors	Ongoing and turn-key training for selected vendor
3	Staff, student and parent presentations on digital citizenship	Ongoing
4	Continued “Tablet Tuesday” workshops by Ed. Tech Facilitator	Ongoing

**Budget**

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
1	Dell Tablets to incoming Freshmen	State	\$289,263
5	24 LCD Monitor and Apple TV's installed	State	\$100,500
6	3D Printing and Scanning	Federal (Perkins)	\$10,500

**Reflection and Adjustment – Pemberton Township High School**

Each year, district timelines and project completion will be assessed. Budgeting constraints may require realignment of resources and adjustment of timelines. Teacher's lesson plans will be monitored by the curriculum supervisors and administration on an ongoing basis to assess progress on the SAMR continuum and refocus professional development as needed, with the ultimate goal of transforming instruction with technology rather than simply enhancing it.

# **GOAL AREA # 4** **Climate & Culture**

**Goal Statement:**

**Provide student-centered environment to ensure that “You can get there from here.”**

**Objectives:**

1. Implement a student peer program to promote High School & College expectations
2. Increase student alumni participation
3. Create community sponsorship program for CAP students – increase number of students enrolled in CAP
4. Establish more opportunities to celebrate ALL student success!

[Return to Table of Contents](#)

## Action Plan –Climate and Culture #1

**Original Goal:** Provide student-centered environment to ensure “You can get there from here.”

**S.M.A.R.T. Goal:** By September 2017, create and implement an upper grades peer support network to assist students in focusing upon academic achievement, community responsibility, and maximizing potentials on the pathway to career and college readiness, as evidenced by a 10% increase in college attendance.

**Objective/Strategy:** Implement a peer program to promote high school and college expectations

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Assess current peer supports, which exist in the High School.	High School Administration, Guidance Staff	Meeting time, access to formal and informal feedback of vehicles for student supports.	Time and personnel resources.	June, 2015	Assessment report.
Survey and research successful high schools in the state, who have peer support networks established.	High School Administration, Guidance Staff, Facilitators	Access to information from other schools, time.	Time and access to outside information.	November, 2015	Report on exemplars for peer support.
Create a model for a support network to be exercised within a pilot group.	High School Administration, Guidance Staff, Facilitators, Director of Special Services, Superintendent	Training opportunities, time to create model.	Lack of training.	May, 2016	Pilot program in place with peers, faculty, and administration training as needed; portion of student body to be served selected, administratively approved.
Pilot the support network model.	High School faculty, guidance staff, and administration	Physical locations for support networking, adequate supervision, feedback results	Faculty support.	September, 2016	Monitored program in place for 2016-2017

## Action Plan –Climate and Culture #1

[Return to Table of Contents](#)

**Original Goal:** Provide student-centered environment to ensure “You can get there from here.”

**S.M.A.R.T. Goal:** By September 2017, create and implement an upper grades peer support network to assist students in focusing upon academic achievement, community responsibility, and maximizing potentials on the pathway to career and college readiness, as evidenced by a 10% increase in college attendance.

**Objective/Strategy:** Implement a peer program to promote high school and college expectations

Assess the pilot, modify the model, expand the endeavor to the entire school.	High School Administration, Guidance Staff, Facilitators, Superintendent, Director of Special Services	Feedback, comparative data (academic achievement, activity participation, disciplinary interventions, dropout counts, overall grades, state test results)	Access to information.	June, 2017	Results report from the pilot demonstrating virtues and areas of further development.
Implement the peer support network.	High School Administration, Guidance Staff, Facilitators, Faculty	Broad based training, time.	Faculty and student support.	September, 2017	An administratively approved plan, complete with peer training, faculty oversight, and school-wide support.

## Action Plan –Climate and Culture #2

**Original Goal:** Provide student-centered environment to ensure “You can get there from here.”

**S.M.A.R.T. Goal:** By June 2017, double the involvement of the alumni as indicated by attendance at school events, support of student activities, volunteerism, and mentoring.

**Objective/Strategy:** Increase student alumni participation.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Gather baseline data as to involvement of alumni in student events, i.e. attendance at athletic events, visits to classes, interaction with faculty, hits on websites, mentoring, volunteering, and financial supports.	Superintendent Media Services, Leadership team	Information from various sources, such as AD, Concert Directors, Play Directors, Principals	Accurate information.	July, 2016	A compilation of alumni support of various activities
Survey alumni through various social media to gather information as to their desired levels of participation in various school and community activities.	Superintendent, Media Services, HS Principal, Guidance Director	Alumni information guide, publicizing the survey, media for the survey administration.	Participation by successful alumni	November, 2016	Survey data
Formulate focus groups based upon baseline and survey data, to discuss vehicles for alumni support of student achievement and success.	Superintendent, Board of Ed., HS Principal, Media Services	Access to focus groups of alumni	Lack of support by alumni for focus groups.	February, 2017	Minutes of meetings.
Create an “exit process” for graduating seniors to build an alumni forum, online	HS Principal, Guidance Director, Media Services	Class lists and time for interviewing students.	Lack of participation by students, time to interview	April, 2017	Summary of information gathered.

[Return to Table of Contents](#)

## Action Plan –Climate and Culture #2

**Original Goal:** Provide student-centered environment to ensure “You can get there from here.”

**S.M.A.R.T. Goal:** By June 2017, double the involvement of the alumni as indicated by attendance at school events, support of student activities, volunteerism, and mentoring.

**Objective/Strategy:** Increase student alumni participation.

Create various alumni activities that surround student achievement.	Superintendent, Leadership Team, Board of Ed, Media Services	Board and school support for alumni involvement.	Lack of community support.	May, 2017	Calendar of activities for alumni
Compare pre- and post- data, review and revise the plan.	Superintendent, Media Services.	Alumni attendance and involvement data.	Lack of accurate information	June, 2018	Summary report

## Action Plan –Climate and Culture #3

[Return to Table of Contents](#)

- Original Goal:** Provide student-centered environment to ensure “You can get there from here.”
- S.M.A.R.T. Goal #4 C:** By May of 2018, establish a community based sponsorship to assist an additional 15 students in taking College Acceleration Program (CAP) coursework, thereby increasing the number of students graduating from PTHS with college credits by more than 10%.
- Objective/Strategy:** Create a funding vehicle, through community support, to provide financial assistance to students pursuing College Acceleration Program credits.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Prepare a report outlining the number of students taking CAP courses over a 3-year period.	HS Principal, Director of C&I, Guid. Director, Superintendent	Rosters, graduation lists, CAP Tuition lists from last 3 years.	Availability of information, time	October, 2015	CAP report.
Gather class lists of students enrolled in CAP courses and detail those who were Free and Reduced Lunch and did not take advantage of the CAP opportunity	HS Principal, Director of C&I, Guid. Director, Superintendent	Class lists from select CAP classes for the last three years.	Availability of information, time	March, 2016	Report (lists) of eligible students not taking advantage of the CAP opportunity.
Prepare a financial need statement/framework for those students who qualify and wish to take CAP courses but are financially unable.	HS Principal, Director of C&I, Guid. Director, Superintendent	Free and Reduced Lunch information from the last three years.	Availability of information, time	September, 2016	A reporting form.
Approach businesses, community organizations, school organizations, faculty, alumni and families to financially support students who could be advancing their college opportunities while still in high school.	HS Principal, Director of C&I, Guid. Director, Superintendent, Media Services.	Listings of community business, community assistance organizations, school organizations, families, alumni	Community and school support	January, 2017	List of enterprises to support students in need taking CAP courses.

### Action Plan –Climate and Culture #3

[Return to Table of Contents](#)

**Original Goal:** Provide student-centered environment to ensure “You can get there from here.”

**S.M.A.R.T. Goal #4 C:** By May of 2018, establish a community based sponsorship to assist an additional 15 students in taking College Acceleration Program (CAP) coursework, thereby increasing the number of students graduating from PTHS with college credits by more than 10%.

**Objective/Strategy:** Create a funding vehicle, through community support, to provide financial assistance to students pursuing College Acceleration Program credits.

Establish the funding mechanism to ensure resources go directly to the college on behalf of the students qualifying for assistance.	Assistant Sup’t. for Business, HS Principal, Guid. Director, Media Services, Superintendent	Dedicated accounts, either within or outside of the school organization, to manage funds.	Board approval.	September, 2017	Policy or procedure adopted by the Board
Assess the results of the program, comparing the number of students enrolled in CAP courses from the pre-assisted funding levels to the post-assisted funding levels.	HS Principal, Director of C&I, Guid. Director, Superintendent	Student CAP lists, Class rosters, Free and Reduced Lunch lists.	Availability of information	May, 2018	Final report.

## Action Plan –Climate and Culture #4

[Return to Table of Contents](#)

**Original Goal:** Provide student-centered environment to ensure “You can get there from here.”

**S.M.A.R.T. Goal:** By June of 2017, increase by 20% the number of ceremonial celebrations of student success.

**Objective/Strategy:** Create venues, both within the schools and within the school community, to celebrate the accomplishments of the Pemberton students, faculty, and school organizations.

Major Activities	Staff	Resources	Constraints	Timelines	Indicators of Success
Establish baseline data, documenting with the various vehicles used to recognize students both within the schools and within the school community.	Superintendent, Director of C & I, Principals, Media Services	Board reports, submissions by administration, school calendars	None	By June 1, 2015	A documented status report of student achievement celebrations
Disaggregate the status report achievement data into categories, i.e. academic, athletic, good citizen, school based, district based, club/organization based.	Superintendent, Director of C & I, Principals, Media Services	A detailed, disaggregated summary of the data	Time	By November, 2015	A detailed report delineating the disaggregated data.
Share the data and subsequent reports with focus groups, such as students, parents, faculty, and community organizations.	Superintendent Media Services	Aforementioned data.	Time and access to various groups.	January, 2016	Minutes of various focus group meetings.
Gather information from other school communities as to their celebrations of student achievement and compare to that which exists, that which has been proposed, integrating any viable suggestions gleaned from other school communities.	Superintendent, Director of C & I, Principals, Media Services	District and building based calendars from Pemberton and surrounding school communities.	Access to calendars of surrounding communities.	February, 2016	Master lists from inside Pemberton and surrounding school communities.

### Action Plan –Climate and Culture #4

**Original Goal:** Provide student-centered environment to ensure “You can get there from here.”

**S.M.A.R.T. Goal:** By June of 2017, increase by 20% the number of ceremonial celebrations of student success.

**Objective/Strategy:** Create venues, both within the schools and within the school community, to celebrate the accomplishments of the Pemberton students, faculty, and school organizations.

Create a master list of celebratory activities and recognitions based upon the focus group input and implement, on a pilot basis, in the district activities calendar.	Superintendent, Board of Ed., Director of C & I, Principals, Media Services	District Calendar	Timely completion of district calendar.	May, 2016	A formalized list of celebratory and recognition student achievement activities.
Review and revise the celebratory and recognition event calendar for the ensuing year, with the administrative team and the Board retaining those that reinforce the concept, “You can get there from here.”	Superintendent, Director of C & I, Principals, Media Services	Data as to the levels of participation, increased levels of student achievement.	None	May, 2017	The 2017-2018 school events calendar

[Return to  
Table of Contents](#)

# Appendix "A"

## Superintendent's Report: "State of the Schools"

# PEMBERTON LEARNING COMMUNITY

PURSuing  
*Excellence*



*One Child*  
AT A TIME



STATE OF  
THE DISTRICT  
2014



Pemberton Township Schools  
State of the District 2014

## Pursuing Excellence

- Attained Middle States Accreditation; new goals involve reduced absences, increased college testing scores, increased presence on social media
- Competition is global, technology imperative
- Our schools must compete with charters, local districts, online education
- Enrollment Stabilized
- Common Core Standards
- Achieve NJ





## Our Community

- **Diverse community, Joint Base provides the most significant growth factor**
  - District enrollment has increased by almost 300 students in past few years
  - Base is \$7 Billion economic engine, 2% of total New Jersey economy
  - Joint Base School Choice Agreement Successful, used as a template for other jointures
- **Charter School Competition**



## Instruction

- **Active Learners From the Top Down**
  - Board Certification; Administration Leadership Academy; Achieve NJ; Professional Learning Communities; Professional Development; Penn Study Group; Panasonic Foundation
- **Annual Performance Targets**
  - More realistic approach to student growth – also tied to teacher evaluations
  - MAP Testing—Student growth exceeds expectations
- **Future Standards: Common Core, PARCC, End of Course Testing**





## Pemberton Township Schools State of the District 2014

### State Testing:

#### Language Arts Proficiency (Preliminary Data)

School	2013 Actual	2014 Preliminary	Gain/Loss
Busansky	45.4	47.7	+2.3
Denbo	43.7	43.0	-0.7
Fort Dix	65.5	72.7	+7.2
Stackhouse	60.9	46.5	-14.4
Middle School	61.1	60.5	-0.6
PTHS	87.9	85.1	-2.8

#### Mathematics Proficiency (Preliminary Data)

School	2013 Actual	2014 Preliminary	Gain/Loss
Busansky	63.3	60.4	-2.9
Denbo	75.8	67.2	-8.6
Fort Dix	77.9	82.1	+4.2
Stackhouse	83.4	70.2	-13.2
Middle School	58.4	59.4	+1.0
PTHS	75.0	68.6	-6.4

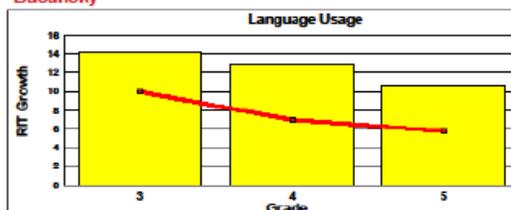


## Pemberton Township Schools State of the District 2014

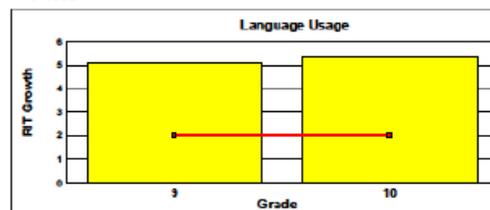
### MAP Testing (Measure of Academic Progress) Consistently Exceeds Projected Growth

- Mean of Growth
- Mean of Growth Projection

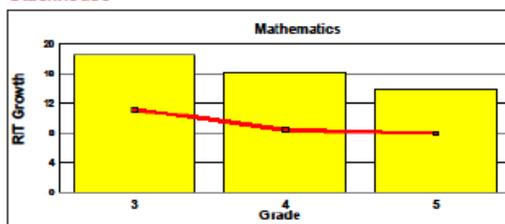
#### Busansky



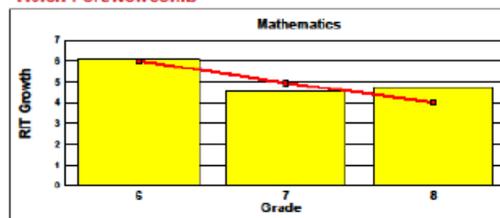
#### PTHS



#### Stackhouse



#### Helen Fort/Newcomb





## Instruction

- **AVID Program Success**
  - 97 students at MS, 80 at HS; Class of 2014: 100% going on to higher education
- **College Acceleration Program**
  - 39 students enrolled in CAP courses last year (33 CAP courses offered)
- **Striving to increase number of students taking AP tests, SATs, ACTs**
  - 30% increased enrollment in AP classes, 50% increase in number of students taking the AP exam
- **Class of 2014: 80% pursuing further education**
  - Acceptances include West Point, NYU, Penn State, Rutgers Engineering
  - 8% entering military



## Instruction

- **582 Students Achieved Advanced Proficient on State Assessments**
- **80 additional Students Inducted into three National Honor Societies**
- **Early Childhood Longitudinal Study:**  
Pemberton preschool students are:  
Members of NHS, PPEG, College Bound
- **Elementary Campus Realignment:**
  - Lower Elementary/Upper Elementary; increased instructional consistency, stronger professional development





## Administration

### ■ Achieve NJ:

#### *Principal & Teacher Evaluations*

- Pemberton established as a leader in the state
- Evaluations of teachers and administrators tied to student growth
- Goal is to correlate productive instructional practice with student achievement, and student achievement with productive instructional practice



## Administration

### ■ Leadership Team Changes:

- Over the last two years, changes have included:
  - ❖ 4 new principals
  - ❖ 5 new supervisors
  - ❖ 4 new assistant principals



### ◆ "Right-sizing" Must Continue

### ◆ Community Outreach

Pemberton staff members continue to generously support local and national fund-raising efforts



## Operations

### Walk to School Initiative

- Walk to School Initiative began in the following neighborhoods:

#### Busansky/Emmons:

- ❖ University Park, Rottau Village, Lake Valley Acres

#### Stackhouse/Harker-Wylie Haines

- ❖ Area near Deborah Hospital



Upon completion of the Denbo/Crichton project, walking areas there will include T&M Homes and Rancocas Road up to Lester Road



## Operations

- Denbo/Crichton Project Approved by SDA
- Building security remains state-of-the-art, and of utmost importance.
- Technology Updates:  
Tablet Initiative, Increased Bandwidth, Infrastructure Improvements





## Strategic Planning



- **Strategic Plan 2010-2015:**
  - Many goals have been accomplished, including Middle States Accreditation; others are in need of reframing or are no longer appropriate
  - Goals met include:
    - Increased recognition of attributes and achievements
    - Expanded communication methods to include social media
    - Continued facility improvement
  
- **New Plan will cover 2015-2018**  
Must integrate Common Core, PARCC, Achieve NJ, Attendance Focus



## Points of Pride

- Strengthened Military Affiliation
- AVID Program Success
- Achieve New Jersey
- Early Childhood Education
- Community Outreach: Students & Staff Participation, Donations, Support
- Increasing number of high achieving students
- Community Partnerships



# PEMBERTON TOWNSHIP SCHOOLS

YOU CAN  
GET  
THERE  
FROM  
HERE!



# Strengths & Challenges

[Return to Table of Contents](#)

## Green Dot Team:

Strengths	Challenges
CAP Program	Transient population
AVID Program	Bullying
21 <sup>st</sup> Century / Clubs	Parental involvement
JROTC Program	Social media / communication
Academies	Lack of technology instruction
Technology Programs	Library time in the Middle School
Block Programs (at HS)	Charter Schools
Early Childhood building	Reliance on state aid
Class sizes	Demographics
Grade level collaboration	PARCC testing resources

## Blue Dot Team:

Strengths	Challenges
Technology	Staff's knowledge of technology (communication)
AVID Program	Lack of parental involvement
Genesis	Lack of information about pursuing college for some students
eChalk	Testing scores need to be examined and place the student in courses that will challenge them to their potential
New eval tool for staff	Need to take AVID back to its roots
Facebook / Twitter	More vocational studies
Alternative school	
ROTC	

## Red Dot Team:

Strengths	Challenges
Diverse population	Bullying (transportation)
Highly qualified staff	Effective transition from PreK → K
Successful tech plan	
District is financially stable (not reactive)	Continue to investigate "inclusion" strategies
Facilities are clean, up-to-date, safe	Strengthen positive behavior / interventions
Progressive security plan	Perception of Pemberton
Effective transportation	Getting families engaged – involved
Success Academy	Global connection (automated system)
Ability for parents / administration to communicate	A need to welcome families to the area

### **Black Dot Team:**

<b>Strengths</b>	<b>Challenges</b>
Progress with student growth	Increase state scores in Math & Writing
ASTEM Academies, NHS & AVID Success	Image of our district
Enrollment stabilization	Positive parental involvement
Accreditation	Improve district level structure for PTO's
Began tech initiative	Improve anti-bullying program information
Summer program growth	More opportunities / partnerships for community service for students
CAP college credits inc.	Early Childhood Center curriculum image
Military counselors	More parental friendly opportunities for being involved during day / night activities (babysitting)
Deborah Hospital partnership	More professionalism among staff

### **Pink Dot Team:**

<b>Strengths</b>	<b>Challenges</b>
Student test achievement has improved	Continue to improve opportunities for achievement
Large investment in technology	Prioritize funding for more technology
Diversity of students	Develop programs for all groups of students
Programs: ASTEM, Med Arts, FAME, CAP	Lack of parent involvement
Middle States Accreditation	Communication between parent / teacher
Security	Classroom control
Genesis	Genesis

### **Orange Dot Team:**

<b>Strengths</b>	<b>Challenges</b>
Residents	Outside media coverage (positive)
Community events and activities	Geography (size of township)
Support from schools	Technology updates
Welcoming communication from schools	Parent involvement
Parent involvement	Maintaining a safe school environment
Community outreach	Consistency in the enforcement of rules
School staff	Sources of revenue
Programs (extracurricular)	
Curriculum	
Transportation to / from programs	
Conditions of facilities	

Following each groups reporting out of their consensus points, the large group identified the following **common themes**:

- Image / perception
- Bullying
- Diversity
- Technology
- Student learning opportunities – programs
- Transitioning from building to building – mainly inclusion and PreK → K
- Collaboration
- Student achievement – academies
- Beyond high school
- Consistent code of conduct – staff and student
- Consequences for actions – consistent
- Parental involvement
- Communication
- Building relationship with military families
- Solid operations
- Transportation
- Safety
- Funding

# Vision 2019

## Green Dot Team:

Vision	Initiatives
1. Technology (Advancement)	
2. Commitment to District Vision (Unity)	
3. Global recognition/connection (Diversity)	
4. "Make You Thirsty"	

## Blue Dot Team:

Vision	Initiatives
1. Technology	One-to-one initiative 2 – 12
2. Increase Cooperative Ed Opportunities	Internships with joint base Enable college/career readiness
3. Virtual Education	Alternative Snow Days Advanced course offerings Low enrollment in course offerings
4. Parents Involved	Required parental activity or attendance in order for child to advance

## Red Dot Team:

Vision	Initiatives
1. Enhanced relationships	Military and non-military
2. Achievements in STEM disciplines	Increased job placements, continuing education in STEM fields
3. College Accel. Program (CAP)	Direct corporate involvement
4. National Recognition	
5. 100% Individualized Educational Program	Embracing different learning styles

## Black Dot Team:

Vision	Initiatives
1. Parental / community involvement	
2. State-of-Art technology in ALL of our schools	
3. Positive perception through direct publication to showcase our successes	
4. A robust curriculum to provide multiple pathways for success after high school (military/college/workforce/technology)	
5. Safe schools that provide consistent consequences for staff/students	

### Pink Dot Team:

Vision	Initiatives
1. State-of-Art Technology program	<ul style="list-style-type: none"> <li>• Consistent funding and planning</li> </ul>
2. Meet changing global economy with diverse workforce development	<ul style="list-style-type: none"> <li>• Ongoing curriculum development</li> <li>• Teacher development</li> <li>• State/interstate competitions (elem/HS)</li> <li>• Integrate community/NJEA/alumni</li> </ul>
3. Welcoming, safe learning environments	<ul style="list-style-type: none"> <li>• Anti-bullying curriculum</li> <li>• Consistent intervention/outreach programs</li> <li>• Consistent student code of conduct</li> <li>• Civic engagement – community &amp; school</li> </ul>
4. Improved student outcomes using standardized assessments	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Acknowledge diverse student success</li> <li>• Use Genesis to record civic engagement</li> <li>• Use social media to streamline student success</li> </ul>

### Orange Dot Team:

Vision	Initiatives
1. Keep current with latest mobile technology	“Provide ALL students with the equipment”
2. Expand Life Skills courses to ensure readiness for the next phase of life	
3. Provide career information from outside sources	
4. Continuously evaluate academies to determine dynamic future opportunities	
5. Increase marketing for parent involvement	
6. Peer-to-Peer talks for upper classmen	
7. Continuous increase of students taking SATs/ACTs	
8. Increase Guidance services	

Following each groups reporting out of their consensus points, the large group identified the following **common themes**:

- Technology
- Keep ahead of the curve
  - Coursework
  - Technology
  - Curricular development
- Parent involvement
- Enhanced relationships
- Competitions (academic)
- Recognizing civic engagements (Marketing)
  - Beyond our borders
- “Make them thirsty!”
- Embracing the different learning styles
- Programs for college & career readiness
- Seek multiple pathways for success
- Health of our students
- Seek feedback about our schools

**Four goal areas emerged from the common themes identified by the group at large:**

- **Student Achievement**
  - Keeping ahead of the curve – coursework, curricular development
  - Competitions (academic)
  - “Make them thirsty!”
  - Embracing the different learning styles
  - Programs for college & career readiness
  - Seeking multiple pathways for success
- **Technology**
  - Keeping ahead of the curve – technology, curricular development
- **Community Engagement**
  - Parent involvement
  - Enhanced relationship
  - Seek feedback about our schools
- **Climate & Culture**
  - Recognizing civic engagements (Marketing) – beyond our borders
  - “Make them thirsty!”
  - Embracing the different learning styles
  - Health of our students

