

# Greenwich Township School District THREE-YEAR TECHNOLOGY PLAN



July 1, 2013 – June 30, 2016

**NJ Department of Education  
District/Nonpublic School/ Charter School  
Three-Year Educational Technology Plan Checklist**

**DIRECTIONS:** Place a check ☒ in the unshaded **COMPLETED** column when the **TASK** has been completed.

<b>TASK</b>	<b>Completed</b>	
	<b>Req'd by E-Rate</b>	<b>Not req'd E-Rate</b>
<b>DATE:</b> Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). <a href="http://www.usac.org/sl/applicants/step01/default.aspx">http://www.usac.org/sl/applicants/step01/default.aspx</a>  <b>Tech Plan creation date:</b>	01/24/2013	

	Indicate in the unshaded spaces the page number where the corresponding information is found	
	<b>Req'd by E-Rate</b>	<b>Not req'd by E-Rate</b>
<b>TECHNOLOGY INVENTORY:</b> 1. Describe the technology inventory <u>needed to improve</u> student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance <i>for 12 months of the e-rate funded year</i> , such as the following areas: a) Technology equipment including assistive technologies b) Networking capacity c) Filtering method d) Software used for curricular support and filtering e) Technology maintenance and support f) Telecommunications equipment and services g) Other services  <b>NOTE:</b> If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts: <a href="http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx">http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx</a>	6-7	
<b>NEEDS ASSESSMENT:</b> 2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.	7-10	

	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	Not req'd by E-Rate
<b>THREE-YEAR GOALS:</b> 3. List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21 <sup>st</sup> century learning communities. E-Rate requirements: <a href="http://www.ecfr.gov">www.ecfr.gov</a>	11-12	
<b>THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:</b> <a href="#">Implementation Activity Sample Table</a> 4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment. <ul style="list-style-type: none"> <li>a. telecommunications,</li> <li>b. information technology,</li> <li>c. educational technology (including assistive technologies), and</li> <li>d. student technology readiness in preparation for online testing in 2014-2015.</li> </ul>	13-15	
	13-15	
		13-15
		13-15
<b>PROFESSIONAL DEVELOPMENT STRATEGIES:</b> <a href="#">Professional Development Sample Table</a> 5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. <i>Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</i>  Describe the planned professional development strategies by addressing each of the following questions: <ul style="list-style-type: none"> <li>a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21<sup>st</sup> century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?</li> <li>b) What professional development opportunities, resources and support (online or in person) exist for technical staff?</li> <li>c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?</li> </ul>	16-17	
		16-17
		16-17
<b>EVALUATION PLAN:</b> <a href="#">Evaluation Plan Sample Table</a> 6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.	18-20	
7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.	20	
<b>FUNDING PLAN (July 2013 – June 2014):</b> <a href="#">Funding Plan Sample Table</a> 8. Provide the anticipated costs for <b>2013-2014</b> by source of funds (federal, state, local and other) and include expenses such as hardware/software, digital curricula including <a href="#">NIMAS</a> compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.		21-22

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

<b>Stakeholder Table</b>		
<b>Title</b>	<b>Name</b>	<b>Signature</b>
Superintendent	Mr. Stephen Derkoski	
Principal	Mrs. Jacquelyn Traini	
Technology Coordinator	Mr. Michael Grelli	
Curriculum Director/Curriculum Committee Member	Mrs. Alisa Whitcraft	
Director of Special Services	Mr. Rob Harris	
Teacher	Mr. Joe Miles	
Special Education Teacher	Mrs. Jennifer Walker	
Guidance	Mr. Daniel Giorgianni	
Parent	Mrs. Lori Grelli	
Community Member	Mrs. Lori Chiavoroli	

# EXECUTIVE SUMMARY

Greenwich Township's vision for technology is to *advance the mission of the School District by preparing students for the world in which they will be living and leading*. To help meet this overarching goal, technology must *support teaching and learning, pervade student life, and connect with external constituencies*. As a result, effective and efficient uses of technology will help *create a more cohesive school community* and will help *present Greenwich Township students to the world as a leader in educating children to become engaged global citizens and leaders*.

The vision for technology at Greenwich Township will embrace the following characteristics:

- *Emergent technologies* that have the capacity for flexibility and expansion, accommodating the future needs of various academic disciplines, administrative units, and co-curricular activities;
- *Efficient technologies* that are integrated seamlessly into the fabric of academics, administrative processes, and campus life;
- *Reliable technologies* that are secure, supported, and built on a sound, transparent infrastructure; and
- *Provocative technologies* that liberate and energize Greenwich's students, faculty and staff to imagine the unimaginable. The Greenwich Township School District will engage students in meaningful experiences with technology that will challenge and prepare them to become leaders in a global society.

# INVENTORY and SERVICES

Creating a Digital Learning Environment to transcend our students with the opportunity to educate, innovate, assess and recalibrate

<b>Three-Year Educational Technology Plan Inventory Table</b>			
<b>Area of Need</b>	<b>Describe for erate funded year 1  2013-2014</b>	<b>Describe for erate funded year 2  2014-2015</b>	<b>Describe for erate funded year 3  2015-2016</b>
Technology Equipment including assistive technologies	<b>Purchase Devices for entire 5thgrade to begin our 1:1 student/device initiative. Assessed Simultaneously Devices should be equipped with 6hr batteries, Mice and physical Keyboard</b>	<b>Continue with 1:1 student/device initiative.  Purge Devices over 5 years old.</b>	<b>Continue with 1:1 student/device initiative.  Purge Devices over 5 years old.</b>
Networking Capacity	<b>Upgrade switches to at least 1GB  Install “N” rated wireless solution for grades (PreK-4) Including networks for Admin, Staff, Students and Guests</b>	<b>Upgrade Core switches to at least a 1Gbps Back Bone</b>	<b>Develop, replace and upgrade networking equipment on an annual basis to stay ahead of demand</b>
Filtering Method	<b>Stay in accordance with the FCC and District Policy  Develop Responsible Digital Citizens</b>	<b>Stay in accordance with the FCC and District Policy  Develop Responsible Digital Citizens</b>	<b>Stay in accordance with the FCC and District Policy  Develop Responsible Digital Citizens</b>

Software used for curricular support and filtering	<b>Study Island Grades 2-8</b>  <b>Reading Eggs Grades PK-1</b>  <b>ThinkCentral – All Grades</b>  <b>K12USA for WEB FILTERING</b>  <b>SOPHOS UTM320 for WEB/EMAIL FILTERING</b>	<b>Study Island Grades 2-8</b>  <b>Reading Eggs Grades PK-1</b>  <b>ThinkCentral – All Grades</b>  <b>K12USA for WEB FILTERING</b>  <b>SOPHOS UTM320 for WEB/EMAIL FILTERING</b>	<b>Study Island Grades 2-8</b>  <b>Reading Eggs Grades PK-1</b>  <b>ThinkCentral – All Grades</b>  <b>K12USA for WEB FILTERING</b>  <b>SOPHOS UTM320 for WEB/EMAIL FILTERING</b>
Technical Support and maintenance	<b>Engage a Network Engineer to DESIGN a network that is functional, scalable, manageable and exceed your current needs</b>	<b>Engage a Network Engineer to IMPLEMENT a network that is functional, scalable, manageable and exceed your current needs</b>	<b>Engage a Network Engineer to SUPPORT and GROW the network that is functional, scalable, manageable and exceed your current needs</b>
Telecommunications equipment and services	<b>Upgrade Bandwidth and continue testing to determine if current bandwidth is sufficient.</b>	<b>Increase Bandwidth to 100 mbps</b>	<b>Increase capacity as needed to perpetuate Student Achievement</b>
Other Services:	<b>Provision Electrical Transformers and resources to accommodate the Digital Learning Centers for Assessment</b>	<b>Buy Modular Furniture to create convertible classroomMake sure they can house the 10% simultaneous testing</b>	

# NEEDS ASSESSMENT

## 1. Current Status

The use of technology in instruction is a primary focus of the Greenwich Township School District, and the district has dedicated considerable effort in establishing that vision to all of its constituent members. The district has implemented a multifaceted approach to assessing needs and planning for professional development. Our assessment program includes activities that are on going throughout the year, (classroom observations), as well as activities that take place only once at the end of the year (i.e., surveys, summative evaluations). Our needs assessment program also includes the items listed below.

### 1.1. Professional Improvement Plans

All district, administrative, supervisory, and teacher professional improvement plans must include a component detailing goals for technology integration and use within the instructional environment. Each supervisor and building administrator is required to include a statement of a teacher's use of technology as part of every classroom observation. Additionally, an individual teacher must first go through a self-assessment process in order to define the component(s) of their Professional Improvement Plan.

### 1.2. Assessing Professional Development Activities

At the close of each professional development activity, each participant must submit an evaluation form letting the district know how effective the activity was, whether or not it met needed or required goals, and whether or not the information learned will be applicable to the teaching the classroom.

### 1.3. End of Year Surveys

Most importantly, at the close of each year, the district will conduct two extensive surveys. The first is a survey of professional staff where they are asked to self-report on their personal technology skill levels, and their use of technology into instruction. This data is reported to us by every certificated staff member, and is disaggregated and shared with administrators and instructional supervisors in both a granular as well as summary fashion. The personal skill levels of the supervisory and administrative groups are looked at as well.

Students take the second survey where they are asked to self-report on a variety of questions, including in which class technology is used, and how often it is used. They are also asked to report on what they perceive as the most important components of the available district technologies.



Needs Assessment (Continued)

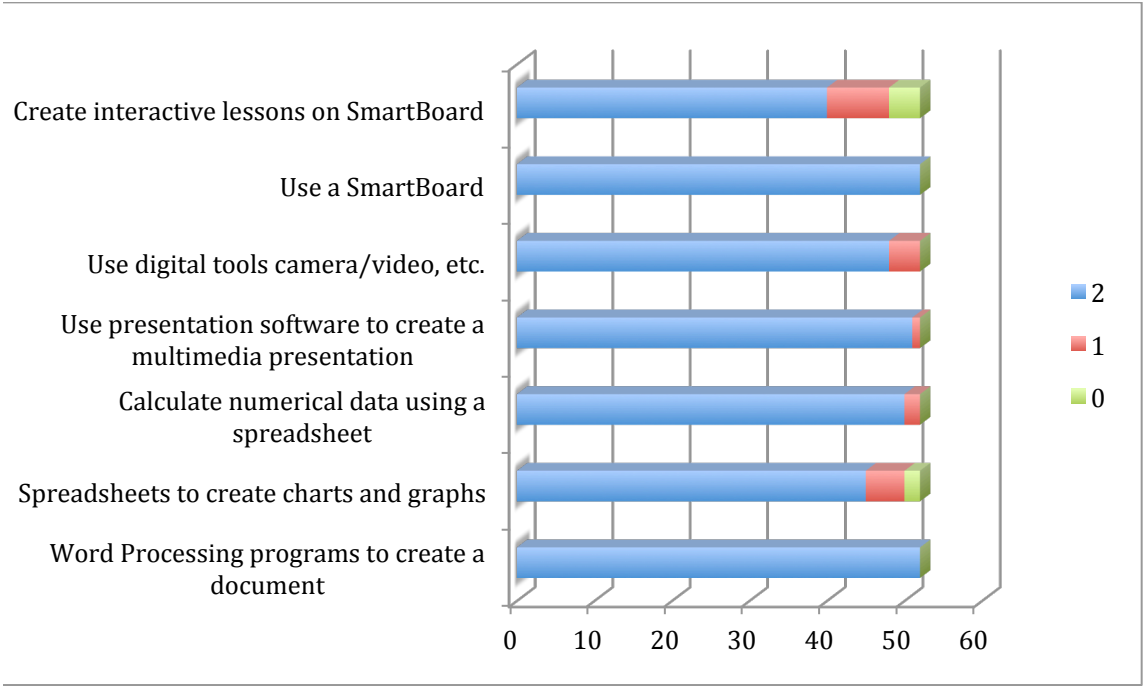
1.4. The District Technology Steering Committee  
This committee plays a role in assessing our ability to meet current plan goals and assist us in the development of new goals and objectives. This committee, comprised of the individuals listed in section *I- Stakeholders*, brings a wide variety of expertise, understandings, and opinions to the table. What follows is the summary results of survey questions focused on gathering data on teacher/staff member personal technology skill level.

Current Status Personal Technology Skill Level - 2012 Staff Survey Results

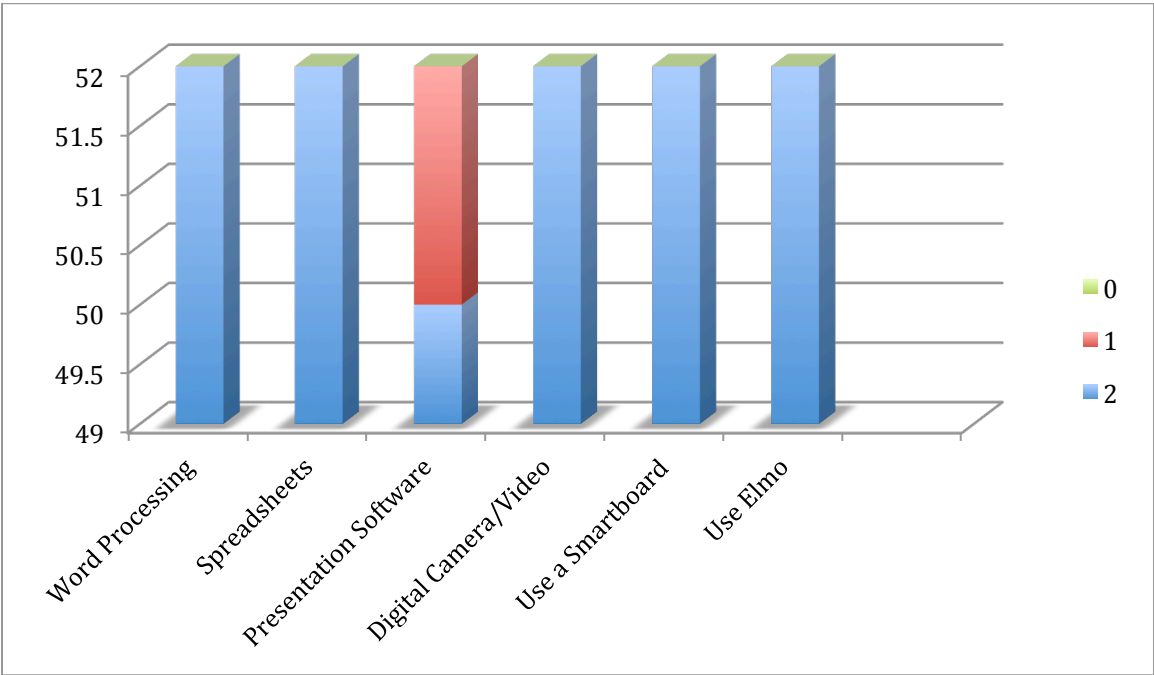
Included in this report are the results from the most recent surveys, taken in the spring of 2012. The Evaluation Scale used in the following pages is based on three levels.

Level 0- Not at all; Level 1 - Minimally; Level 2 - Confidently. The detail that is part of each question is also provided. Participants included educators and Library Media Specialists

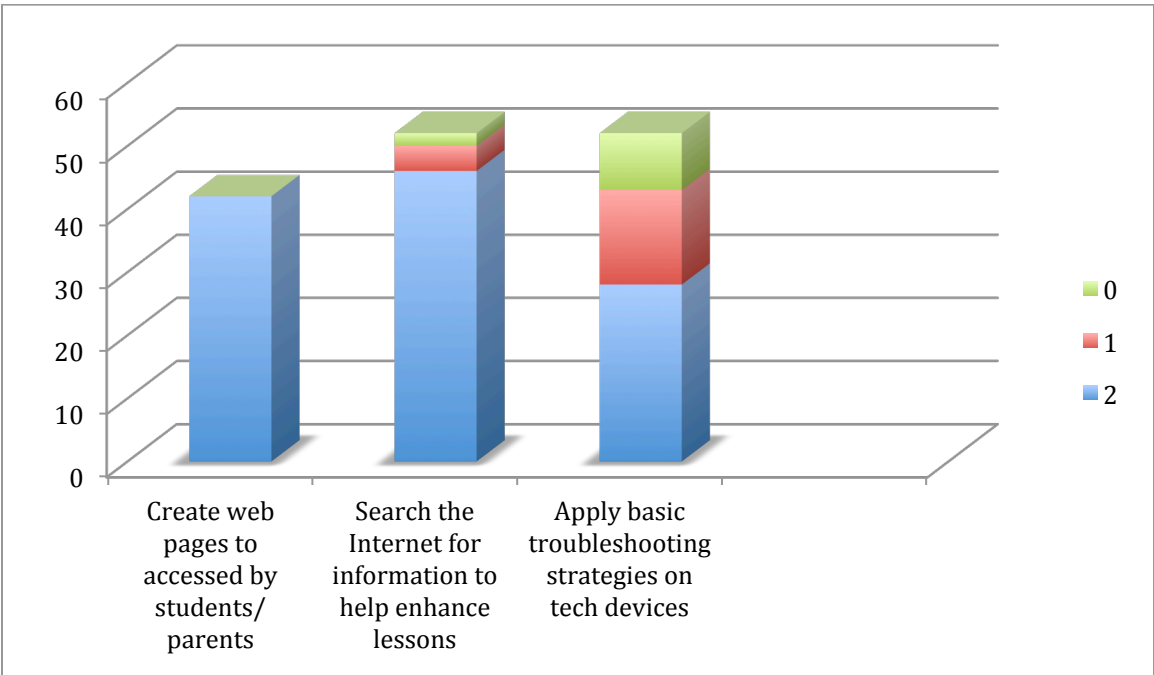
Can you use the following tools?



**Can you teach/assist students in using the digital tools mentioned above with programs appropriate for their age/grade level?**



**Do you**



# THREE-YEAR GOALS AND OBJECTIVES

## **Goal 1:**

Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and will help them succeed in the workplace of the 21<sup>st</sup> century. They will be proficient by the end of 8<sup>th</sup> grade and will meet the standards as outlined in the CCCS - 8.1 and 8.2.

## **Objectives:**

- 1.1 Achieve one to one access for students and staff for anywhere/any time learning.
- 1.2 Provide efficient high-speed access to the Internet for distance learning, communication and research.
- 1.3 Share and maintain lesson plans demonstrating the infusion of technology and 21<sup>st</sup> century skills.
- 1.4 Support the goals of the New Jersey Core Curriculum Content Standards and the Common Core State Standards initiative.
- 1.5 Continue our assessment of student progress of technology literacy skills.

## **Goal 2:**

Educators will attain the skills and knowledge necessary to effectively use educational technology and to integrate technology in the curriculum to assist students to achieve the Core Curriculum Content Standards.

## **Objectives:**

- 2.1 Ensure that the district's existing professional development plan includes activities that support integration of 21<sup>st</sup> century skills across the curricula.
- 2.2 Include in observations a means for assessing the infusion of technology into instructional practices.
- 2.3 Provide district recognition for achievement of core proficiencies as exemplified by [ISTE](#) (standards for teachers) and [TSSA](#) (standards for administrators).
- 2.4 Establish a mentoring program for teachers and administrators in developing and supporting the infusion of technology across the curriculum.
- 2.5 Collaborate with all New Jersey Department of Education offices in order to promote the utilization of data tools to facilitate data driven decisions in order to maximize student achievement.

## **Goal 3:**

Educational technology will be accessible by students, teachers and administrators and utilized for instructional and administrative purposes in all learning environments.

## **Objectives:**

- 3.1 Provide access to the Internet and multimedia content in all learning environments for students, teachers, administrators and staff.
- 3.2 Collaborate with community resources to establish access beyond the school day.

### 3.3 Continue to provide and update:

- high speed LANs (Local Area Network)
- high speed WANs (Wide Area Network)
- E-mail use
- Technology-infused lesson plans
- Productivity software
- Inventory of hardware and software
- Monitoring network use and end user needs to target technical support activities
- Administrative software
- A safe Internet environment
- Acceptable Use Policies (AUP) for all users
- Maintenance of records that authorize use of a student's personal information on district- or school-based web sites. (NJ Bill A592 <http://www.state.nj.us/njded/techno/idconsent/>).
- Lists of resources for students and parents/legally designated caregivers through Web-based information, community centers, homework hot lines, teacher e-mail, teacher-developed web sites and training/workshops provided by various districts.
- Education of administrators, teachers, and students in the ethical use of computers.

3.4 Review school and district web sites in relation to alignment with New Jersey's state accessibility statements.

3.5 Facilitate communication between informational technology, educational technology, assistive technology and curriculum professionals so that the district's technological resources can be used to support the learning and achievement of all students.

#### **Goal 4:**

Maintain the technology infrastructure necessary for all students, administrators and staff to safely access digital information on demand and to communicate virtually. Exceed technology readiness in preparation for online testing in 2014-2015.

#### **Objectives:**

- 4.1 High-speed connectivity to global and local resources
- 4.2 Adequate annual technology budget
- 4.3 Maintenance and support to keep the current infrastructure fully operational.
- 4.4 Timely replacement of obsolete equipment.
- 4.5 Determine additional devices needed to support technology readiness for online testing.

# THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES

Three-Year Technology Implementation Activity Table

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation/Evaluation
Goal #1 and Objectives	Include all skills as identified in the CCCS 8.1 in curriculum of Computer Science Class.	On-going Grades 5-8	Computer Teacher Instructional Staff	Results of Technology Proficiency Assessment Classroom observation Assignments/Tests/Quizzes
	Prepare lessons that allow students to practice their skills.	On-going	Computer Teacher	Technology Lesson Plans
	Keep an on-going portfolio for each student	On-going	Computer Teacher/Technology Coordinator	Student Portfolio
	Integrate technology in the content areas that cover all skills.	On-going	Grades 7&8	Technology Lesson Plans
	Provide workshops to staff on the technology standards in the CCCS.	Three Years	Curriculum Coordinator Technology Coordinator	Professional Development Evaluation and Reports
Goal #2 and Objectives	Participate in on-going review of major applications software available in the district.	Three Years	Computer Teacher	Technology Lesson Plans
			Classroom Teachers PreK-8	Observations
			Special Area Teachers	Lesson Plans

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<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation/Evaluation</b>
Goal #2 and Objectives	Participate in workshops in the following areas:  Technology Integration  Assistive Technology  Troubleshooting for Computers  Instructional Strategies in the Classroom  Using Technology to Support the Learner-Active Environment  Specific new technologies or applications as they become available and are appropriate to the grade level curriculum  Online Resources  Web Site Content	On-going Three Years	Technology Coordinator  Curriculum Coordinator  Child Study Team Director  Special Area Teachers  Building Principals	Professional Development Log

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<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation/Evaluation</b>
Goal #3 and objectives	Provide access to the Internet and multimedia content in all learning environments for students, teachers, administrators and staff	Three Years	Technology Coordinator	Technology Plan
	Collaborate with community resources to establish access beyond the school day.	Three Years	Administrative Team	Technology Plan
	Review school and district web sites in relation to alignment with New Jersey's state accessibility statements.	Three Years	Technology Coordinator	Professional Development Log
	Participate in professional development on digital software applications.	Three Years	Instructional Staff	Professional Development Log
	Provide support for using any digital devices.	On-going	Technology Coordinator	Help Desk Log
Goal # 4 and Objectives	High-speed connectivity to global and local resources and adequate bandwidth and devices for online testing	On-Going	Technology Coordinator	Professional Development Log Tech Readiness Reports
	Adequate annual technology budget	2010-2013	Board of Ed./Business Admin	Technology Budget
	Maintenance and support to keep the current infrastructure fully operational	On-Going	Technology Coordinator/Part time technician	Repair reports.

# Professional Development

## Description of Planned Activities

The purpose of the district professional development program is to support teachers in the improvement of teaching/learning, as well as improve student achievement through the development of a culture of learning for all professional staff. Our planning includes a process to identify and modify the core curriculum content areas to continue our support of the **infusion of technology**. To develop the most effective program that addresses the core curricular areas in need of support, decisions on program design results from the input of all involved. The sections that follow detail the structure of the program, and some of the influences that impact planning.

A. District Administrators receive professional development during the school year in several ways, these include but are not limited to Administrative team meetings, in-service days, roundtable meeting, NJASA and NJPSA programs. Ongoing, sustained professional development for staff will be provided as new equipment and software are distributed. Teachers and library media personnel confer with team members and administrators to assess the professional development needs and respond accordingly. Teachers are encouraged to pursue workshop opportunities in addition to the in-house training that occur on an individual and small group basis to meet the need. Often, the vendor will be enlisted to provide additional training, as in the recent case of introducing several iPad devices.

B. The professional development opportunities and resources that exist for technical staff include workshop training provided by outside vendors such as the ETTC. Online training is also conducted as well as credited course work or certification programs the Superintendent or Technology Coordinator deem necessary. The Gloucester County Technology Consortium also provides training opportunities at their monthly meetings.

C. The Director of Special Services and the Technology Coordinator assemble training on the specific hardware and software as provided by the manufacturers and vendors. Turn-key training is also provided in-district by the area experts for the rest of the staff. When required, outside advisors are brought in to administer any necessary technology training.



# Professional Development Table

2013-14 only		
Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
Advanced iPad Training	Advanced training on different ipad apps for education	Workshops will be offered during the year by EIRC experts and the Technology Coordinator.
Intermediate iPad Training.	Intermediate training on different ipad apps for education	Workshops will be offered during the year by EIRC experts and the Technology Coordinator.
Advanced Smartboard Training	Advanced instruction with Smartboard and Notebook Software	Workshops will be offered during the year by EIRC experts and the Technology Coordinator.
Intermediate Smartboard Training	Intermediate Smartboard and Notebook instruction	Workshops will be offered during the year by EIRC experts and the Technology Coordinator.

# EVALUATION PLAN

Educational Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate how...	
<p>a. <i>Telecommunication services, hardware, software and other services are improving education.</i></p>	<p>All administrators will evaluate Telecommunication services, hardware, software and other services and document the impact they have on education by using the following methods:</p> <p>Limited need for tech support/tech assistance. Instruction time is not interrupted by technology issues or downtime. Evaluation Method: Checking Help Desk Logs.</p> <p>Positive impact on the student's experience in the classroom. Evaluation Method: Observation</p> <p>How it affects the teacher's ability to teach the information to his/her students. Evaluation Method: Observation</p> <p>Report Card Grades, Test Scores, Quiz Grades, Homework completion. Evaluation Method: Score Data</p> <p>Class participation. Evaluation Method: Observation</p> <p>How often technology is used in classroom lectures. Evaluation Method: Observation and Lesson Plans.</p>
<p>b. <i>Effective integration of technology is enabling students to meet challenging state academic standards.</i></p>	<p>A variety of professional tools and activities are used to evaluate technology integration. District Administrators are responsible for a technology component weaved into their Personal Professional Growth Plan. Technology integration is also included as part of the components of the Professional Improvement Plans for all teachers. To insure integration throughout all instructional areas, building Principals actively and frequently review teacher lesson plans and observe classes where teachers incorporate lessons and activities that include technology infusion.</p>

# EVALUTION PLAN

(Continued)

<i>c. The LEA is meeting the identified goals in the educational technology plan.</i>	Data from our teacher technology surveys and the annual Greenwich Township Technology Survey will be reviewed and compared from year to year by the Curriculum Coordinator and Technology Coordinator. These surveys will assist in assessing the frequency and types of technology used in instruction. The Technology Committee will also use the above data to determine progress in meeting the goals of the technology plan and assist the District in planning staff development needed to achieve those goals.
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Our teachers and administrators frequently review student achievement through technology assessment results, classroom grades and presentations. If weaknesses are observed, then corrective action will be taken.

# TECHNOLOGY BUDGET

## Three-Year Educational Technology Plan Anticipated Funding Table First Year

ITEM	DESCRIPTION OF ITEMS TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC
Oncourse Systems	Student Information System GradeBook Lesson Planner			\$13,000.00	
Study Island	Test Prep Software Grades 2-8			\$7,000	
Microsoft Licensing	Office, Windows and Server FTE License			\$7,500.00	
Lexia Learning	Software application to support mastery of Reading Skills			\$10,000	
RAZ Kids	Website where students can read books and take assessments after they have read.			\$6,000.00	
Astaro Wireless System	Upgrade for Elementary Schools' Wireless Access Points and Management			\$8,000.00	
20M Internet	Internet Bandwidth			\$37,800	E-Ratable
MRC Line for WAN	Wan Connection			\$31,200	E-ratable

ITEM	DESCRIPTION OF ITEMS TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC
<b>Tablets for 5<sup>th</sup> Grade</b>	Tablets for all 5 <sup>th</sup> grade students			\$99,375	
<b>Email Archive Service</b>	Email Archive as per federal law			\$2,000	
<b>Gaggle Apps</b>	Online cloud app for document storage and creation			\$4,000	
<b>Network Upgrade</b>	Upgrading of outdated network equipment			\$10,000	
<b>Learn360</b>	Online Video Streaming of Educational content service			\$4,000	
<b>Astaro Firewall/email and web filter/Anti virus</b>	Firewall, email and web filtering appliance			\$12,000	
<b>Community Builder</b>	Web hosting Service			\$2,5000	
<b>Replacement Desktops/Laptops</b>				\$10,000	

## **Acknowledgements**

### **Greenwich Township School District Board of Education**

Mrs. Roseanne Lombardo

Mrs. Lisa Morina

Mr. Andrew Chapkowski

Mr. Louis Fabiani

Mr. Kenneth Ridinger

Mrs. Jill Trainor

Mrs. Susan Vernacchio

### **District Administration**

Mr. Stephen Derkoski – Interim Superintendent

Mr. Scott Campbell - Business Administrator/Board Secretary

Mr. Rob Harris – Director of Special Services

Mrs. Alisa Whitcraft – Nehaunsey Middle School Principal/Curriculum Coordinator

Mrs. Jacquelyn Traini – Greenwich Township Elementary School Principal

### **2012-2013 Technology Committee**

Mr. Joshua Bomze

Mrs. Nancy Dwyer

Mrs. Catrina Laster

Mrs. Nicole McGann

Mrs. Suzanne Pezzino

Mr. Joe Miles

Mrs. Diane Shirley

Mrs. Janet Shivers

Mrs. Stephanie Tomaszewski

Mr. Steve Wehrle

This plan was prepared by Michael Grelli, Technology Coordinator, and

Approved by the Greenwich Township School District Board of Education on March 25, 2013.



# Greenwich Township School District

## THREE-YEAR TECHNOLOGY PLAN



July 1, 2013 – June 30, 2016