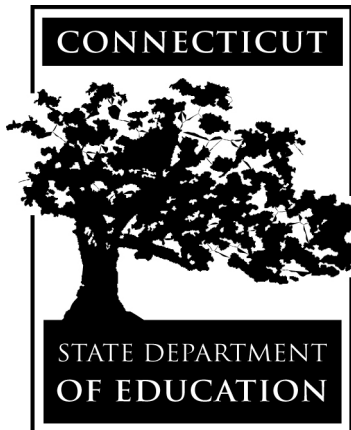


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CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Published: November 2011
Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012
Submission to CSDE due June 15, 2012

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Commissioner of Education
Stefan Pryor

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Educational Technology Plan Approval Process

The CSDE and RESC Alliance have updated the Educational Technology Plan template to reflect school district needs and closely align to the National Educational Technology Plan. Please read the educational technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan (see Appendix B). Please follow the steps below so that your plan can be reviewed and approved. Your RESC contact is listed within the template and is ready to help you plan if you require assistance. Appendix A also has resources for you to use to help complete your Educational Technology Plan.

1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
3. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
4. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
 - a. Cover Page (page 4)
 - b. Technology Plan Preparation Check-Off (page 5)
 - c. LEA Federal Grant Program Compliance Form (page 6)
 - d. Children’s Internet Protection Act (CIPA) Certification (page 18)
5. **Board of Education Approval:** Upon receipt of Superintendent/Director’s signature, submit the plan to your local board for approval.
6. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatchedts Hill Road, Old Lyme, CT 06371.
7. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
8. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

** The RESC reviewer’s task is not to evaluate your technology plan but to check it for completeness and alignment with the template’s requirements.*

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	hgunther@aces.org
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	costa@educationconnection.org
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatchedts Hill Road	vsodano@learn.k12.ct.us

		Old Lyme, CT 06371	
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Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Danbury Public Schools	
LEA Code:	034	
Educational Technology Plan Contact:	Dr. William Glass	
Phone:	203-797-4724	
Fax:	203-790-2875	
E-mail:	glassw@danbury.k12.ct.us	
Address:	Danbury Public School, 63 Beaver Brook Rd, Danbury, CT 06810	
Name of Superintendent or Director:	Dr. Sal V. Pascarella	
E-mail:	pascas@danbury.k12.ct.us	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Educational Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Educational Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Children’s Internet Protection Act (CIPA) Certification
- Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*

Signature of Authorized LEA Agent		Date
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Local Education Agency (LEA) Federal Grant Program Compliance Form

Danbury Public Schools
Local Education Agency Submitting this Plan

Developing a comprehensive educational technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive educational technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build “buy-in” from stakeholders and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs), who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

x	Is compliant with the provisions of the Children’s Internet Protection Act (CIPA) [20 U.S.C. § 6777].		
	Will be CIPA compliant by this date.		
x	Has applied for E-Rate funding.		

The LEA’s comprehensive educational technology plan must be approved by the local board of education.

Date the plan was approved:		
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OR

Date the plan is to be submitted for board approval:	March 14, 2012	
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Certified by:

Signature of Superintendent or Director		Date
---	--	------

Printed Name of Superintendent or Director
--

LEA Profile

LEA NAME:	Danbury Public Schools
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This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

Educational Technology Literacy	
Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards? All newly written and revised curricula will embed 21st Century skills. This process began during the 2010-11 school year. In addition, aging technology and lack of lab time made any isolated technology testing difficult. Therefore, administration determined that the Student Technology Assessment that was used in past to measure student skills was no longer a valid measure.	0
How many of those students were considered technologically literate based on that evaluation? See above	N/A
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD do not include any of those hours.	207
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	6
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	120/134 middle 288/405 Elementary Total: 408/539
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	115/230

Policies
How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)? Every year Every other year At least every three years Other: It is reviewed every 3 years and is updated <u>as deemed necessary based on changes in the tech environment</u> Insert a link to your district's AUP below if it is stored on the Web: http://www.danbury.k12.ct.us/bbadmin/bdpolicy.html at the top of this web page is our AUP link to document

Online Assessments
When filling out the table below, please consider the following conditions: <ul style="list-style-type: none"> The number and percentage of students at each grade level that can have high-speed Internet access a

<p>the same time.</p> <ul style="list-style-type: none"> • The students are grouped in clusters of no more than 30 and no less than 10 students. • The students remain in their own school. 	
The maximum number of Grade 4 students who could be accommodated under the above conditions.	385
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	48%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	385
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	52%
The maximum number of Grade 8 students who could be accommodated under these conditions.	385
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	54%
The maximum number of Grade 10 students who could be accommodated under the above conditions.	416
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	60%

Planning Committee

The Educational Technology Planning Committee should represent all stakeholders. Development of the educational technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Susan Rice	Educational Consultant for Information Services and Technology	Administration and Information Services
Dr. William Glass	Deputy Superintendent	Central Administration
Stephanie Fielek	Elementary Technology Leader	Elementary Teachers
Justin Morgan	MS Technology Leader	Middle School Teachers
Laura Baxter	HS Technology Leader	High School Teachers
Claudia Anderson	Special Ed Technology Leader	Special Education Teachers
Yegeniy Sklyar	Infrastructure Manager	DPS Technology Management
Seth Baldwim	Student at DHS	DHS Student Body
BOE Member	Sandy Steichen	Board of Education

The Committee must:

- Write a description of the educational technology committee's role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.
- Describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions.
- Create the LEA's educational technology vision statement.
- Develop an educational technology needs assessment.

Danbury Public Schools has an Information Literacy Technology Team that meets three to four times per month on an ongoing basis. The committee currently includes: Consultant for Information Services/Technology, Infrastructure Manager, the three level and special education tech leaders, and the technology administrative assistant. Additional staff (other tech services staff members, Deputy Superintendent, teachers and media specialists) attend the meetings on an as needed basis. The role of the Information Literacy Technology Team is to collect and analyze data for the Tech Plan and regularly monitor its implementation. The Consultant of Information Services meets periodically with the Central Administration and Board of Education members to also provide input for the development and monitoring of the plan. (The consultant's role is currently filled by the former Director of Information Services/Technology for the 2011-12 school year. The proposed 2012-13 budget includes a proposed position at the administrative level for the director's position.)

The above committee will convene a meeting with the Technology Planning Committee at least once per year. The purpose of this meeting is to discuss the progress, updates, and any needed changes of the Technology Plan. In order to have the 2012-2015 Danbury Public Schools Technology Plan more accurately reflect the needs of students and staff, the Information/Technology Team developed its own technology assessment survey based on several research based models (ISTE, Bellingham, and Mankato). For the past several years, we have surveyed teachers' thoughts and opinions, as well as have them self-report skill levels and integration strategies on an annual basis. Teacher,

administrative, and student focus groups were convened at each level. Each of the groups were asked questions to highlight their current understanding of existing and future needs. In addition, all district parents were given the opportunity to participate in a phone survey to better prepare the district for the BYOD (Bring Your Own Device) pilot programs that are proposed in this technology plan. Input from parents was also gathered through the Citywide PTO. The Information Literacy Technology team summarized the responses and ideas of the various focus groups. All collected data was used to formulate this new Technology Plan.

The vision was collaboratively written by the Technology Committee to reflect the current and future focus of the district. The needs assessment was based on data collected from the DPS equipment inventory, the student/staff/administrative/parent technology surveys, and student/staff/administrative focus groups. As the district moves forward with the inclusion of the parent portal in the student management system, Power School, parents will be able to have a 24/7 snapshot of their child's attendance, grades, and behavioral comments. The district has also redesigned the district website to make it more "user friendly". The district administrators, as a whole, have used the School Messenger system to improve communication between home and school. The system is used to not only keep parents updated on immediate issues (school closings, etc.) , it is also used to inform parents of upcoming events that may be of interest, as well as for surveys to gather parent feedback.

VISION STATEMENT

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the educational technology plan.

DANBURY PUBLIC SCHOOL'S VISION STATEMENT:

It is imperative that the vision for technology be reflective of and work in concert with the District's current vision statement.

Therefore, our vision has been achieved when the citizens of Danbury are advocates for, and act as partners in public education; are satisfied that our students are receiving a quality 21st century education; believe our students are prepared for productive work and effective citizenship and feel the district is operated in an efficient and effective manner.

<p>All Students demonstrate high levels of academic achievement and develop the ability to be life-long learners</p> <p>demonstrate the skills, knowledge, attributes and attitudes to be successful and responsible citizens</p> <p>demonstrate the qualities of caring, productive, effective community members</p> <p>behave in accordance with school and district expectations</p> <p>are satisfied with their opportunities to learn and be successful</p> <p>feel valued and respected by students and staff</p> <p>are satisfied with the learning environment of their school</p>	<p>All Staff plan for and support appropriate, challenging learning experiences and positive learning environments for all students and are committed to the goal of high levels of achievement for all students</p> <p>are committed to continuous self improvement and are responsible for personal performance</p> <p>are service oriented and treat students, colleagues, parents and the community with dignity and respect</p> <p>are collaborative, collegial, principled and behave with integrity</p> <p>feel valued and respected by the district and are proud of their accomplishments on behalf of children, parents and the community</p>	<p>All Parents are satisfied with opportunities for their child to learn and be successful in school</p> <p>are satisfied with their child's school and school and district staff</p> <p>are satisfied that the district is operated in an efficient and effective manner</p> <p>are partners in the school and with the district and support learning in the home and throughout the year</p> <p>support school expectations and the learning environment of the school</p> <p>demonstrate respect for school staff are advocates for public education</p>	<p>The Board is highly regarded by staff, parents and community</p> <p>is committed to excellence, effectiveness and efficiency</p> <p>is committed to improving student achievement in the mandated subjects with an emphasis on language arts and mathematics</p> <p>is committed to improving educational outcomes for students at risk of not completing their schooling</p> <p>promotes high quality teaching and high quality leadership</p> <p>promotes the achievement of high standards of conduct, safety and well-being of students and staff</p> <p>is focused on increasing levels of public support</p>
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	are satisfied with opportunities to be successful in their work believe the district is operated in an efficient and effective manner		and funding for public education
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It is the role of the technology plan to directly support the above district vision. In addition to the above vision statement, our technology discussions, plan, and actions also include the following overarching goals for the 2012-15 Technology Plan.

Use technology tools to:

- Increase higher-order, critical thinking student engagement
- Prepare students for life, learning, and work in a digital age (see Danbury Universal Checklist)
- Ensure that students, teachers, and administrators attain the appropriate ISTE Standards (ISTE- Nets for Administrators, Teachers, and Students)

Support the following general technology trends -

- More about choices and less about standardization
- More about infrastructure, less about devices
- More about what we do with tech and less about which type of technology is used to complete the task
- More about responsible choices and less about prohibition
- More about bringing your own and less about being provided for
- Reduce the use of print resources and move “printing” to a shared digital environment as much as possible

Support the following general technology trends that support a state-wide vision in Connecticut

- More intrusion for those districts that are not performing
- More freedom for those districts that are performing
- Make connections between performance and teacher evaluation
- Move paper/pencil testing (state and local) to an electronic environment
- More charters and magnets

Many aspects of the 2009-2012 plan were curtailed because of funding. In our 2009-12 plan the committee outlined a three-phase plan for replacement or addition of equipment to meet the ever increasing needs. Only Phase One was implemented...to provide elementary and middle school teachers with a data projector, laptop, and a high level of professional development. Phase 2 focused on the need to replace the already aging desktop equipment purchased from 2005-2007 at the elementary and middle schools. Phase 3 focused on the needs of Danbury High School and the district as a whole. During the implementation of the 2009-12 Technology Plan the information services/technology department lost several members of their team. These positions were either redesigned or eliminated. In addition, the world of technology has changed dramatically in the last three years and continues to change rapidly (see trends above). Therefore, the vision for this plan is not to “play catch-up” but rather to have our 2012-15 plan reflect the trends and current needs of our educational community at this time. The proposed plan will be a work in progress. Each year stakeholders will be asked to meet to evaluate and make and necessary adjustments to the plan.

At the current time, the following phases are being proposed:

Phase I: The priorities for this phase include wireless connectivity and a refresh of equipment. The district has proposed a managed 6-12 wireless solution which is a requirement before mobile devices can be purchased. A blended environment

of wired desktop and mobile equipment will still be required for this refresh because the district does not have the resources to provide a one to one solution for students and staff. This refresh will also provide the necessary equipment to meet the mandates for the newly proposed state testing.

Phase II: This phase will address the same issues discussed above only at the elementary level. Our elementary schools also will need to have a managed wireless solution as well as a refresh of outdated equipment.

Phase III: This phase will address the needs of the high school. Students and staff are currently piloting mobile devices throughout the high school. It is expected that the BYOD pilot will provide much needed feedback for a larger scale utilization of these devices. The High School refresh will still focus on the specific needs of individual curriculum i.e. music, art, business, as well as new implementations for the core areas.

Needs Assessment

In this section, you are to assess and describe your LEA's **current educational technology status** in five categories: curriculum integration, professional development, equitable use of educational technology, infrastructure and telecommunications services and administrative needs.

- When evaluating your needs, consider:
 - current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;
 - how curriculum strategies are aligned to state standards;
 - current procedures for using technology to address any perceived curriculum weaknesses;
 - how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and
 - how students use technology - including ways students presently use technology for purposes beyond practice of skills.

The development of this 2012-15 was impacted by several issues that were outside of the control of the committee. During the needs assessment for this plan, all administrators, all teachers, and 5,8,10 th grade students were asked to complete a comprehensive technology questionnaire. In the past, this questionnaire was used as a self-assessment by all groups to self assess their information/technology competencies in addition to providing the planning committee with information to support trends and other needs identified in the technology plan. This year, however, the planning committee met with several roadblocks when attempting to gather the data. Time to meet with staff and students to gather data was severely curtailed because of constraints of the DPS improvement plan. This year the survey was optional for staff. Teachers were not required to identify themselves so participation was limited. The curriculum implementation timeline, prohibited some teachers from bringing their students to the lab to participate. Therefore, the committee was unable to use the data to make comparison to previous data collected for the 2012 tech plan.

However, there are still many positive things to discuss and evaluate in preparation for writing this plan.

Elementary Schools:

Teachers and students integrate technology into the curriculum by using the recently updated Technology Timeline (2011) to guide their teaching and learning and implement technology into students' daily curriculum. These digital projects use elementary curriculum as a base, but are not necessarily a part of the core curriculum. This will need to be addressed as the elementary curriculum is revised and refreshed by curriculum coordinators. Teachers are sharing their work via our Technology Timeline on the web and presentation screens at our Administration Building. Through the technology timeline project, students focus on authentic learning experiences and are working towards using digital tools to share their experiences and learning rather than operational skills. From observation and feedback from staff members, focus groups, and our technology survey, there is a need to address the shift in technology integration and 21st century teaching and learning at both teacher and student level.

The information literacy curriculum and Technology Timeline is based on the State Frameworks and ISTE NETS standards. These objectives are posted on our district website at <http://www.danbury.k12.ct.us/currweb/frameset.html>. Technology learning opportunities are available to teachers including one-one-one collaboration with the technology leaders and media specialists to provide individualized trainings and support. With the implementation of Google Docs and Google chat, staff members have the ability to collaborate with other staff members on curriculum, data collection, and lesson planning at home or school. Language Arts has posted all of their curriculum documents on Moodle, our online community resource, to make them available to teachers from home or school. Despite these opportunities and tools, a weakness that remains is the teacher comfort level with applying 21st century teaching and learning skills. Based on survey responses, the lack of time and focus on data-driven results impede the ability to learn, practice, and apply technology knowledge.

Through our technology survey, 73% of elementary teachers plan lessons that integrate technology while other model the use of technology in their classroom, allow for work to be turned in electronically, and integrate a technology proponent in assessments. 86% use their district issued laptop to pre-plan lessons. Various other technologies have been introduced and used in daily teaching (document readers, interactive whiteboards) and most teachers have a data projector in their classroom. The implementation of PowerTeacher and PowerSchool require teachers to take daily attendance, and input student grades and district data into a web-based database. This data can be analyzed to identify areas in the curriculum needing attention. However, there are still challenges teachers face with technology in the classroom and use with students. Staff reports that equipment or network failure limits their use of technology in their classroom (40% and 46% respectively).

Middle School:

Technology integration in curriculum has been a focus for the district as curriculum for all departments are being re-written. At the middle school level, evidence of this integration is supported through the data logs of computer and mobile lab use, as well as through student projects produced and displayed throughout the school. Currently each middle school has three stand alone eMac labs as well as one mobile Macbook lab. Lab times are booked on a first come first served basis. With the increased emphasis on technology lessons, it is becoming increasingly difficult to service 1,100 students at each of the two middle schools with only 120 computers. Lack of lab times available for whole classes is an area of concern that has been indicated by our staff through a technology survey administered this year. The State Frameworks and ISTE NETS standards have been used as a guide while curriculum is being re-written.

There are several ways in which technology learning opportunities are presented to teachers including, one-one-one collaboration with the technology leaders and media specialists, limited professional development time, and online guides and tutorials. The technology leaders at each level have also created a technology help site that has useful links, tutorials, videos, and written instructions. With the implementation of Google Docs and Google Chat, staff members have the ability to collaborate with other staff members on curriculum, data collection, and lesson planning. The use of the Google suite has also helped facilitate the creation and implementation of common formative assessments and shared rubrics.

Teachers at the middle school level have become increasingly better technology users as reported in our technology survey. Almost 75% of our educators use their data projectors daily for lessons and showcasing student work. Less than 8% of the middle school staff reports that they do not use technology with students to enhance learning. Other various technologies are either being piloted or used routinely in the classroom including, eReaders, iPads, SMART boards, digital cameras, document readers, and iPods.

75% of the middle school staff maintains a class web page or Moodle page. Teachers report that they use this form of communication with students and parents and that they provide links, homework, online resources, and calendars. Almost 20% of the teachers use their sites as a vehicle for anytime learning for students. 73% of staff report that network failures or lack of training limits their use of class web pages for anytime learning. Danbury Public Schools have also introduced the use of Power School/ Power Teacher for grading and attendance purposes this year. Next year the

district plans to roll out Power Parent in order to facilitate better parent, teacher, and student communication.

High School:

Danbury High School (DHS) curriculum has been in the process of development over the last year, which has led to an increase in technology embedded activities. In addition, a pilot "hot spot" wireless guest system was initiated in the fall of 2011 that has allowed for BYOD in approximately 50% of our building. Both initiatives have increased the use of technology in the classroom and lab as is evidenced in lab logs, W-drive files, Google doc pilot.

DHS currently has five Windows-based labs, one Mac lab and one mobile lab available for reservation on a first-come, first-serve basis. The Mac lab is heavily used due to the availability of user-friendly pod-casting and movie-making software, which are often specified as the vehicle of choice in the newly created curriculum. One Mac lab servicing 3,000 students makes for difficult implementation when it comes to these 21st century skill sets. In an attempt to assuage this problem, we turned to the use of flash drives that could be shared across student groups. The Windows labs offer a host of programs, but do not offer the kind of multi-media programs such as podcasting and movie-making, as they do not have cameras or microphones as part of the desktop system.

Some departments at DHS have spent department or grant funds to obtain mobile carts for student use. These carts house 10-30 laptops each and are available in the Science, English and Consumer Family Science Departments. Science and English have Windows software while the Consumer Family Science Department has Mac software. These departments actively use their mobile labs; one result is wireless bottlenecks that are currently underway for upgrades.

In addition to lab limitations, 46% of teachers at the High School do not have a classroom projector, and 45% do not have a district laptop to gain access to the internet for on-line in-class use. Although teachers can plan and save files at home, lack of classroom access limits just-in-time learning and research.

In our survey, 62% of teachers indicated that network failure, and 52% of teacher indicated that equipment failure impeded their ability to deliver curriculum digitally. These self-reported statistics need further clarification, as our helpdesk and network evaluation software indicates a very low percentage of failure. On the other hand, we have had difficulty with wireless network access as more and more users try to gain access, and we have had isolated difficulty with our student data system, PowerSchool. As we investigate these survey results, we will enact a plan to resolve.

The combination of lab, laptop, projector and network limitations has a negative impact on delivering curriculum with digital tools. These statistics align with our survey results that indicate 56% of teachers feel they are NOT able to provide students multiple opportunities to meet technology standards. The other side is of course that 44% ARE able to provide multiple opportunities. In addition, despite teacher training, some teachers are not aware of or comfortable with the many ways in which the classroom and lab can become active, engaging digital learning environments.

In terms of course-related access, DHS has a rich assortment of computer-based classes with advanced software such as CAD, Adobe Professional Suite, Robotics, Virtual Business Simulation and other complex software. We have a total of ten classroom labs devoted to specialized courses. In addition, DPS has Moodle available as an on-line course management tool for all teachers. Great emphasis has been placed on this tool as a "on-stop shopping" digital warehouse for student use. Our hope is that as teachers embrace this tool, more students will be exposed to secure on-line use of blogs, wikis, file uploads and RSS feeds. Despite this and other website tools being available over the last eight years, 67% of high school teachers still do not have a classroom website, as it is not a mandated protocol.

In terms of outside access to our servers and programs, DHS has a Citrix Gateway that allows authorized access from any device. The Gateway is not used as extensively as we had hoped due to some misunderstandings and complexities with plugin installation, despite the availability of instructions and help. Instead, users defer to methods they know and understand, and use flash drives and email to file share. We will review additional statistics to help evaluate Gateway use, and will maintain troubleshooting logs to determine how we can better provide instruction for Gateway installation.

Student response to technology use at DHS is positive, citing access to various complex programs, integrated technology

offered by 75% of teachers across all disciplines and the new guest access (hot spot) BYOD capability. Areas of improvement cited by students include network speed, teacher skill, and communication about the Gateway download.

Professional Development--from our survey

- When evaluating your needs, consider:
 - the process the LEA uses for assessing the technology PD needs of teachers, administrators and noncertified staff;
 - the technology PD activities that have been offered to teachers; and
 - how the effectiveness of the PD activities will be assessed.

Elementary Schools: Professional development needs throughout the district are assessed and evaluated through district technology surveys, PD evaluation feedback forms, and informal feedback during school/district meetings.

Through the technology survey, 96% of teachers and administrators have identified the need for professional development in various areas of technology. During the 2010-2011 school year, we offered some PD opportunities for staff members including: Using Boardmaker and Intellitools Classroom Suite in the Classroom, RoundUp, Google mail and Google docs, PowerSchool/PowerTeacher,

Teachers and administrators have a variety of needs and we, as a district, need to implement a new training model. This model needs to focus on small group needs, as well as providing a variety of ways to communicate for participants. Large group instruction is no longer productive, as demonstrated by our attempt to provide after-school trainings. Those expressing interest in a training vastly differed from the actual number of participants, and often left only a handful of staff members receiving professional development. From our technology survey, providing professional development opportunities during district PD days or time within the contractual hours of the school day was emphasized to reach the most people. In order to reach the greatest number of staff members, we must expand our professional development opportunities into faculty/department/grade level meetings, as well as tapping into, and possibly creating, other professional learning communities in the district.

All professional development opportunities should be responsive to:

1. Identified curricular needs
2. Different levels of proficiency
3. District mandates
4. ISTE NETS-s, NETS-t, or NETS-a as appropriate

Middle School:

Professional development needs through the district are assessed and evaluated through district technology surveys, PD evaluation feedback forms, and informal feedback during school/district meetings.

97% of middle school staff indicated that they need professional development in technology. Website/Moodle site design and maintenance, adaptive technologies for special needs students, Power Teacher, and Google applications were the most requested sessions based on our survey. Roughly 55% of the staff surveyed indicated that they would attend voluntary after school training sessions as well as online training sessions. Due to budgetary and data driven reasons, Danbury Public Schools does not offer as much “during the day” training for staff.

PD at the middle schools have consisted of whole-class settings in computer labs, voluntary after school sessions in smaller groups, or one-on-one sessions with the technology leader. As highlighted in our survey and focus groups, staff wants PD during the contractual school day and wants it geared more specifically to them. They would like to have multiple options of what to learn instead of a one size fits all approach. Hands on training has also been indicated as the preferred method of these training sessions. Staff also indicated that they would like to have more time to practice and use technologies or to have refresher sessions on commonly used technologies.

High School:

PD at Danbury High School had traditionally been offered in a whole-class setting during planned PD on the building/district calendar or as part of after-school PD made viable through district grant funds. In the last two years, however, district and building PD has revolved entirely around student data and meeting NCLB requirements. In an effort to address this new paradigm, and also address the need to move out of a “whole-class” teaching model, several methods were offered to teachers during the 2009-2010 school year, including differentiated after-school instruction, month-long after school “drop-in” options, in-school prep meetings, web-site screen casts and tutorials, and e-mail instructions. In-class coaching was piloted using the EdConn coaching model, with limited success. Our teachers are reluctant to invite a co-teacher in for planning and execution of their lessons.

Teachers did report that they would like PD around ISTE standards, pod-casting, using our library catalog and creating and using web sites. 46% of our teachers reported that they were willing to attend after-school PD; and approximately 50% were willing to use on-line resources for their PD. These statistics support other survey data that shows about half our staff as willing and active participants of technology integration in the classroom.

During regular and on-going coaching, it has become evident that the majority of our teachers lack a wholistic understanding of computer technology. They may understand one or two tools, but lack confidence and expertise in file management, navigation, and distinguishing between types of tools such as browsers/internet tools versus local software. They also lack basic understanding of the machinery of a computer -- and thus how to troubleshoot simple in-class problems that arise.

We do have a cadre of teachers who are experts in various software applications and can help their colleagues both formally and informally. When PD has been offered, this staff has made themselves available to deliver PD along with Tech Leaders; however, non-paid PD is not successful. In addition, some objections have been made by staff who do not want to teach others due to a fear that their own teaching position is then at risk. This has created a difficult cultural environment in some areas.

Equitable Use of Technology--from our survey

- When evaluating your needs, consider:
 - the availability of technology to students and staff in the district – all students should have equal access to the technology;
 - the amount of time available for the use of technology by students and staff; and
 - a description of the types of assistive technology tools that are provided for students with disabilities, where necessary/applicable.

Elementary Schools:

Technology is available to all students at all levels. However, the replacement of aging equipment remains an obstacle for providing reliable access throughout the district. All staff members have a district-issued laptop or a classroom desktop for daily access to email, PowerTeacher/School, and other productivity tools. In most schools, students have a 40-50 minute block of computer lab time and some have open time blocks for additional time. In addition, schools have a varying availability of mobile lab machines. These machines are sometimes used by teachers in the classroom and by media specialists during their instructional time.

We need to increase the availability of technology tools to students and staff. Part of this thinking is to investigate BYOD for staff and students in the middle and high school and for staff at the elementary level. From our technology survey and focus groups, staff members have mixed feelings about bringing in their own personal devices for school use.

The district has provided assistive technologies as identified in a student’s IEP. In addition, in the 2010-2011 school year, a support staff iPad program was piloted at the elementary schools. The program was successful and in the 2011-2012 school year, thirty additional iPads were purchased for resource room and support services use with students.

Middle School:

All teachers have either a laptop or desktop assigned to them or their room. Most teachers have access to data projectors, digital cameras, and other technologies located in each school’s media center. Danbury Public Schools is facing a major technology budgeting nightmare in regards to replacing aging equipment from servers and wireless access points to laptops and projectors. Discussions have begun about having staff, and later students, bring their own devices to school. This would require an overhaul of the district’s wireless system and substantial training for staff on how to teach in this new one-to-one environment.

Students have access to computers in the media center using the “drop-in” lab during study halls, lunch, or wrap-around time. Students also have access to one eMac in each classroom. Teachers need to sign out the mobile or static labs for whole class projects and lessons. This is done on a first come, first served basis. The STEM academy is housed at one of the middle schools, and they have three mobile Macbook labs that are used daily in that program.

Specific adaptive technologies outlined in student’s IEPs are provided as needed. The Special Education technology leader supports these devices and any software needed for that department.

High School:

At the High School, adaptive technologies required by IEPs are provided and supported by Special Education teachers in the way of laptops or other devices loaded with appropriate voice recognition and text readers. Three Special education classrooms are outfitted with a bank of four to five computers. Although 92% of teachers reported in our survey that they were aware of the requirement to provide equal access for diverse student needs, only 62% of teachers reported that they altered instruction to accommodate these students.

The following matrix may be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All administrators have either an assigned laptop computer with high-speed Internet. All computers are a part of a WAN that provides security, filtering, backup, and file sharing capabilities. All have 24/7 access to the network and their files.
Teachers (preschool)	All preschool programs have at least one laptop or desktop computer with high-speed Internet in their classroom. All computers are a part of a WAN that provides security, filtering, backup, and file sharing capabilities.
Teachers	All teachers have either an assigned laptop or desktop computer with high-speed Internet in their classroom. All computers are a part of a WAN that provides security, filtering, backup, web hosting, and file sharing capabilities. High School teachers have 24/7 access to the network and their files.
Noncertified staff	Non-certified staff have access to a desktop computer with high-speed Internet in a classroom, media center, or lab. All computers are a part of a WAN that provides security, filtering, backup, and file sharing capabilities.

The following matrix may be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Each pre-school classroom has at least one computer that is supervised by preschool staff.
Students (elementary)	Elementary students have access to at least one desktop computer in their classroom and computer lab with Internet access. Each library media center has at least one desktop computer and many have multiple stations throughout the media center. In addition, all elementary schools have a mobile lab(s) with a varying number of laptops available for student use. All computers are a part of a WAN that provides security, filtering, backup,

	and file sharing capabilities.
Students (middle school)	Each of the two middle schools have three (3) traditional eMac labs, with approximately thirty (30) stations each in the Media Centers. Broadview has an eMac drop-in lab of ten (10) computers. Rogers Park has an eMac drop-in lab of thirty (30) computers. Each middle school classroom has one (1) eMac for staff or student use. Broadview has approximately forty-five Macbooks on two mobile carts for student use. Rogers Park has 120 Macbooks on four mobile carts for student use (including the STEM program). Students can use the drop-in labs before school, during x-period, and during study halls. Only the labs in the Media Center are staffed by media specialists during the day. Students are not allowed in labs unless supervised by a teacher or media specialist.
Students (high school)	Danbury High School (DHS) has five traditional labs, with approximately 25 stations each, one Mac lab with ten stations, and one mobile cart with 24 laptops available for reservation. In addition, we have a tutoring room with 14 stations that is available during and after school. Our media center is open for an additional hour after school each day, and has two traditional labs, the Mac lab and the mobile cart. In addition, DHS has ten classroom labs for specialized instruction in the areas of business, art and technology. In addition, we have a Citrix Gateway that allows connection to our servers from any location with Citrix installed. We recently received an iPad cart for a Freshman Team class and another iPad cart is coming for a teacher in the Family & Consumer Science department. A case of 20 iPods are also available for reservation to supplement BYOD.
Students (with disabilities)	In addition to access mentioned above, special education students have access to rooms equipped with either two or four desktops for student use, in addition to the aforementioned labs. Adaptive technology is provided based on each student's IEP from low tech devices to high tech devices such as specialized software, laptops, and Augmentative Alternative Communication (AAC) devices.

Infrastructure and Telecommunications

- When evaluating your needs, consider:
 - the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;
 - the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
 - how E-Rate has allowed the district to improve or increase its technology infrastructure.

Currently, the District provides the following:

Dark fiber connections to each school from BBAC

Elementary and Middle schools connected with a 1Gb connection

High School connected with a 10Gb connection

Each school has a stock of 5500G-EI switches

Connection to the desktop up to 1Gb

Some wireless available in all the schools

Internet connection through CED (Connecticut Educational Network) up to 100 Mb

The current infrastructure provides support for the use of Google docs for staff, Credit Recovery, Safari Montage video delivery system as well as Power School, and a host of other specific software for PPS, finance, Human Resources, etc.

By using E-Rate funds district upgraded between school connections from T1 (1.5Mb) to dark fiber (1Gb). This allows for the delivery and management of Honeywell and United Alarms Security systems, Sites and Facilities management system for monitoring cameras and HVAC, (Honeywell EBI), and a managed server environment for each individual school

Administrative Needs

- When evaluating your needs, consider:
 - how do administrative (certified and noncertified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and recordkeeping; and
 - the professional development opportunities that are available to administrative staff.

All administrators are expected to routinely use technology for data driven decision making, student management, information gathering, record keeping, etc. It is hard to imagine an administrative task that doesn't somehow include the use of technology. During the implementation of the 2009-12 plan, all administrators have been assigned a laptop for their professional use. The district has attempted to move to a more "paperless" environment by posting agendas, files, etc. in our shared collaborative spaces with Google Apps. Administrators have also been encouraged to use the creativity apps whenever possible (iPhoto, GarageBand, iTunes, iMovie, etc.) to enhance their multimedia presentations. Most all of the administrators have been assigned an Apple laptop so that they can also share presentation and productivity ideas ie.. podcasts, newsletters, etc. Administrators reported a greater level of comfort with using technology in the 2011 Administrative Survey because they have 24/7 access to technology. A few highlights from the survey that show increased proficiency include:

- 71.4% of administrators report using a data projector regularly to share data/information at staff and parent meetings
- 47.6 % have an Internet page that serves to communicate with parents
- 71.4 % report that they use technology for file management and back-up
- 76.2 % report that they are able to use a variety of applications that fit the need

Many administrators throughout the district are also acquiring iPads, iPhones, etc. to extend the use of calendars, contacts, photos, music, etc. The 24/7 access to technology has helped administrators become much more adept with the data collection/analysis process. In the 2011 Administrative Survey, 62% said that they would like to purchase a tablet and 71.4 would purchase a smart phone if they would be able to use it on the district's network. Most administrators use their laptop and data projector to create presentations for all types of meetings. Some have even become adept with movie making to highlight student work and activities. The district has seen an increase in use of "the principal's page" on each school's website as a way to increase communication with parents. Decreased funding and time constraints have severely impacted the amount of professional development that has been made available to administrator's. Currently, we have much more of a "catch as catch can" approach than we would like. The district has also had to eliminate the subscription to the Atomic Learning software training videos that were available for the last several years. District administrators have once again, asked for more professional development in the following areas: spreadsheets and data analysis, upgrading their website, sharing best practices in technology for administrators. The 2012-15 plan will address these needs in a variety of ways and hopefully, see an increase in the number of opportunities for administrators to participate in professional development.

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences

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| <ul style="list-style-type: none">● Teacher’s monitoring and managing devices in the classroom● Letting go of the control and teacher as expert (technology) model |
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Goal 2: Assessment

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| <ul style="list-style-type: none">● How to ensure that students are active, independent, and engaged |
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Goal 3: Connected Teaching and Learning
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| <ul style="list-style-type: none">● Immerse teachers in the technology – learn to learn digitally and then teach them to teach this way.● Policy – review and update to determine compatibility with a digital learning environment.● A robust vision of what a digital learner/teacher/ administrator/staff/family is – what do they look like and how do they act?● How do you make the shift from phobia to fluency? |
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Goal 4: Infrastructure for Teaching and Learning

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| <ul style="list-style-type: none">● Monitoring and managing devices |
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Goal 5: Productivity and Efficiency
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| <ul style="list-style-type: none">● Encouraging ownership of own learning – at each level● Accountability and responsible use for all users (make a case for change, show them a pathway, support as you can draw a line in the sand). |
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Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?</p>	

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
1. All curriculum will be written and reviewed to ensure that 21st century tools and skills are embedded.	1. Curriculum administrators and department heads with input from media and technology staff	1. Ongoing	1. Evidence of 21st century tools and skills in final curriculum documents
2. Curriculum administrators will provide structure (models, best practice, exemplars) for writing teams.	2. Curriculum administrators	2. Ongoing	2. Review of training materials
3. Technology and media staff will be included in meeting notifications and shared documents	3. Curriculum administrators and writing team leader	3. Each time a meeting is scheduled and a document is created/shared	3. Documents shared and notifications via Google mail
4. Curriculum is reviewed by technology leader and media staff to assist with and provide support for the location and use of appropriate 21st century tools.	4. Technology leaders and media staff	4. Quarterly review of draft documents and implemented curriculum	4. Teacher lesson plans, media logs, lab sign-ins, etc
5. Elementary technology leader, with curriculum coordinator, to evaluate student work and determine the best exemplars for the student work sample page.	5. Elementary technology leader	5. Annual meetings with curriculum coordinators	5. Time-lines updated, collect student work products from elementary teachers after each timeline phase

Elementary tech leader updates the elementary technology timeline with student work and revised projects to reflect environment/curriculum/technological changes			
6. Operationalize ISTE NETS (teacher, student, administrator) Create ISTE NETS summary sheet and checklist and communicate to staff	6. Tech Leaders and Department Heads	6. June, 2013	6. Completed ISTE summary sheet and checklist, distributed to staff Evidence of skills in lesson plans
7. Embed cooperative learning in curriculum via 21st century tools and skills within and outside of district; nationally and internationally.	7. Curriculum administrators, building administrators and department heads with technology leader support	7. June 2015	7. Curriculum includes global cooperative learning projects/units. Evidence of projects in lesson plans
8. Reports to Admin Council in 3 times per year. Technology Newsletter posted on website 2 times per year Establish a technology council (Principal, Media Specialist, Tech Leader, Special Ed/PPS rep) at the building level to meet periodically to discuss and monitor technology plan implementation and policy... especially with regard to BYOD and the use of mobile technologies	8. Director of Technology Tech Leaders and Director of Technology Tech Leaders and Building Administrators	8. September, January, and June 2012-2015 October and May 2012-2015 Yearly-September 2012-2015 Technology council meetings-October and May 2012-2015	8. Minutes of Admin Council meetings sent to Newsletters are written and posted on district website Copies of meeting minutes shared with building staff and technology leaders to be brought back to technology department meetings
9. Develop vehicles to showcase quality examples of student work that demonstrate integration of technology at the elementary, middle, and high school levels.	9. Technology Leaders	9. January 2013	9. Vehicles designed, implemented, and updated
10. Train staff to use the	10. Technology Leaders	10. Fall 2012, yearly	10. Teachers trained and

Universal Access features (Mac) and Accessibility Tools (Windows) for visual, auditory, and tactile modifications.		review and introduction for new staff	tools implemented
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Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
<p>2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p>Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?</p>	

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
1. Common formative assessment (CFA) data is collected and shared in Google Docs spreadsheet.	1. Data team, department heads, associate principal for secondary curriculum.	1. Ongoing based on pre-and post test date requirements, which are updated monthly.	1. Evaluate how often and how complete the data is, and how it is being used for revision.
2.Strand, test data, and benchmark is collected in Power School student data software.	2. Teachers for input of data Administration/data department for monitoring	2. Ongoing, each grading period.	2. Evaluate whether teachers are recording data in PowerSchool.
3. In-service for new staff to ensure proper usage of district management systems (PowerSchool,Google Suite, etc)	3. Teachers and Tech Leaders	3. Within the first month of employment for new staff	3. Training sessions completed between tech leader and teacher
4. Develop a plan for use of assessment data from Elementary Technology Timeline Assessments. Monitor implementation of timeline	4. Elementary technology leader with input from elementary principals Principals	4. By 6/30/13	4. Possible inclusion in PowerSchool Confirm that all teachers are following technology curriculum. Evaluate projects for quality.
5. Creation of student electronic portfolios K-5, 6-8, 9-12	5. Administrators, technology leaders, teachers	5. Designed and implemented by 2014	5. Electronic portfolios implemented. District measurement rubric in place.
6. PowerSchool Parent Portal available to the parent community.	6. Administration, teachers	6. September 2013	6. Portal will be available

7. Facilitate the move to more on-line administration of tests to support state-wide testing and greener environment. (Moodle, Google forms)	7. Technology leaders, teachers	7. Fall 2012	7. Identify appropriate tools
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Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>3.0 Teaching: Prepare and Connect <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</p>	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
1. Discuss implementation of 2012-15 Technology Plan to focus discussions on what it takes to create a digital learning environment at the school and classroom level.	1. Central office admin, principals, tech leaders	1. Sept. 2012	1. Meetings held, minutes of meeting
2. Create a staff sharing environment to help facilitate the discussion of new and innovative classroom technology in the district	2. Tech Leaders working with teachers and administration	2. January, 2013	2. Analyze usage and effectiveness with staff
3. BYOD network use-Staff will pilot program of bring your own device at all levels to use in the new wireless environment	3. Tech Leaders and department heads and/or individual teachers, and Tech Services.	3. September 2012 for HS and MS and September 2013 for Elementary	3. Track use of personal devices on our network Survey staff on their school use of personal devices
4. Provide technology focused professional development to staff /administrators using 1:1 sessions, small group, dept/cluster, whole school aligned to district/building standards and/or goals	4. Technology leaders, administration	4. September-June, 2012-2015	4. Technology surveys, PD evaluation feedback, informal feedback during meetings
5. Offer intensive technology	5. Technology Leaders,	5. Yearly June and August	5. Sessions complete

based PD to admin at the beginning and end of school year	administration		District evaluation forms
6. Provide professional development resources on the district professional development web-page for staff use.	6. Technology Leaders, administration	6. December 2012-updated quarterly	6. Resources are provided on district website
7. Update job descriptions/application to include information/technology competencies	7. Human Resources	7. June 2014	7. Job descriptions revised
8. Encourage the use of available video conferencing tools to formally/informally connect teachers/administrators across the district by department and level to share best practice and support collaborative activities	8. Administration	8. Fall 2012	8. Video conferencing implemented

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p>Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</p>	

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
1. Identified infrastructure requirements addressed – wireless access to light up each building for all users	1. Tech Services with input from the technology leaders Cabinet for funding	1. Spring 2012 and ongoing	1. All district sites will have a managed wireless environment available to users
2. Develop and implement a long term hardware/software purchasing plan with an annual review by stakeholders	2. Cabinet/Board of Education with input from technology dept/tech leaders	2. Spring 2012 and ongoing	2. Budget adopted Lease/purchase strategies included in yearly budgets
3. Ensure that all district personnel adhere to hardware/software purchasing guidelines	3. Administration, Tech Leaders	3. July 2012 and ongoing	3. Procedures and policies reviewed at admin meeting, policy and forms published for staff use.
4. Review/monitor inventory to support technology plan to equitable allocated hardware/software resources throughout the district	4. Tech leaders, administration, infrastructure manager, Admin assistant (inventory)	4. Spring 2012 and ongoing	4. Equitably distributed
5. Develop infrastructure implementation plan to support Bring Your Own Device pilots at HS, MS, Elem. level	5. Tech leaders, administration, infrastructure manager,	5. Spring/Fall 2012 Spring/Fall 2013 Spring/Fall 2013	5. Students participating Reports shared with stakeholders

6. Monitor/evaluate impact to network of BYOD pilots programs	6. Infrastructure manager, network specialist	6. Fall 2012, ongoing	6. Data collected and analyzed reports shared at technology department meetings
7. Develop a comprehensive plan for a managed wireless system	7. Infrastructure manager/network specialist	7. Fall 2011 thru Fall 2013	7. Plan developed and shared with central administration.
8. Upon approval, implement managed wireless plan.	8. Infrastructure manager/network specialist	8. Fall 2011 thru Fall 2013	8. Equipment in place and monitored.
9. Provide Google Apps for Education environment for students Grades 3-12	9. Tech Services with Tech Leaders	9. Fall 2012	9. Student accounts in place.
10. Review/update existing policies and create new (where needed). Acceptable Use Agreement and social media	10. Director of Technology, technology leaders, Human Resources/administration	10. Fall 2012	10. Policies in place
11. Create centralized Open Directory for elementary students	11. Network Specialist	11. Summer 2012	11. Accounts in place.
12. Increase amount of memory in virtual environment to improve performance to application environment	12. Citrix specialist and infrastructure manager	12. Summer 2012	12. Upgrade installed and in place
13. Do a complete review of existing application delivery environment.	13. Infrastructure manager and Citrix Specialist	13. Summer 2013	13. Plan shared with central administration.
Upgrade Active Directory servers to the latest version of software	Infrastructure manager	Summer 2013	Hardware and software in place
Upgrade telephone system to voice over IP communication between buildings	Infrastructure manager, Sites and Facilities	Summer 2013	System in place, users trained, feedback from end users

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p>5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>	<p>Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</p>	

Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>1. Revise DHS Authorized Use Policies for Personal Electronics for students and staff at the middle and elementary levels</p>	<p>1. Administration and technology director</p>	<p>1. Fall 2012</p>	<p>1. Policies revised and approved</p>
<p>2. Student BYOD pilot program implemented</p> <p>High School: Select user groups (i.e. a freshman team, an enthusiastic teacher) Middle Schools: Select user groups such as STEM Academy or 8th grade Science class. Elementary Schools: 4th or 5th grade with motivated teacher</p>	<p>2. Administration and Tech Leaders with specific teachers</p>	<p>2.</p> <p>High School: Fall 2012</p> <p>Middle Schools: Fall, 2013</p> <p>Elementary School: June 2015</p>	<p>2. Staff, student, and parent survey results, data collection, and/or focus groups</p>
<p>3. Develop assessment tool for the mobile device pilot programs (grants, special ed, STEM)</p>	<p>3. Administration and technology leaders, with teacher input</p>	<p>3. January 2013</p>	<p>3. Assessment developed and shared with staff in pilot groups</p>
<p>4. Continue expansion and training in the use of Google Suite with all staff and grade 4-12 students</p>	<p>4. Administrators, technology leaders</p>	<p>4. June 2015</p>	<p>4. Evaluate the number and quality of district related communications using the Google Suite.</p>
<p>5. Extending the virtual classroom such as the use of Moodle, Google Apps Suite which will help facilitate the use of electronic project</p>	<p>5. Administration, technology leaders, staff</p>	<p>5. June 2015</p>	<p>5. Survey staff and students in the use of classroom websites, Moodle pages, etc.</p>

submission and grading procedure			
Provide access to student information through PowerSchool's Parent Portal	Administrators, data specialists	Spring 2013	Portal set up for use
Develop plan and train staff, parents, and students in the use of the Parent/student portal	Administrators, data specialists, technology leaders	June 2013	Portal open usage data

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, _____, certify that one of the following conditions (as indicated below) exists in
 Name of Superintendent/Director

LEA

<input type="checkbox"/>	My LEA/agency is E-Rate compliant; or
<input type="checkbox"/>	My LEA/agency is not E-Rate compliant. (Check one additional box below):

<input type="checkbox"/>	Every “applicable school*” has complied with the CIPA requirements in subpart Part D of Title II of the ESEA**.
<input type="checkbox"/>	Not all “applicable schools*” have yet complied with the requirements in subpart Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
<input type="checkbox"/>	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communication Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also <http://www.ed.gov/legislation/ESEA02/pg37.html>

Signature of Superintendent/Director		Date

Appendices

Appendix A: Educational Tech Planning Resources

Educational Technology Planning

<ul style="list-style-type: none"> National Educational Tech Plan: Double click on this file to open <input type="checkbox"/> 	
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or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

<ul style="list-style-type: none"> State of Connecticut Educational Tech Plan: Double click on this file to open <input type="checkbox"/> 	
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Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314
National Educational Technology Plan	http://www.ed.gov/technology/netp-2010
CT Teacher Technology Competencies	http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf
International Society for Technology in Education Essential Conditions	http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx
National Educational Technology Standards for Administrators	http://www.iste.org/standards/nets-for-administrators.aspx
National Educational Technology Standards for Teachers	http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
National Educational Technology Standards for Students	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr= #30930
SETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century Skills	http://www.21stcenturyskills.org/
Documentation from 21st Century Learning Environments grantees	https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i

Appendix B: Evaluating Your Plan

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. The following

information can be used to help build and monitor an exemplary educational technology plan.

The Committee

An exemplary plan:

- Includes a representative committee member of each stakeholder group, including community members.
- Describes responsibilities of each committee member.
- Includes a timeline of milestones, including meeting dates and deliverables.

The results:

- Leverages the support, depth of experience and views of the school community in developing and implementing the technology plan.

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

- Implements changes designed to increase student achievement through the use of technology.
- Leads to the efficient use of technology in all aspects of the school community.

The Needs Assessment

An exemplary plan:

- Assures all stakeholders have a voice in developing the needs assessment.
- Assesses what is already being done in the school and district.
- Researches innovations of other schools and districts.
- Studies the current school/district culture with regard to risk taking and technology innovation.
- Identifies and prioritizes target areas.

The results:

- Provides the data needed to participate in an effective technology planning process, which will support systemic change.

Goal 1.0 Engaging and Empowering Learning Experiences

What will your district do over the life of this local Educational Technology Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?

An exemplary plan:

- Monitors, updates and reports to stakeholders four times per year on the plan.
- Collects, analyzes and distributes data to demonstrate increased student achievement through the implementation of the technology plan.
- Individualizes learning in level and pacing using technology.
- Uses technology to collect data and stakeholder responses concerning the use of technologies for improving and assessing academics.
- Measures progress toward benchmarks within the technology plan.

The data:

- Lists goals and objectives that are or are not met, including explanations and ways to overcome barriers.
- Includes a plan for meeting unmet goals and objectives.
- Lists unexpected outcomes or benefits of the technology plan.
- Lists other needs that have emerged since the plan was last written/revised.
- Deletes goals and objectives that are no longer relevant to the current situation.
- Lists developments in technology that can take advantage of improving the school district.

The results:

- The district stakeholders are kept informed on the direction and progress of empowering, engaging and supporting learning with digital tools.
- Teachers and administrators have ways to measure progress.

Goal 2.0 Assessment

What will your district do over the life of this local Educational Technology Plan to ensure that technology is used for assessment?

An exemplary plan:

- Identifies and addresses goals in the school improvement plan.
- Identifies data points that can be used at the classroom level to improve instruction, (e.g., results of common formative digital assessments to be analyzed by data teams).
- Identified data points that can be used at the system/district level to improve operations (e.g., data on misuse of technology by students related to bullying, etc.).
- Clearly identifies which data points will be collected by which tool.
- Includes data collection timeline with reporting criteria (shared with whom and when).
- Provides the essential conditions to address technology as an assessment tool (e.g., infrastructure, training, etc.).

The results:

- Students take assessments online and gain immediate results.
- Educators, parents and students are able to access the data 24/7.
- Systems are in place to evaluate, monitor and improve the assessment data.

3.0 Connected Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?

An exemplary plan:

- Ensures that staff is ready to use, maintain and improve skills for both professional and teaching technologies that support teaching and learning.
- Develops and communicates models for professional learning.
- Professional Development is aligned to district/building standards and/or goals (e.g., ISTE NETS, NSDC Professional Development Standards, cyber bullying legislation, etc.).
- Maintains a method of recording professional growth using technology for all employees (e.g., district office, teachers, technical staff etc.).
- Maintains a database of resources which may include providers, models, sites to visit, conferences, online opportunities and funding sources. This information is available online.
- Supports PD by creating times and/or physical/virtual spaces where the staff can collaborate and share.
- Includes a plan of action for adequate planning and implementation and provides a safety net for innovators.

The results:

- Professional development model permits educators to define growth areas.
- Educators work in a collaborative environment to achieve those goals.
- All employees at the district's sites have equal access to individualized professional growth opportunities.
- Technology policies and procedures are clear about expectations and consequences.

4.0 Infrastructure for Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?

An exemplary plan:

- Manages ongoing costs by researching total cost of ownership, including regular upgrades and replacement.
- Allots human resources to keep the technologies working efficiently.
- Ensures purchases align with building/district goals to improve student achievement.
- Assesses implementation of technology for equity across grade levels, student abilities, teachers, etc. (according to needs assessments).
- Monitors and keeps records of upkeep, upgrades and replacement.

The results:

- The district provides all the essential conditions that connect:
 - Educators to data, content, resources, expertise and learning experiences so that they are prepared to teach 21st century learners.
 - Students to data, content, resources, expertise and learning experiences so that they are prepared to learn 21st century skills.
 - Stakeholders to the information needed to make informed decisions.

5.0 Productivity and Efficiency

What will your district do over the life of this local Educational Technology Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?

An exemplary plan:

- Selects a balanced standing committee of stakeholders who research new trends and technologies.
- Assists the district in developing a culture which supports innovations.
- Develops by-laws for committee membership, which include details such as defined roles, terms of service, expectations, etc.
- Researches innovative ways to deliver and assess content, such as blended learning or content mastery.

The results:

- The district uses technology to improve learning environments.
- Cutting edge technology is used and transparent in the school.
- New policies will be developed and implemented that increase learning outcomes.

Name of District: District Contact: Email	Phone:				
		RESC		Final	
		Complete? Yes/No		Complete? Yes/No	additional information required/comments
Cover Page: Superintendent or Executive Director Signature					
Cover Page: Board of Education Date Submitted					
Cover Page: Board of Education Date Approved					
Educational Technology Plan Preparation Check-Off: Agent Signature					
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature					
LEA Profile					
Technology Committee					
Vision Statement					
Needs Assessment					
Goal 1: Engaging and Empowering Learning Experiences					
Goal 2: Assessment					
Goal 3: Connected Teaching and					

Learning						
Goal 4: Infrastructure for Teaching and Learning						
Goal 5: Productivity and Efficiency						
CIPA Form: Superintendent/ Executive Director Signature						
Questions/Comments						
	I have reviewed the plan for alignment and completeness and provided feedback to the district.					
(print) Name of RESC Reviewer			Signature of RESC Reviewer			Date
Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to: Cathy Bradanini Connecticut LEA Educational Technology Plans LEARN 44 Hatchedts Hill Road Old Lyme, CT 06371						