

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**EDUCATIONAL TECHNOLOGY PLAN TEMPLATE**

**July 1, 2009 – June 30, 2012**



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

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Submission to SDE due June 15, 2009



## CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan  
Commissioner of Education

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**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.**

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## OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

What skills, attitudes and attributes do our students need to succeed in our 21<sup>st</sup> century, information intense society?

Literacy in the 21<sup>st</sup> century requires more than the ability to read, write and compute. The State Board of Education believes that every student must develop strong technological skills and continually use them in order to function adequately in our 21<sup>st</sup> century world. Connecticut schools must ensure that technology resources are integrated across the curriculum in PK-12 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy, and be able to present that information in a variety of formats, including those with technology platforms.

An education that is technologically rich produces high school graduates with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.<sup>1</sup>

In order to help students be successful in a technologically rich economy:

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences;
- learners and their families must have equal access to tools that support their learning;
- the locus of control for learning must shift from teacher directed to student directed learning;
- learners must master the information literacy skills to access, investigate and apply information;
- every classroom in Connecticut must be connected to the statewide network with access to digital resources and curricula;
- learners must demonstrate their understanding and skills relative to measurable performance standards; and
- technology must be a vital link among the staff, students, parents and the expanded community.<sup>2</sup>

<sup>1</sup> Connecticut State Board of Education Position Statement on Educational Technology and Information Literacy, 12/4/04

<sup>2</sup> CAPSS Technology Position Statement, 12/14/01

This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum development and implementation, professional development, infrastructure, hardware, technical support, software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

High-quality comprehensive, educational technology plans must be collaborative and include ideas and suggestions from all members of the educational community. These stakeholders may include: faculty, staff, parents, students, and others. The planning process must be a shared activity that not only involves schools and school districts, but also the community-at-large. Resources and links have been provided in the appendices to assist in the development of local educational technology plans. Please refer to them as you begin the planning process.

## EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

1. Complete your local technology plan using the template that follows on pages 5-21.
2. Once completed, your local technology plan must be reviewed by your Regional Educational Service Center (RESC) before submission to the Connecticut State Department of Education (CSDE). Submit *two hard copies* of your plan by March 9, 2009, to the following RESC staff for an initial review.

RESC Region	Staff	Phone	Fax	Email
ACES	Barbara Haeffner	203-407-4418	203-407-4590	<a href="mailto:bhaeffner@aces.org">bhaeffner@aces.org</a>
CES	Esther Bobowick	203-365-8883	203-365-8878	<a href="mailto:bobowice@ces.k12.ct.us">bobowice@ces.k12.ct.us</a>
CREC	Doug Casey	860-524-4092	860- 246-3304	<a href="mailto:dcasey@crec.org">dcasey@crec.org</a>
EASTCONN	Jane Cook	860-455-0707	860-455-0691	<a href="mailto:jcook@eastconn.org">jcook@eastconn.org</a>
Education Connection	Jonathan Costa	860-567-0863	860-567-3381	<a href="mailto:jcosta@educationconnection.org">jcosta@educationconnection.org</a>
LEARN	Karen Urgitis	860-434-4800	860-434-4837	<a href="mailto:kurgitis@learn.k12.ct.us">kurgitis@learn.k12.ct.us</a>

3. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off by your Superintendent or director and by the RESC reviewer\*, submit the plan to your local board for approval.
4. Once the plan has received local board approval, submit a hard copy and a CD-ROM version of your plan by June 15, 2009, for final review/state certification.

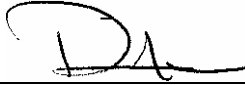
Send to:

Arthur Skerker  
Connecticut State Department of Education  
165 Capitol Avenue – Room 215  
Hartford, CT 06106


5. Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the superintendent.

*\* The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness. Once a plan has received the RESC reviewer's signature (and your board's approval) it is ready for submission to the state.*

**EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012**

District/Agency:	Madison Public Schools	
LEA Code:	076	
Technology Plan Contact:	Anita Rutlin	
Phone:	203-245-6323	
Fax:	203-245-6330	
Email:	rutlina@madison.k12.ct.us	
Address:	10 Campus Drive, P.O. Drawer 71, Madison, CT 06443	
Name of Superintendent or Director:	David J. Klein	
Email:	kleind@madison.k12.ct.us	
Signature of Superintendent or Director:		Date: 11/2/08
Date Submitted to Board of Education:	November 2008	
Date Approved by Board of Education:	November 11, 2008	

**For RESC/SDE Use Only:**

RESC Regional Reviewer:		Date: 11/7/2008
RESC Recommendation for Approval:	<input checked="" type="radio"/> Yes / No / Conditional	Date: 11/7/2008
CSDE Authorization:		Date:

## Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting



Signature of Authorized LEA Agent



Date

LEA Federal Grant Program Compliance Form

**MADISON PUBLIC SCHOOLS**

Local Education Agency (LEA) submitting this plan.

Developing a comprehensive 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 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 for FY 2008.

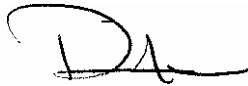
The LEA’s comprehensive technology plan must be approved by the local board of education.

Date the plan was approved:  November 11, 2008

**OR**

Date the plan is to be submitted for board approval:  Final Version: May or June 2009

**Certified by:**



11/2/08

\_\_\_\_\_  
Signature of Superintendent or Director

\_\_\_\_\_  
Date

David J. Klein

\_\_\_\_\_  
Printed Name of Superintendent or Director

## LEA Profile

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.

<b>LEA NAME: Madison Public Schools</b>	
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?	324
Based on that evaluation, how many of those students were considered technologically literate?	315
How many hours of technology related professional development were offered to certified educators in 2007-08? <i>(Include 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.)</i>	165.5
How many hours of technology related professional development were offered to administrators in 2007-08? <i>(Count only those pd hours offered specifically for administrators.)</i>	56.0
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest terms; 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. )</i>	200/225
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)</i>	100/113

When filling out the table below, please consider the following conditions:	
<ul style="list-style-type: none"> <li>▪ the number and percentage of each grade level of students that can have high-speed internet access at the same time;</li> <li>▪ that students are grouped in clusters of no more than thirty and no less than ten; and</li> <li>▪ that students remain in their own school.</li> </ul>	
Maximum number of Grade 4 students who could be accommodated under the above conditions.	85
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	85/277
Maximum number of Grade 6 students who could be accommodated under the above conditions.	120*
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	120/296
Maximum number of Grade 8 students who could be accommodated under these conditions.	145*
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	145/326
Maximum number of Grade 10 students who could be accommodated under the above conditions.	297*
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	297/313

\*Includes labs, LMC, and laptop carts

## TECHNOLOGY PLANNING COMMITTEE

The Technology Planning Committee should represent all stakeholders. Development of the 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
David J. Klein	Superintendent	District Administration
Anita Rutlin	Assistant Superintendent	Curriculum, Instruction, Assessment
Arthur Sickler	Director of Administrative Services	Technology Services, Administration
Barbara Macauley	Director of Special Education	Special Education
Michael Kiefer	Instructional Technology Specialist	Certified Staff
Cynthia Schneider	Coordinator of Library Media K-12	Library Media
Dan Zittoun	Assistant Principal	Building Administration
Jill Hale	Assistant Principal	Building Administration
Kathryn Hart	Assistant Principal	Building Administration
Rachel Weiss	Assistant Principal	Building Administration
Stephen Fuest	Assistant Technology Manager	Town, District, School Networks
Wendy Natter	Webmaster	District and School Websites
Cindy Wood	President, Parent Representative Council	Parents of Madison Community
Tea Aub, Brendan Johnson	Career & Technical Education	Students
Chris Angeli	Teen Librarian, E.C. Scranton Library	Community

## ROLE OF THE COMMITTEE

### TECHNOLOGY PLANNING

The membership of the Technology Planning Committee is selected to fully represent the schools and community as well as the best expertise in the district. The members receive copies the Connecticut State Department of Education Educational Technology Plan Template, and the template guides their input and development of the Technology Plan July 1, 2009 – June 30, 2012. Members of the Technology Planning Committee meet as needed to review the philosophy and rationale for the technology plan, to assess needs, to develop objectives, strategies, measures and timelines for goals, and to promote the plan in the schools and community. The committee members follow the template guidelines to collect input and to contribute strategies and activities to the plan.

### NEEDS ASSESSMENT AND EVALUATION STRATEGIES

*To collect data for needs assessments and formative evaluation annually, instruments such as the following are administered to gather the data which is aggregated, analyzed and reported.*

- Individual Survey of NETS\* A (National Education Technology Standards\* Administrators) Skills for District Level Leaders and Skills for Site Level Leaders
- ISTE Teacher Survey: Profile for Technology-Literate Teachers
- Individual Survey based on the NETS Survey for Students in Grades 3-12
- STaR (School Technology and Readiness Report from CEO Forum)
- Observation Protocol for Technology Integration in the Classroom (OPTIC) from NWREL
- Walkthrough Progress Assessment from Kentucky Gates Project
- Individual Professional Development Plan (IPDP)
- MILE Guide for 21<sup>st</sup> Century Skills
- IT&L Benchmark Assignments and Assessments
- Microsoft/ISTE 8<sup>th</sup> Grade Online Digital Literacy Assessment
- USDOE's Technology Evaluation Rubric

## 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 technology plan.*

In order to make technology meaningful, empowering, and inspiring, Madison Public Schools must prepare the students, learners in grades K-12, with the lifelong skills necessary to harness the resources so readily available to them. Our students will learn more, achieve higher goals, and be better thinkers because of the opportunities we are able to provide. By completely integrating technology into all curriculum areas, by teaching technology not as a tool but as an integrated cornerstone of learning, we can ensure that our students will be better able to communicate, explore, and analyze than at any time in the past.

As technology continues to evolve, teachers too must be provided with access to the latest technology and on-site training and support. Properly trained, teachers will act as mentors and facilitators to student learning, using a broad repertoire of instructional skills and strategies made possible by the full range of technology available to them. Teachers will make technology a daily part of the learning process. By building technology teams and using a team approach, the delivery of instruction using technology will be seamless and natural.

Technology is equally important to administrators and support staff in the school district. In this era of increasing demands with limited financial resources, it is essential that all staff have access to technology and the training to use it appropriately and effectively. With this commitment, all staff will become more productive and efficient.

### **MADISON PUBLIC SCHOOLS VISION FOR TECHNOLOGY:**

To provide comprehensive, equitable, ethical and efficient use of existing and emerging technology to engage, challenge and nurture diverse learners

### **MADISON PUBLIC SCHOOLS PHILOSOPHY FOR TECHNOLOGY:**

We believe that technology is essential and should be available in all classrooms and offices in support of our district mission. It is not an education in itself, and it does not and should not take the place of a well-educated professional teacher. It can, however, motivate students and enhance the curriculum, and bring to the fingertips of every student a storehouse of research and information that expands student learning and strengthens teaching.

## NEEDS ASSESSMENT

### **CURRICULUM INTEGRATION**

#### ***Current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses***

The Madison Public Schools evaluates the strengths and weaknesses of curriculum according to the policy of the Madison Board of Education. The Board has established a multi-phased quality assurance system that provides for evaluation, development, implementation, and monitoring of instructional programs K-12. All curricular programs complete the steps of the Curriculum renewal process in a timely way. Curriculum strengths and weaknesses for each subject area are identified with a process that begins with evaluation committees that includes central administrators, building administrators, program coordinators, general and special education teachers, library media specialists, and school counselors. The committees (1) gather information about the instructional programs under review and the effects on student achievement, (2) formulate a point of view about the workings of instructional programs as they see it, and (3) develop reports that include suggestions for maintaining and/or increasing the effectiveness of instructional programs. The reports are based on a review of current literature for subject areas, classroom visitations, interviews, surveys of the staff members, curriculum mapping, and reviews of records and data documentation. The reports include: the background, purpose and scope of work; methodology; data analysis; conclusions; recommendations; and summary statements. The reports become the bases for initiating research and development of curriculum.

### ***How curriculum strategies are aligned to state standards***

When the Connecticut State Department of Education releases such curricular frameworks as Language Arts, Mathematics, and Science, Madison's committee for the subject area realigns the curriculum and student outcomes to the Connecticut content standards and expected performances. The alignment of Madison's curriculum guide for Integrated Technology to the 2006 Information and Technology Literacy Framework, PreK-12 is a good example of the process. The library media specialists used the new framework as a template to list both the new and reviewed learning objectives for each grade level, K through 12, for each of the seven state content standards and the eighth Madison standard. The objectives added by Madison library media specialists and teachers are written in a style similar to the objectives written by the state committee. Each new and review objective has an embedded task that elicits the expected student performance. The standards and aligned objectives are used by library media specialists and teachers as they collaborate to plan instruction. The Integrated Technology Curriculum Guide is dynamic and is continually enhanced with the learning activities for the standards and objectives.

### ***Current procedures for using technology to address any perceived curriculum weaknesses***

Curriculum comes from the root word *currere*, which translates literally to *run the course*. There are two ways in which using technology helps Madison address perceived and real barriers to *running the course*. The first is with a difficulty experienced by some students who need supplemental instruction to achieve mastery of the general curriculum. In order to assist these students having difficulty in core academic subjects, teachers use technology to differentiate instruction so that the students can successfully achieve with the general curriculum. The teachers are coached by the instructional technology specialist to use specific technologies that facilitate scientific research based instruction. The second way using technology helps Madison address barriers to *running the course* is with providing access to curriculum. Technology has helped us change:

- From printed curriculum guides published and disseminated every five to seven years to electronic curriculum guides that can be updated and immediately accessed
- From printed curriculum guides on book shelves to electronic curriculum guides on Intranet or shared servers that can be remotely accessed
- From face to face curriculum delivery at a scheduled period during the school day to the addition of asynchronous virtual curriculum delivery any where the student happens to be. Technology is now regularly used to deliver curriculum to students who cannot attend school.

### ***How teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction***

Information and communications technology literacy is the ability to use technology to develop 21<sup>st</sup> century content knowledge and skills, in the context of learning core subjects. Students must be able to use technology to learn content and skills, so that they know how to learn, think critically, solve problems, use information, communicate, innovate and collaborate.

Madison has adapted a system for documenting the integration of information and communication technology that supports teaching and learning. Madison is using Literacy Maps that include the technology tools for communication, information processing and research for each subject and course of study. Student outcomes for accessing, processing, managing, integrating, and communicating information for language arts, mathematics, science, social studies, world languages, visual art, the performing arts, physical and health education, career and technical education, and library/media are mapped with the learning activities and assessments for the content standards and the lessons.

### ***How students use technology - including ways students presently use technology for purposes beyond practice of skills***

There are Literacy maps for elementary, middle, and high school students' use of technology. For instance, students use manipulative devices, calculators, graphing calculators, Smart Boards and presentation software to identify, analyze and solve problems. Specific examples include: use of virtual e-commerce to analyze problems involving money; use of graphing calculators and probes to collect and analyze environmental data such as the pH of streams.

Madison students relate to Visions 2020.2 published by the U.S. Department of Education and the U.S. Department of Commerce. The students from all over the country who were surveyed for Visions 2020.2 expect to use digital technologies, to have access to computers and the Internet, and to have an intelligent digital tutor/helper. They are eager to learn and to complete school work using technology.

In their 2020.2 vision of school: *Every student would use a small, handheld wireless computer that is voice activated. The computer would offer high-speed access to a kid-friendly Internet, populated with websites that are safe, designed specifically for use by students, with no pop-up ads. Using this device, students would complete most of their in-school work and homework, as well as take online classes both at school and at home. Students would use the small computer to play mathematics-learning games and read interactive e-textbooks. In completing their assignments, student would work closely and routinely with an intelligent digital tutor, and tap into a knowledge utility to obtain factual answers to questions they pose. In their history studies, students could participate in 3-D virtual reality-based historic reenactments.*

## **PROFESSIONAL DEVELOPMENT**

### ***The process the LEA uses for assessing the technology professional development needs of teachers, administrators and noncertified staff***

Teachers, administrators, and support services staff can evaluate their knowledge, attitudes, and skills based on surveys implemented via the World Wide Web. Through the collaboration tool, Profiler, Madison maintains the ability for members of a group to share knowledge and expertise as well as to promote collaboration based on responses to skills-based survey items. Group members take surveys to assess technology skills and abilities and to get profiles that enable them to find other group members who can help strengthen these skills. Profiler is designed to be a collaborative tool in which a group's existing expertise can be located and shared with others. To aid this collaboration process, the group profile creates a list of experts for each survey item. Experts are individuals who have responded with a level of high proficiency to a given survey item. The expert list includes these users' names and email addresses.

### ***The technology professional development activities that have been offered to teachers***

The Madison Professional Development Committee maintains a professional development catalog of workshops. This professional development catalog is available to each staff member as he/she annually creates an Individual Professional Development Plan (IPDP) in ProTraxx that incorporates technology. The IPDPs can be aggregated by goals, so that staff members with common goals can be trained or coached with the technology for their classroom, with specific media, or in the office environment. In this way user groups for new technologies help develop professional skills. There are user groups for every technology implementation, such as with SASI, IntegratePro, Blackboard, EduBlog, Contribute, Net Trekker, United Streaming, IEP Direct and RTImDirect, as well as all application software and various databases.

### ***How the effectiveness of the professional development activities will be assessed.***

All professional development activities are evaluated by the participants. CEU transcripts or certificates of completion cannot be prepared until the evaluation is completed and recorded in ProTraxx. The evaluation criteria include improvement in teaching, improvement in student learning, and enhancement of professional skill.

The Administrative Council is accountable for aggregating, analyzing, and reporting data, which facilitates next steps for the Professional Development Council.

## EQUITABLE USE OF TECHNOLOGY

***The availability of technology to students and staff in the district – all students should have equal access to the technology and the amount of time available for the use of technology by students and staff***

In addition to the information collected and published in the Strategic School Profiles for each Madison school, the chart following this text describes the availability of technology to students and staff members in the district during the 183-day school year. Teachers have five additional contracted days for professional development. Students and staff members may also participate in a sixteen day summer program during which there is time for the use of technology. School and district administrators have access year around.

***Description of the types of assistive technology tools that are provided for students with disabilities where necessary/applicable.***

The Madison Assistive Technology Plan is the management plan for assistive technology in the district. The four step Assistive Technology Action Plan includes the Assistive Technology Consideration Guide. Annually the inventory of assistive technology is updated and available as an addendum to the Madison Assistive Technology Plan. The inventory is especially helpful when planning transitions of assistive technology from grade to grade or from building to building. The following guides and forms have been developed:

- Assistive Technology Consideration Guide
- Assistive Technology Referral Form
- Assistive Technology Procedure Guide
- Assistive Technology Trial Use Guide
- Assistive Technology Transition Form

***The following matrix indicates the extent technology is available to staff.***

	<u>On Campus Availability</u>	<u>Off Campus Availability</u>
Administrators	PC on desk w/internet connectivity, small personal printer, networked to laser printer	Network and Email Access
Teachers (preschool)	PC on desk w/internet connectivity and networked to laser printer	Email Access
Teachers	PC on desk w/internet connectivity and networked to laser printer	Email Access
Noncertified staff	PC access in lab or group office w/internet and networked to laser printer	Email Access

***The following matrix indicates the extent technology is available to students.***

	<u>On Campus Availability</u>	<u>Off Campus Availability</u>
Students (preschool)	Access to Computers in Labs w/internet during school hours	No Access
Students (elementary)	Access to Computers in Labs/LMC w/internet during school hours	No Access
Students (middle school)	Access to Computers in Labs w/internet during school hours	No Access
Students (high school)	Access to Computers in Labs w/internet during school hours	No Access
Students (with disabilities)	Access to Computers in Labs and/or laptop if determined in SPED plan, w/internet during school hours	No Access

## **INFRASTRUCTURE AND TELECOMMUNICATION**

### ***Current technology infrastructure of each school, explain the type of data and video networking and internet access that is available:***

All schools in the district are equipped with fiber optic, gigabit backbone between wiring closets wherever IDFs exist. All data drops are Cat-5 UTP or greater, providing copper-based 100 megabit connectivity to the desktop.

Gigabit WAN connectivity is established via a combination of private fiber optic cabling run between buildings on each campus, and AT&T's Edgeless WAN (Optiman / Gigaman) dim-fiber service from each campus back to the Central Administration building. The single high school in the district serves as the central hub location for the CEN demark connection point.

Video networking exists primarily at our high school and upper (7-8) middle school. There are coaxial cable television drops in every classroom and in most common areas in both buildings. Other buildings have a few cable drops as described in our annual ED165 report; this access is minimal.

### ***Effectiveness of the present infrastructure and telecommunication services that have been provided by the district***

Current infrastructure meets the minimum requirements for connectivity to the CEN from every building in the district with the exception of the currently closed Academy Street School building. The current infrastructure provides significant bandwidth and flexibility. Management of the local and wide area networks could be improved with proposed switching upgrades.

### ***E-Rate has allowed the district to:***

E-rate funding has had an impact only on our telecommunications services and services relative to connectivity to the internet. This district has never previously qualified for reimbursement concerning any infrastructure cabling, hardware or software components.

## **ADMINISTRATIVE NEEDS**

### ***How do administrative (certified and non-certified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and record keeping***

Administrative staff members have assessed their technology knowledge and skills with surveys based on the Technology Standards for School Administrators. They demonstrate their capacity to use the technology embedded in each of the standards by:

- Doing technology-rich school improvement planning, grounded in research and aligned with the district strategic plan
- Providing professional development for all instructional staff that institutionalizes technology integration to improve student learning
- Managing information systems for accessing and maintaining student records
- Communicating through telecommunication systems to interact with staff, students, parents, and educational stakeholders
- Advocating for adequate, timely, and high-quality technology support services
- Monitoring and analyzing performance data to guide the design of program initiatives and activities
- Adhering to and enforce among staff and students the district's acceptable use policy and other procedures related to security, copyright, and technology use.

### ***The professional development opportunities that are available to administrative staff.***

Administrative staff members have access to the professional development catalog of workshops prepared by the Professional Development Council to design their individual professional development plan that is aligned to their performance-based portfolio review process.

In addition to the individual plans, all members of the administrative staff have access to the professional development opportunities of the Administrative Council during July and August. At least six hours of professional development for using technology is provided to the Administrative Council annually. Administrators upgrade their skills with training for the student information system, professional development tracking software, and response to intervention software, as well as learn new technologies such as Blackboard, blogs, podcasting and webpage development.

## PLAN IMPLEMENTATION

### LEA Technology Goals and Strategies

The LEA technology plan should be aligned to the State Plan and include the State Goals. The LEA may include any additional goals that apply to their technology plan.

**Goal 1:** Improve student academic achievement through the use of technology in elementary and secondary schools.

**Goal 2:** Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

**Goal 3:** Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

**Goal 4:** Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

**Goal 5:** Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

**Goal 6:** Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

**Goal 7:** Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

**Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.**

*Describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched-based successful practices*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Integrate and update technology in all curricula	<ul style="list-style-type: none"> <li>▪ Integrate technology standards and expected performances into each subject area curriculum guide and course syllabus</li> <li>▪ Use the ICT Literacy Map for each subject area to disseminate the intended student outcomes for accessing, processing, managing, and communicating with technology subject area information</li> <li>▪ Differentiate instruction using technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use processes and instruments, such as NWREL's Observation Protocol for Technology Integration in the Classroom (OPTIC), to assess the level or status of curricular integration of technology</li> </ul>	2009-2010 2010-2011 2011-2012
Monitor the integration of technology for the delivery of differentiated instruction in classrooms.	Use classroom observation data on integration of technology to improve differentiated instruction	Use procedures and software, such as Kentucky's Gates Project Walkthrough Progress Assessment, with PDAs	

*Describe how the LEA will address the [National Educational Technology Standards for Students](#)*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
To have students use appropriate information and technology to create written, visual, oral, auditory and multimedia products to communicate ideas, information or conclusions	Provide learning experiences that incorporate the use of problem solving tools, productivity tools as well as communication, information processing, and research tools	Use the performance indicators in NETS*Students with the profiles for technology-literate students	2009-2010 2010-2011 2011-2012
To monitor the benchmark assignments for standards of technology literacy for students.	Demonstrate standards by assessing both students' skills in using technology and their ability to use technology to solve problems and make decisions.	Use criterion-referenced assessments that are online digital literacy assessments, such as those developed by Microsoft and ISTE that are aligned to NETS*Students	2009-2010 2010-2011 2011-2012
To have students demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.	<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of the concept of ownership of ideas and information by observing laws and guidelines for using print and non-print information, software, hardware and networks.</li> <li>▪ Adhere to Madison's acceptable use and copyright policies</li> </ul>	Use software to check for plagiarism and track unauthorized use of hardware and networks	2009-2010 2010-2011 2011-2012

***Describe how the LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement***

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Provide three tiered system of academic learning supports	Target interventions for students experiencing learning difficulties	Use a continuing database management system for student academic interventions such as RtIImDirect	2009-2012
Provide three tiered system of social-emotional learning and behavioral supports	Target interventions for students experiencing social-emotional or behavioral difficulties	Use a continuing database management system for student behavioral interventions such as RtIImDirect	2009-2012

***Describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.***

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Provide anywhere, any time access to courses and lessons.	Make courses and lessons available online.	Use an online learning platform such as Blackboard for connection and textbook plug-in.	2009-2012
Provide an online forum for threaded, asynchronous discussions around topics of lessons to facilitate instruction.	Have students do class work and assignments online for their courses and lessons.	Use electronic portfolios, such as Blackboard's ePortfolio as online repositories for students' benchmark assignments.	2009-2012
Provide assessments of student learning online.	Have students take quizzes and tests for courses and lessons online.	Web-based utility, such as QuizStar, to measure student learning online with custom quizzes and tests.	2009-2012

**Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.**

*Describe how the LEA will provide all teachers, (including library-media specialists, bilingual and ESL teachers, special and alternative education teachers) non-instructional staff, principals and administrators, incentives to become technologically competent;*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Continue to provide professional development opportunities in technology to certified staff to meet state certification requirements.	Employ several professional development models, such as workshops, hands-on labs, learning teams, mentors and online courses or workshops	Annual Individual Professional Development Plan (IPDP) transcript	2009-2012
Facilitate access to sources of tools that save work time, increase efficiency, and enhance professional skills.	<ul style="list-style-type: none"> <li>▪ Establish accounts for staff to use resources of Regional Technology in Education Consortia (R*TEC)</li> <li>▪ Join a networked learning environment, such as Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>▪ Projects and products from tools such as Project Based Learning Checklists, RubiStar, TrackStar, NoteStar, Assign-A-Day, www4teachers supported by HPR*TEC</li> <li>▪ Benchmark assignments: WebQuests, ThinkQuests; online courses, such as Blackboard</li> </ul>	2009-2012
Ensure that every teacher has the opportunity to train for online learning	Provide teacher training for using e-learning	Evaluation of e-learning courses and workshops for professional development	2009-2012

*Describe how the LEA will monitor staff technological literacy. Indicate how the LEAs monitoring of technological literacy impacts professional development*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Form professional study groups to evaluate staff knowledge, attitude, and skills based on educational technology standards and performance indicators	Create profiles of staff members technological literacy skills to share knowledge, promote cooperative learning, and collaboration among staff	Staff self-assessment surveys, such as <i>Profile for Technology-Literate Teachers &amp; Profile for Technology-Literate Administrators</i>	2009-2010 2010-2011 2011-2012
Monitor the completion of technology workshops that enhance professional technical skills.	Use ProTraxx to register all staff members for the needed and required professional development of technology literacy and skills.	Reports from ProTraxx that indicate the staff members who have earned CEUs for hours of technology training.	2009-2010 2010-2011 2011-2012

*Describe how the LEA will provide specific research-based professional development opportunities to all staff*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Ensure that technology is interwoven in all professional development	“Learn by Doing” professional development, such as Authentic Task Approach (ATA) from SEIR*TEC	Products, such as curriculum units & curriculum mapping, created and used with technology	2009-2010 2010-2011 2011-2012
Enlist students as educators’ partners to integrate technology with the learning activities.	Provide student advocates who are trained with a proven program such as Generation YES <a href="http://www.genyes.com">http://www.genyes.com</a>	Criteria for recognition as schools bridging the digital generation gap such as Generation YES <a href="http://www.genyes.com">http://www.genyes.com</a> schools	2009-2010 2010-2011 2011-2012

Enlist staff members as educators' coaches to enhance skills in using technology for teaching and learning activities.	Provide instructional technology experts to coach their colleagues	Reports from ProTraxx that indicate the staff members who have earned CEUs for hours of technology training	
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***Describe how the LEA will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.***

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Implement the Response to Intervention Model with data management	<ul style="list-style-type: none"> <li>▪ Provide professional development for using web-based data systems</li> <li>▪ Use spreadsheets to track teacher's daily data on interventions</li> </ul>	Measure Response to Intervention with student achievement data	2009-2012
Implement 21 <sup>st</sup> Century Learning Skills to get Results that Matter with 21 <sup>st</sup> Century Tools	Provide professional development on 21 <sup>st</sup> Century Skills for using technology to engage students in active learning	Use the MILE Guide for 21 <sup>st</sup> Century Skills to gauge schools' current capacity for preparing students to use communication, information processing, and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools) for learning	2009-2012

**Goal 3: Ensure that K-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.**

*Describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN)*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<ul style="list-style-type: none"> <li>▪ Achieve greatest bandwidth possible for wide-area connectivity to the CEN and between buildings, given available resources.</li> <li>▪ Continue District's Obsolescence Replacement Plan for equipment considering the Total Cost of Ownership concepts currently in place from prior Technology Plan.</li> <li>▪ Utilize industry standard equipment for interoperability of technologies, and insure SIF compliance for any and all newly purchased district application software.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvements to Layer 3 Switching equipment within building infrastructure.</li> <li>▪ Improvements to data cabling in middle schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services will participate and monitor on-going projects.</li> <li>▪ Reports to Superintendent of Schools and Board of Education.</li> </ul>	2009-2010 2010-2011 2011-2012

*Describe how the LEA will ensure continued maintenance and support of existing infrastructure and end user technology*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<ul style="list-style-type: none"> <li>▪ Continue and complete infrastructure improvements for increased bandwidth goal identified above.</li> <li>▪ Continue obsolescence replacement and interoperability goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvements to Layer 3 Switching equipment within building infrastructure.</li> <li>▪ Improvements to data cabling in middle schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services will participate and monitor on-going projects.</li> <li>▪ Reports to Superintendent of Schools and Board of Education.</li> </ul>	2009-2010 2010-2011 2011-2012

*Describe the specific provisions the LEA intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level.)*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<ul style="list-style-type: none"> <li>▪ Accommodate infrastructure needs considering the renovation of schools.</li> <li>▪ Continue obsolescence replacement and interoperability goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in the planning for the renovation of schools providing appropriate cabling system within the buildings, and adding appropriate leased fiber solution to connect to the district's wide-area network.</li> <li>▪ Continue funding through LEA Budget and e-rate application process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services will participate and monitor on-going projects.</li> <li>▪ Reports to Superintendent of Schools and Board of Education.</li> </ul>	2009-2010 2010-2011 2011-2012

**Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.**

*Describe how the LEA will ensure that students with special needs will have those needs addressed through technology*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
To enable students with special needs to receive instruction with non-disabled peers	Differentiate instruction using a searchable database of online resources as well as assistive and instructional technologies.	<ul style="list-style-type: none"> <li>▪ <u>Equity Index</u> for online lessons, rubrics, and Internet sites for special needs;</li> <li>▪ Implementation of Madison Assistive Technology plan for special needs</li> </ul>	2009-2010 2010-2011 2011-2012
To make optimum use of appropriate supports and services for students with special needs	Use Word applications available at every instructional computer to create useable text for students including summaries of reading assignments and track changes for editing writing,	<ul style="list-style-type: none"> <li>▪ Survey teachers to determine frequency and efficacy of use of software application supports</li> <li>▪ Track student achievement data from assignments and assessments</li> </ul>	2009-2010 2010-2011 2011-2012

*Describe how the LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
To have equal access and equal opportunity to learn, i.e., universal participation.	Use instructional technology experts to coach teachers and motivate students to learn with technologies for collaboration and communication.	<ul style="list-style-type: none"> <li>▪ Data from NETS surveys of students</li> <li>▪ Data from digital literacy assessments that measure both students' skills in using technology and ability to use technology to solve problems.</li> </ul>	2009-2012
To have technology readily at hand for use when it is needed.	Have assistive technology at multiple places in schools, such as study halls, computer labs, and library/media centers	Maintain annual inventory of assistive technology at each school	2009-2012

*Describe how the LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
To responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information.	Use the revised the K-8 <i>Integrated Technology Curriculum</i> that is aligned with the Information and Technology Literacy Framework for instruction.	Use online technology assessments, such as the Microsoft/ISTE 8 <sup>th</sup> Grade Online Digital Literacy Assessment, that measures both students' skills in using technology and ability to use technology to solve problems.	2009-2010 2010-2011 2011-2012

*Describe how the LEA will ensure equal access to all students, teachers, staff and administrators*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
To follow policies and procedures for all members of the learning community to have equitable access.	<ul style="list-style-type: none"> <li>▪ Disseminate policies and procedures in staff and student handbooks</li> <li>▪ Adhere to and enforce the acceptable use policy and procedures related to security, copyright, and technology use.</li> </ul>	Board of Education Policies School Handbooks	2009-2012
To have necessary funding and appropriate professional development.	Strategically plan multi-year budget proposals for professional development	Proposed and actual accounts in the annual district budget	2009-2010 2010-2011 2011-2012
To ensure technology literacy through meaningful learning.	Examine learning goals, curriculum, teaching tools, instructional practices and student assessments to make sure they are aligned in support of 21 <sup>st</sup> century skills	Use the MILE Guide for 21 <sup>st</sup> Century Skills to gauge progress with defining, accessing, managing, integrating, and communicating technology literacy	2009-2012

**Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.**

*Describe how the LEA will evaluate and make changes to this plan on a yearly basis*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Evaluate and, if needed, make changes to the technology plan on a yearly basis	<ul style="list-style-type: none"> <li>▪ Conduct formative evaluation of the technology plan through the work of the Technology Advisory Committee</li> <li>▪ Use evaluation data to adjust the technology plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology Evaluation Rubric to assess implementation process and outcomes</li> <li>▪ Revised Technology Plan</li> </ul>	2009-2010 2010-2011 2011-2012

*Describe how the LEA will provide access for students to take on-line tests, when available*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Provide and pilot an online quizzing tool allowing teachers to collect discrete student achievement data for subject standards	Use a Web-based utility to create quizzes for students to take and review online that includes report management. The online system becomes a strong tool in the delivery and management of differentiated instruction.	Online assessment tool such as QuizStar supported by HPR*TEC	2009-2010 2010-2011 2011-2012

*Describe how the LEA will provide professional development to enable teachers and administrators to use data from the CMTs, CAPT and district- or classroom-based formative and summative assessments to improve instruction*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Offer professional development on the use of the state Web site for CMT and CAPT data to drive decision making for instruction	Access, analyze, and utilize existing data	Accessed data will become one of the variables in the differentiation of instruction	2009-2010 2010-2011 2011-2012

*Describe how the LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<ul style="list-style-type: none"> <li>▪ Expand electronic data management capabilities for tracking professional development and archiving electronic report cards at the elementary level.</li> <li>▪ Deliver high quality instruction through the marriage of differentiated instruction and the effective use of technology</li> <li>▪ Consider the costs/benefits of online content, aligned with state academic standards, as resources for students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Optimize the use of utilities in the student information system and the professional development management system.</li> <li>▪ Integrate differentiated instruction and technology into lesson plans</li> <li>▪ Use curricular resources from the Internet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data managed in SASI and ProTraxx</li> <li>▪ Use templates for integrated Understanding by Design (UbD) and Differentiated Instruction (DI) with technology such as templates published by Association for Supervision &amp; Curriculum Development</li> <li>▪ Searchable database of online resources and websites proven appropriate for student use and supported by R*TECs</li> </ul>	2009-2010 2010-2011 2011-2012

***Describe how the LEA will implement technology initiatives to improve student achievement***

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Implement an online quizzing tool for grades 3-8 and 10 to collect discrete student achievement data	Use a web-based utility to create quizzes for student to take and review online that includes report management.	Online assessment tool such as QuizStar supported by HPR*TEC	2009-2010 2010-2011 2011-2012
Expand website capabilities to include parent/student access to the program of studies, syllabi and class/course assignment calendars.	Create documents with consistent format and style for elementary, middle, and high schools.	Madison Public Schools Web site	2009-2010 2010-2011 2011-2012
Provide e-books as course resources for students	Enhance library media collections with e-books selected as course resources	Documentation of the library/media collection in the union catalog	2009-2010 2010-2011 2011-2012
Provide electronic Personal Learning Plan integrated with the Program of Studies	Use software, such as <i>schoolfusion</i> , to create online personal learning plans and to build a worksheet for high school course selections and schedules	Official student schedules for the next school year based on a four-year high school schedule plan that meets graduation requirements.	2009-2010 2010-2011 2011-2012
Expand electronic data management to include web-based electronic Portfolio	Use web-based, password protected portfolios of student performances to standards.	Electronic portfolios, such as Blackboard's ePortfolio	2009-2010 2010-2011 2011-2012

**Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.**

*Describe how the LEA will meet current and future funding requirements to support plan implementation*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<ul style="list-style-type: none"> <li>▪ Maintain District's Obsolescence Replacement Program in order to reduce the total cost of ownership of the district's hardware inventory. The goal is to achieve sufficient funding to replace 20% of the district's hardware inventory annually.</li> <li>▪ Update software as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in the LEA budget process.</li> <li>▪ Identify and apply for any available grant funds.</li> <li>▪ Continue e-rate application process as appropriate.</li> <li>▪ Continue to use CAFE policy services and review and revise as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services will continue to oversee Technology Services and participate in the identified processes.</li> <li>▪ Superintendent will oversee the work of the Manager of Administrative Services.</li> </ul>	2009-2010 2010-2011 2011-2012

*Describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<ul style="list-style-type: none"> <li>▪ Continue to review existing policies as they relate to hardware, software, and their acceptable use.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to use CAFE policy services and review and revise as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services will continue to oversee Technology Services and participate in the identified processes.</li> <li>▪ Superintendent will oversee the work of the Manager of Administrative Services.</li> </ul>	2009-2010 2010-2011 2011-2012

*Describe how the LEA will meet current and future funding requirements to keep the technology updated*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<ul style="list-style-type: none"> <li>▪ Maintain Districts' Obsolescence Replacement Program in order to reduce the total cost of ownership of the districts hardware inventory. The goal is to achieve sufficient funding to replace 20% of the districts hardware inventory annually.</li> <li>▪ Update software as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in the LEA budget process.</li> <li>▪ Identify and apply for any available grant funds.</li> <li>▪ Continue e-rate application process as appropriate.</li> <li>▪ Continue to use CAFE policy services and review and revise as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services will continue to oversee Technology Services and participate in the identified processes.</li> <li>▪ Superintendent will oversee the work of the Manager of Administrative Services.</li> </ul>	2009-2010 2010-2011 2011-2012

**Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.**

*If your entity does not receive any NCLB related funding (Title 1-5) and is only applying for E-Rate reimbursement, then you must include items B-F. Public schools and those entities that do receive NCLB related funding only need to include items A-C. To qualify for participation in the E-Rate Program the plan must include:*

**A. An assessment of the telecommunications services that will be needed to improve education**

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Update, upgrade, and systematically maintain a determined level of telecommunication services	<ul style="list-style-type: none"> <li>▪ Institute regular surveys of faculty to determine needs and preferences for both instructional technology and library media services</li> <li>▪ Actively pursue grants and seek opportunities for teachers to pilot various technologies and serve as a model for others</li> <li>▪ Create a venue for sharing “best practices” in integrating technology with instruction</li> <li>▪ Share that information district-wide to use in purchasing</li> <li>▪ Assess the two-computer per classroom model and explore other options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual review and revision of technology plan to reflect the results of surveys and formative evaluation</li> <li>▪ Revision of curriculum to reflect evolving instructional strategies that integrate technology</li> <li>▪ Highlights of technology integration on the district website</li> <li>▪ Budget requests reflect acknowledged instructional strategies</li> <li>▪ Survey both teachers and students to determine the time and purpose for use of classroom computers</li> <li>▪ Pilot and evaluate other models, including mobile laptop carts for each grade level, whole class laptop carts, Smart-Boards and LCD projectors</li> </ul>	2009-2012

**B. Clear goals and a realistic strategy for using telecommunications and information technology to improve education**

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Maintain currency of Technology Plan	Review and update plan annually	Technology plan will be rewritten every three years.	2009-2012
Propose adequate budget	Design a systematic plan that can realistically be addressed by existing budget parameters	Funding aligned with plan showing annual progress	2009-2012
Integrate technology into curriculum	<ul style="list-style-type: none"> <li>▪ Include integration of technology into each curricular area/course offered as appropriate</li> <li>▪ More clearly define the roles of the classroom teacher, Library Media Specialists and instructional technology experts in the integration process</li> <li>▪ Teachers and Library Media Specialists will collaborate on plans to include information technology with core curriculum</li> </ul>	The revision of each course curricula includes integration of technology used such as united streaming, databases, e-books,	2009-2012
Access the union catalog at all the school libraries	Provide a server to support access to union catalog	Systems implemented and documented utilization	2009-2012

**C. A sufficient budget to acquire and support the non-discounted elements of the plan (e.g. the hardware, software, professional development and other services that will be needed to implement the strategy)**

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Prepare budget proposals for technology and professional development	Review technology plan	<ul style="list-style-type: none"> <li>▪ Budget for Operation and Obsolescence Replacement</li> <li>▪ Budget for Growth and Development</li> </ul>	2009-2012
Explore alternate sources of funding for technology initiatives	In addition to local funds, continue to explore grant and foundation funding of technology initiatives	District management of funds awarded through grants and from foundations	2009-2012
Encourage and support innovative, teacher-initiated technology projects with the possibility of integrating them into existing curricula	<ul style="list-style-type: none"> <li>▪ Successful projects will be shared among staff and integrated district wide when funds are available</li> <li>▪ Design professional development opportunities to share new projects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Successful projects will be highlighted on district web page.</li> <li>▪ Document innovative projects discussed at Curriculum, Instruction and Assessment Committee and Professional Development Council meetings.</li> </ul>	2009-2012

**D. An evaluation process that enables the school to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise**

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Expand use of instructional rubrics related to technology and information literacy with a focus on further integrating technology curriculum	Develop and use technology and informational literacy skills rubrics	Rubrics revised based on teacher suggestions.	2009-2012
Provide student technology and information literacy competencies assessments.	Use instruments and assessments for the measurement of technology skills from reputable sources such as ETS, College Board, and/or ISTE National Educational Technology Standards for Students	Research will be shared by committee to appropriate staff members.	2009-2012

**E. A professional development strategy to ensure that staff know how to use these new technologies to improve education**

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Maintain a determined level of information and communication technology expertise among faculty	<ul style="list-style-type: none"> <li>▪ Offer technology workshops to teachers</li> <li>▪ Workshops offered by instructional technology experts and Library Media Specialists to meet specific needs</li> </ul>	Institute annual use of Profiler for new faculty and periodic use of Profiler for veteran faculty to determine staff technology competencies and areas of need	2009-2012

**F. An assessment of the telecommunications services, hardware, software and other services that will be needed to improve education.**

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Update, upgrade, and systematically maintain a determined level of telecommunication services	<ul style="list-style-type: none"> <li>▪ Institute regular survey of faculty to determine needs and preferences for both instructional technology and library media services</li> <li>▪ Actively pursue grants and seek opportunities for teachers to pilot various technologies that serves as a model for others</li> <li>▪ Create a venue for sharing “best practices” in integrating technology with instruction</li> <li>▪ Share that information district-wide to use in purchasing</li> <li>▪ Assess the two-computer per classroom model and explore other options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual review and revision of technology plan to reflect the results of surveys and formative evaluation</li> <li>▪ Revision of curriculum to reflect evolving instructional strategies that integrate technology</li> <li>▪ Highlights of technology integration on the district website</li> <li>▪ Budget requests reflect acknowledged instructional strategies</li> <li>▪ Survey both teachers and students to determine the time and purpose for use of classroom computers</li> <li>▪ Pilot and evaluate other models, including mobile laptop carts for each grade level, whole class laptop carts, Smart-Board and projectors</li> </ul>	2009-2012

Additionally, in broad terms, using the table below, describe where you are now, where you want to be in three years and how you expect to arrive at that point.

<b>Objectives/Activities/Strategies</b>	<b>Monitoring and Evaluation Procedure</b>
<p><b>2009-10</b> Continue to connect building telephone systems with each other via VoIP, consistent with the district’s network infrastructure upgrades. Project funding to be provided through Town Local Capital Improvements budget with additional support from LEA.</p>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services and Town and School facilities personnel will oversee the project.</li> <li>▪ Outside consulting services for project implementation will provide oversight as well.</li> </ul>
<p><b>2010-11</b> Identify need for improvements to existing telephone system at the high school and any additional needs at other buildings.</p>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services and Town and School facilities personnel will oversee the project.</li> <li>▪ Outside consulting services for project implementation will provide oversight as well.</li> </ul>
<p><b>2011-12</b> Implement improvements above at rate commensurate with LEA budget.</p>	<ul style="list-style-type: none"> <li>▪ Manager of Administrative Services and Town and School facilities personnel will oversee the project.</li> <li>▪ Outside consulting services for project implementation will provide oversight as well.</li> </ul>

**Goal 8 : Additional LEA Goals (Optional)**

# Technology Funding Sources and Costs

## ANNUAL BUDGET SUMMARY

**YEAR 2009-2010**

**NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED**

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (*Assume that Title II D funding [or its replacement] will remain flat.*)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Student Information System							100% of Funding from LEA Budget
Response to Intervention Documentation System							100% of Funding from LEA Budget
Library Media Circulation & Inventory System							100% of Funding from LEA Budget
Web-based School Calendar System							100% of Funding from LEA Budget
Technology Professional Development for staff							100% of Funding from LEA Budget
Web Design Program for Staff/Content Management							100% of Funding from LEA Budget
Electronic Course Management/Distance Learning Expansion							100% of Funding from LEA Budget
Thin Client Virtual Desktop							100% of Funding from LEA Budget
Remote Access to Network for Staff							100% of Funding from LEA Budget
Telephone System Improvements for High School							100% of Funding from LEA Budget
Cabling Infrastructure Upgrade for Upper Middle School							100% of Funding from LEA Budget
Teacher Workstation/Video Presentation upgrade for Lower and Upper Middle Schools							100% of Funding from LEA Budget
Implementation of Web 2.0 Strategies for Administrative and Classroom Collaboration							100% of Funding from LEA Budget
Research and Development for Instructional Technology (web cams, video conferences, etc.)							100% of Funding from LEA Budget
<b>TOTAL</b>							

ANNUAL BUDGET SUMMARY

**YEAR 2010-2011**

**NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED**

- List the professional development and technologies to be acquired during each year of the agency’s plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (*Assume that Title II D funding [or its replacement] will remain flat.*)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school’s School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Student Information System							100% of Funding from LEA Budget
Response to Intervention Documentation System							100% of Funding from LEA Budget
Library Media Circulation & Inventory System							100% of Funding from LEA Budget
Web-based School Calendar System							100% of Funding from LEA Budget
Technology Professional Development for staff							100% of Funding from LEA Budget
Web Design Program for Staff/Content Management							100% of Funding from LEA Budget
Electronic Course Management/Distance Learning Expansion							100% of Funding from LEA Budget
Thin Client Virtual Desktop							100% of Funding from LEA Budget
Remote Access to Network for Staff							100% of Funding from LEA Budget
Telephone System Improvements for High School							100% of Funding from LEA Budget
Cabling Infrastructure Upgrade for Upper Middle School							100% of Funding from LEA Budget
Teacher Workstation/Video Presentation upgrade for Lower and Upper Middle Schools							100% of Funding from LEA Budget
Implementation of Web 2.0 Strategies for Administrative and Classroom Collaboration							100% of Funding from LEA Budget
Research and Development for Instructional Technology (web cams, video conferences, etc.)							100% of Funding from LEA Budget
<b>TOTAL</b>							

ANNUAL BUDGET SUMMARY

**YEAR 2011-2012**

**NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED**

- List the professional development and technologies to be acquired during each year of the agency’s plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (*Assume that Title II D funding [or its replacement] will remain flat.*)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school’s School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
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Library Media Circulation & Inventory System							100% of Funding from LEA Budget
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Remote Access to Network for Staff							100% of Funding from LEA Budget
Telephone System Improvements for High School							100% of Funding from LEA Budget
Cabling Infrastructure Upgrade for Upper Middle School							100% of Funding from LEA Budget
Teacher Workstation/Video Presentation upgrade for Lower and Upper Middle Schools							100% of Funding from LEA Budget
Implementation of Web 2.0 Strategies for Administrative and Classroom Collaboration							100% of Funding from LEA Budget
Research and Development for Instructional Technology (web cams, video conferences, etc.)							100% of Funding from LEA Budget
<b>TOTAL</b>							

## 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](http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf).

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


\_\_\_\_\_  
 LEA

- My LEA/agency is E-Rate compliant; or  
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

	Every “applicable school*” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
	Not all “applicable schools*” have yet complied with the requirements in subpart 4 of 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.
	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 Communications 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

11/2/08  
 \_\_\_\_\_  
 Date

## APPENDIX A: Educational Technology Planning Toolkit

It is recommended that the following companion documents be utilized when developing local educational technology plans.

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	<a href="http://www.state.ct.us/sde/board/ed_technology.pdf">http://www.state.ct.us/sde/board/ed_technology.pdf</a>
National Educational Technology Plan	<a href="http://www.nationaletechplan.org/default.asp">http://www.nationaletechplan.org/default.asp</a>
CT Educational Technology BLOG	<a href="http://cteducationaltechnology.blogspot.com/">http://cteducationaltechnology.blogspot.com/</a>
CT Administrator Technology Standards	<a href="http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf">http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf</a>
CT Teacher Technology Competencies	<a href="http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf">http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf</a>
National Educational Technology Standards for Students	<a href="http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm">http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm</a>
CT Education Network (CEN)	<a href="http://www.ct.gov/cen/site/default.asp">http://www.ct.gov/cen/site/default.asp</a>
CT Commission for Educational Technology (CET)	<a href="http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=#30930">http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=#30930</a>
<i>SETDA Toolkits</i>	<a href="http://www.setda.org/web/guest/toolkits">http://www.setda.org/web/guest/toolkits</a>
CAPSS Position Statements on E-Learning and Educational Technology	<a href="http://www.capss.org/statements">http://www.capss.org/statements</a>
Partnership for 21 <sup>st</sup> . Century Skills	<a href="http://www.21stcenturyskills.org/">http://www.21stcenturyskills.org/</a>
A Guide For Assessing Technology <i>(published in 2002 but still relevant)</i>	<a href="http://nces.ed.gov/pubs2003/2003313.pdf">http://nces.ed.gov/pubs2003/2003313.pdf</a>
<i>ICT Literacy Skill maps</i>	<a href="http://www.21stcenturyskills.org/index.php?option=com_content&amp;task=view&amp;id=31&amp;Itemid=33">http://www.21stcenturyskills.org/index.php?option=com_content&amp;task=view&amp;id=31&amp;Itemid=33</a>
Interactive School Technology and Readiness Assessment	<a href="http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&amp;CFID=1752780&amp;CFTOKEN=91033516">http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&amp;CFID=1752780&amp;CFTOKEN=91033516</a>
ISTE's Center for Applied Research in Educational Technology	<a href="http://caret.iste.org/">http://caret.iste.org/</a>



APPENDIX C: This section is optional.

As a result of your district's 2006-09 technology plan, please describe, in no more than three pages, one or two initiatives that have added significant value to curriculum and/or instruction. If you are willing to share additional details of these initiatives with other districts (which may be made available on the web), please include the appropriate contact information.