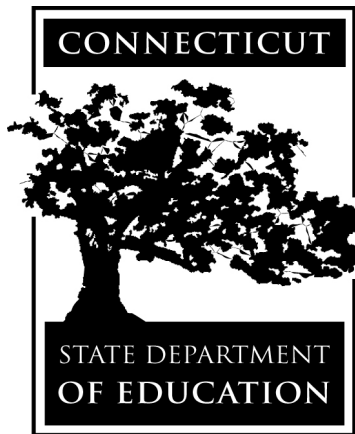


VERNON SCHOOL DISTRICT  
Vernon, CT

**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 Hatchetts 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	<a href="mailto:hgunther@aces.org">hgunther@aces.org</a>
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	<a href="mailto:bobowice@ces.k12.ct.us">bobowice@ces.k12.ct.us</a>
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	<a href="mailto:dcasey@crec.org">dcasey@crec.org</a>
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	<a href="mailto:jcook@eastconn.org">jcook@eastconn.org</a>
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	<a href="mailto:costa@educationconnection.org">costa@educationconnection.org</a>
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371	<a href="mailto:vsodano@learn.k12.ct.us">vsodano@learn.k12.ct.us</a>

# Cover Page

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

District/Agency:	Vernon Public Schools	
LEA Code:	146	
Educational Technology Plan Contact:	Kevin R. Lemoi, Technology Director – Vernon Public Schools	
Phone:	860-870-6050 x 332	
Fax:	860-870-6134	
E-mail:	<a href="mailto:Kevin.Lemoi@vernonct.org">Kevin.Lemoi@vernonct.org</a>	
Address:	70 Loveland Hill Road, Vernon, CT 06066	
Name of Superintendent or Director:	Dr. Mary Conway, Superintendent of Schools	
E-mail:	Mary.Conway@vernonct.org	
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.*

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Signature of Authorized LEA Agent

---

Date

# Local Education Agency (LEA) Federal Grant Program Compliance Form

Vernon 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)

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. \_\_\_\_\_

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: \_\_\_\_\_

**OR**

Date the plan is to be submitted for board approval: \_\_\_\_\_

**Certified by:**

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

\_\_\_\_\_  
Date

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



## LEA Profile

LEA NAME: Vernon Public Schools

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?	268
How many of those students were considered technologically literate based on that evaluation?	264
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.	67
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	67
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.	217/221
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.	102/106

### *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: \_\_\_\_\_  
 Insert a link to your district's AUP below if it is stored on the Web:

## ***Online Assessments***

When filling out the table below, please consider the following conditions:

- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- 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.	35
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	15%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	35
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	2.96%
The maximum number of Grade 8 students who could be accommodated under these conditions.	7
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	2.59%
The maximum number of Grade 10 students who could be accommodated under the above conditions.	290
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	100%

## Planning Committee

Member	Title	Constituency Represented
Mary Conway	Superintendent	District Administration
Deborah Murasso	Assistant Superintendent	District Administration
Jerry Griffin	Supervisor of Grants, Assessment & Career Education	Adult Education/Grants
Kevin R. Lemoi	Technology Director	District Administration
Patricia Buell	Director of Special Education	Special Education
Jill Goldberg	Fine Arts Coordinator	District Administration
Matthew Wlodarczyk	Principal – Skinner Road School	Administration/Principals
Nicholas Willette	Teacher	Teachers
Teresa Schmitt	Teacher	Teachers
Keith Miller	Teacher	Teachers
Michael Savignano	Teacher	Teachers
Maralee Parker	Teacher	Teachers
Ricki Ginsberg	Teacher	Teachers
Dianne Grimm	Teacher	Teachers
Regina Lee	Gifted & Talented Coordinator / Parent	Special Education / Parent
Clayton Trahan	Student	Students

The Vernon School District has worked to assemble the best possible technology committee to address the needs of students, teachers, staff, parents and community members. The Superintendent, Assistant Superintendent, Technology Director and each building principal, undertook the selection process for team members. Over several weeks of consideration, the final team was assembled. Selection of team members included the requirement of having at least one representative from each school and representatives from every stakeholder group.

Our technology committee is co-chaired by 3 individuals, the Technology Director, a building Principal and a Teacher. In addition to the main committee several technology subgroups were formed and meet at least once a month. The technology subgroups created include, The Technology Professional Learning Team, The Webmaster Team, The Technology Timeline Team and the Bring Your Own Technology Team. Each of these groups includes sitting members of the Technology Committee as well as other teachers and stakeholders. Through the formation of our technology subgroups we achieve greater involvement by staff that are interested in technology but were not selected to sit on the formal technology Committee.

The administration places the highest priority on the success of the technology committee, also called the 21<sup>st</sup> Century Learning Team, and has dedicated a half day each month for the team to meet in person; additional collaboration continues beyond our meeting day through the use of online resources.

Implementation of the technology plan has been carefully coordinated with the School Board, the Superintendent's office, school Principals, Teachers and the IT Department. Throughout the month the technology committee discusses timelines for new deployments, upgrades, professional learning opportunities and curriculum integration. Through these discussions the team is constantly looking at the larger picture of a 3-year deployment in all

of our discussions. Implementation has already begun with basic infrastructure upgrades to stabilize and improve the core elements of our network. One central aspect of our implementation strategy includes effective communication with all stakeholders and the improvement of professional learning district wide. The team has evaluated our 3-year timeline and has set deployment goals that are well thought out, achievable and paced correctly for maximum adoption by teachers and students.

Evaluation of the technology plan is being done on multiple levels. The evaluation process has utilized direct classroom observation by members of the technology team, administrative meetings with all principals, interviews with teachers, staff and students and the use of online surveys. As the Vernon Public School District moves forward with the implementation of our plan we will increase the number of direct classroom observations, interviews and online surveys to help guide the process towards the highest level of success. The Vernon School District anticipates the launch of a new multimedia district website in April of 2012. Through this website we will better communicate the district's technology plan and post online surveys for teachers, students and parents to participate in.

The Vernon School District is experiencing a high level of enthusiasm for the technology plan and as a result has achieved significant momentum from a renewed sense of effective direction. The committee will continue to build upon our recent successes and expand the involvement of staff, students and parents as we begin implementing our new 3-year plan.

# Vision Statement

## Vision Statement

The technology committee for VPS in collaboration with Administration, the Board of Education and the community is committed to providing 21<sup>st</sup> century learning opportunities to all Vernon students by using modern, effective technologies. The incorporation of technology into classroom curriculum is crucial for the progression of students into a global workspace and society. Vernon Public School's Educational Technology Plan will provide access to new and unique technologies and resources not readily available to staff and students. The VPS technology plan will include integration of STEM through collaborative teaching and cross-curricular integration. In order to better engage the Vernon Public School student in the educational process the district is committed to leveraging new technology in conjunction with adaptive differentiated instruction. As part of this model Vernon Public Schools will emphasize appropriate digital citizenship for both staff and students.

The Vernon Public School District will integrate a Bring Your Own Technology (BYOT) model throughout the district to help students achieve educational goals. Professional learning opportunities will be offered on an ongoing basis to all staff to ensure successful integration of technology into the classroom. The district is currently in the process of a major infrastructure upgrade to support BYOT through integrated fiber optics, high-speed Internet, and wireless technologies. BYOT will ensure the smooth transition into a mobile computing learning environment for staff and students that will support Cloud computing, Distance Education, and provide continuous access to educational resources. In combination with BYOT, Vernon School District will provide additional mobile resources to teachers and students to supplement classroom instruction; access will be readily available through multiple computing platforms.

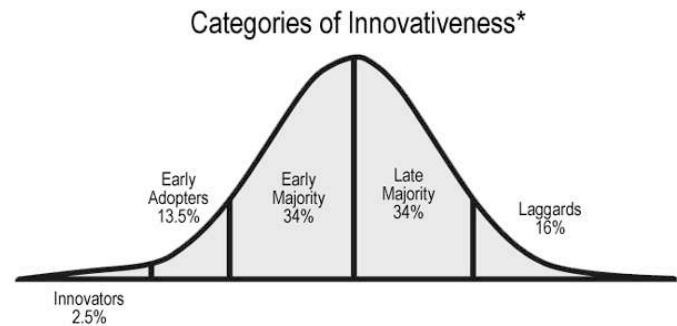
Professional learning opportunities will be expanded to include self-guided study, formal presentations, applied learning experiences and teacher collaboration. Annual technology conferences will be developed and conducted to provide differentiated technology instruction for all VPS educators. The technology evaluation process will include self-studies, teacher/student/staff surveys, the inclusion of technology into curriculum, and the statistical analysis of student achievement.

# Needs Assessment

The Vernon School District, like any other school District, has its areas of strength and weakness with regards to technology. The goal of our technology plan is to address the areas that need improvement and to reinforce the strengths of the school district.

Technology integration into the curriculum within the Vernon School District is happening at different paces from building to building and classroom to classroom. Many teachers within the district have integrated the use of computer technology into their classroom in advanced ways, however the vast majority of teachers within Vernon use technology in its simplest form, as an occasional resource.

The use of technology in Vernon can be matched to the traditional bell curve with the majority of Vernon teachers falling into the early or late majority of users. For those teachers who fall into either the innovators or early adopters, technology within the curriculum plays an omnipresent role. One of the resounding strengths of the Vernon School District is the number of teachers who are willing to share their love of technology with their peers. The innovators and early adopters have begun modeling the effective use of technology in the classroom and teachers who fall into the early/late majority have begun making requests for additional technology integration. The request for new technology within the district is however, being impeded by the lack of network stability and sluggish Internet speeds. The desire for new technology on the parts of teachers is present, but often not integrated due to the current limitations of the network.



\*From E.M. Rogers, *Diffusion of Innovations*, 4th edition (New York: The Free Press, 1995)

Even with the challenges of the internal network, many teachers have integrated the use of mobile technology into their curriculum. The district has several iPads and other wireless devices that teachers and students use on a daily basis. Integration of mobile technology and applications go beyond simple Internet looks ups and extends into targeted/adaptive learning applications. In addition, students have also begun using mobile technology for collaborative learning through the use of online resources and mobile applications. The initial success in mobile technology has helped move the district towards a Bring Your Own Technology initiative that will be in place by the beginning of the 2012-2013 school year. Teachers have already begun working on expanding curriculums to include the integration of BYOT in the classroom and the Technology Committee has formed a special sub-committee to help in the transition/integration process.

The process used to determine the strengths and weaknesses of the district's curricular programs is documented in ***Greater Expectations: A Curriculum Development Handbook for the Twenty-First Century, 2011-2016***. A defined cycle has been established for the purpose of focusing on each K-12 curriculum area every five years. The intent of the cycle's process (Evaluation, Development, and Implementation 1-2-3) is to provide a mechanism for the continuous review of the district's educational programs. The process is designed to be a systematic method for the purposes of:

- Examining curriculum for its alignment to national, state, and district standards.
- Identifying curriculum needs.
- Engaging teachers in the curriculum review and development process.
- Ensuring a vertical and horizontal coordination of curriculum K-12.
- Providing a structure that supports a comprehensive approach to curriculum evaluation, development, and implementation.

### Five-Year Cycle for Curriculum Review and Development

Curriculum Area	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018
Mathematics, K-12	Dev	Imp 1	Imp 2	Imp 3	Eval	Dev	Imp 1	Imp 2
Science, K-12	Imp 3	Eval	Dev	Imp 1	Imp 2	Imp 3	Eval	Dev
English/Language Arts, K-12	Eval	Dev	Imp 1	Imp 2	Imp 3	Eval	Dev	Imp 1
Social Studies, K-12	Imp 2	Imp 3	Eval	Dev	Imp 1	Imp 2	Imp 3	Eval
World Language, 7-12	Imp 2	Imp 3	Eval	Dev	Imp 1	Imp 2	Imp 3	Eval
Fine Arts, K-12	Imp 3	Eval	Dev	Imp 1	Imp 2	Imp 3	Eval	Dev
Applied Sciences, 6-12	Dev	Imp 1	Imp 2	Imp 3	Eval	Dev	Imp 1	Imp 2
Physical Education/Health, K-12	Imp 1	Imp 2	Imp 3	Eval	Dev	Imp 1	Imp 2	Imp 3
Library Media/School Counseling, K-12	Imp 1	Imp 2	Imp 3	Eval	Dev	Imp 1	Imp 2	Imp 3

- **Evaluation:** During the K-12 evaluation phase, various discipline specific subcommittees meet under the direction of the program coordinator, district supervisors, and/or building principals. Membership on the committees is determined in a manner that ensures adequate representation of staff. The purpose and function of a subcommittee is:
  - To evaluate the present program, K-12.
  - To identify areas needing curriculum renewal and development.
  - To research “best practice” in teaching and learning for the curriculum area of focus.
  - To make recommendations based on the results of study and research.
  - To present committee findings/action plan to the Curriculum Leadership Team.

The action plan should include proposals (both short-term and long-term) for the improvement of the K-12 curricular program. These proposals may include new course proposals, course change proposals, new program initiatives, and curriculum development/revision workshops. Consistent with Board of Education policy, all proposals are submitted for review first to the Curriculum Leadership Team and then to the Superintendent, Board Curriculum Subcommittee, and Board of Education for approval.

- **Development:** During the development phase, the committee engages in the development/revision of curricula as outlined in the action plan and considers and recommends the necessary professional development and resources (i.e., textbooks, software, technology) to support the implementation of curriculum.
- **Implementation Year 1-2-3:** During the implementation years, new and revised curricula are distributed to teachers and administrators. An analysis of standard-based curriculum assessments provides a vehicle to monitor student success. Both classroom observations and the work of data teams provide a mechanism to determine the degree to which the curriculum is being implemented as intended. Opportunity for ongoing

curriculum refinement may be provided during the school year and over the summer. The ongoing professional development needs of staff are determined to support program implementation.

Embedded in the curriculum review and development process are included those elements necessary for planning a high-quality curriculum for all learners. These elements represent current professional understanding of what it means to plan so all learners have opportunities to achieve (*CT Curriculum Development Guide, 2009*). These include: alignment to standards, learner expectations, pacing, embedded literacy, ***embedded information and technological literacy***, instructional/teaching strategies, learning experiences, assessments, and instructional resources. The skills related to information, media, and technology across all content areas are as follows:

- The use of information and technology to support and improve the teaching and learning processes is embedded at each grade level.
- Using, searching, and evaluating Internet sources and information are embedded at each grade level.
- Content specific technology and technology applications are specified.
- There is vertical alignment of expectations for information and technological literacy at each grade level.
- There are opportunities for assessment of selected information and technology literacy skills at each grade level.

At the district level, the Curriculum Leadership Team is the organizational structure through which curriculum and program initiatives are reviewed. Its permanent membership includes K-12 curriculum coordinators; the supervisor of assessment, grants, and career and technical education; and the Assistant Superintendent. The Curriculum Leadership Team meets regularly during the school year to review, discuss, and endorse the curriculum and program initiatives designed to improve teaching and learning.

Responsibilities of the Curriculum Leadership Team are to:

- Ensure the development of a guaranteed and viable curriculum for ALL students.
- Promote understanding and application of the district's curriculum development model: ***Greater Expectations: A Curriculum Development Handbook for the Twenty-First Century***. Revise as needed.
- Monitor the implementation of the *"Five-Year Cycle for Curriculum Review and Development."*
- Examine curriculum documents for areas under review (filter) before submission to the Curriculum Subcommittee of the Board.
- Review curriculum initiatives (proposals) for their alignment in addressing the mission and goals of the Vernon schools.
- Discuss new and emerging ideas targeted at improving curriculum and instruction.
- Keep abreast of the research regarding "best practice" in the delivery of instruction and in the development of curriculum.
- Assist in the effort to improve effective communication across the district regarding the work of the Curriculum Leadership Team.

Due to the limited number of technology resources, the school district has chosen to utilize mobile computing technology to help address curriculum needs. Many of the computer labs within the district are slow and obsolete. Utilizing our limited wireless networks we have seeded mobile technology throughout schools to provide more access to computing resources. With the impending shift to BYOT for 2012-2013 teachers will find more students with technology in their hands and additional mobile resources for classroom use. Our goal is to remove old desktop stations and move both our teachers and students into mobile technology and cloud computing.

The Vernon Public Schools uses both informal and formal measures to assess the technology professional development needs of its staff. Informally, the needs for training emerge at both the school and district level where individuals are engaged in committee and other meeting work.

For example,

- The need to provide additional training in the use of iPASS (the district's student management data base) was identified in the monthly school secretarial meetings facilitated by the district's data manager



- The need to provide teacher training was identified to support their use of the SRBI database for monitoring the progress of students at high risk
- To prepare students for the new national assessment in 2014-15 teachers are being trained in the use of CBAS (Connecticut's Benchmark Assessment System)

Formally, surveys (Survey Monkey) have been used to assess the individual learning needs of certified staff. In its most recent survey, data reflecting the following items was collected:

Level of satisfaction with

- Capabilities of available networked computer equipment
- Filtering, security, and anti-virus systems
- Software availability and performance

Knowledge of

- Policies and procedures
- Current trends and research pertaining to education and technology

Preferences for

- Professional development topics and method of delivery

Going forward, the newly convened Technology Committee (The Twenty-First Century Learning Team) will support and guide this district's efforts to provide meaningful and relevant professional learning opportunities in support of the district's mission and goals.

A sampling of the professional learning opportunities that have been offered the past three years are as follows:

- Training in the use of an interactive white board/polyvision board
- Training in the effective implementation of the Write Source ReCharged Writing online program
- Training in the use of EasiTeach software
- Training on the implementation of CBAS Writing
- Training in the use of technology for standards-based curriculum development (Google docs, open office)
- Reading Intervention Training (Scholastic System 44, Lexia, Great Leaps, READ 180)
- Progress monitoring in the SRBI database
- Moodle training
- Training in the use of PASCO Spark Probeware in the science classroom
- Communicating through technology in the World Language classroom/lab
- Developing and maintaining a safe instructional environment for agriculture and technology
- Training in iTEACHER... iPARENT
- Learning Multiview drawing in Master Cam
- Organizing and using data to improve instruction
- Training in AppliTrack: Applicant Tracking for Administrators
- Training in Photo Editing
- Training in the use of the Apperson Advantage 1200 scanner and computer to score common formative assessments, to analyze results to inform instruction, and to enhance student assessment in science
- Training in Architectural drafting- Chief Architect
- Integrating technology in English/language arts
- Naviance training
- Navigating teacher support websites
- TI-INSPIRE Online training
- Using IEP Direct to create compliant IEPs aligned with the state frameworks
- Training in the electronic completion of elementary student progress reports in iPASS

- Support and training for teachers and reading consultants on the effective use and selection of anthology components, including use of related software
- Training in the use of technology applications to support teaching and learning in the classroom: Microsoft Outlook, PowerPoint, Excel, Word, and Publisher
- Training in the use of technology as a tool for documenting classroom activities, field trips, and special events (Microsoft Digital Image Pro 10 and Pro Show Gold)

While a formal written evaluation is a required component of every professional learning opportunity provided to staff, the ultimate assessment of our learning is measured in its application to support teaching and learning in the Vernon Public Schools.

Technology within the Vernon School District has traditionally been purchased by department and often remained within that department. Moving forward the district has pooled all department technology lines into one central office line that will be administered based on district vision, equity between schools and universal access for all students. The Vernon School District is investing in more mobile computing devices across a number of computing platforms and establishing high end computer labs to give students access to technologies that they have not been exposed to. Currently the school district has 1355 computing devices and just over 3500 students. With the introduction of BYOT, the district will move closer to a 1:1 computing ratio and accelerate towards a more collaborative environment.

The current infrastructure for the Vernon School District is not sufficient to meet the modern demands of an ever-growing technological environment. All school buildings within the district are populated by a majority of older switches, and outdated server infrastructure. Currently the school district has 23 physical servers and 20 virtual servers. 57% of our physical servers are over the age of 6 years old. The District has placed a high priority on the interconnection of all schools within 2 years via 10GB fiber connections. In addition, the District will be moving to a leasing structure for servers and a centralized SAN storage array with both site level and off site redundancy. Our goal will be to consolidate 23 physical servers down to 2 servers and utilize VMware to virtualize all remaining servers. Utilizing SRM and other strategies, the goal of our new network is a 99.999% uptime with fast connections and expanded resources. Our new network design will replace a 6 year old firewall/content filter in favor of a new Fortinet Firewall/Content filter that will have the capability to support all network traffic throughout the district and will integrate seamlessly with Active Directory. Internal switch upgrades will boost our local speeds to 1-10GB at both the MDF and IDF levels.

In order to meet the requirements of BYOT, Rockville High School will have a managed wireless network installed during the summer of 2012 and plans call for a new wireless network for the Vernon Middle School in 2013.

Our current 50 Mb Internet connection is terminated at the Rockville High School and is provided by the CEN network. Due to the current interconnection of all schools via DSL, most schools are unable to take advantage of fast Internet speeds. Through the interconnection of these schools via 10Gb fiber we anticipate that our 50Mb will no longer be sufficient to support 1355 computers along with our BYOT model. The IT department will monitor bandwidth consumption and should our estimate for greater bandwidth be proven, we will apply to CEN for a faster Internet connection.

E-rate has allowed the Vernon School District to interconnect our schools via T-1 lines and DSL connections. These connections allow us a semi-unified network and has given the district a basic WAN. Moving forward the district will be installing 10Gb fiber connections between all schools to allow for a more seamless and unified network with greater transmission rates. In addition, e-Rate has helped Vernon to establish a district website. Currently we are working on a new website design that will help bring us better into the 21<sup>st</sup> century.

Administration in the Vernon School District utilizes technology on several levels. Our SIS system is administrated by our Database Administrator and real-time statistics are collected and examined from that resource. All administration and teachers use email extensively and may utilize cloud based collaborative resources. Many of our administrators utilize laptops or some other mobile device for meetings. As we progress towards a more unified domain administration will be able to login to our network from any location and have their network resources follow them. Laptops and other mobile devices are now being used for classroom assessments and all stations have MS Office loaded.

**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	Administrators have access to many shared resources within the Vernon School District network. Administrators utilize MS Office for individual and collaborative functions, use our internally hosted email services both on and off campus and utilize cloud computing resources like Google applications. All administration have individually mapped drives that are only available on our local domain. A wide range of online training and reference materials are available and being utilized on a daily basis by our staff. Repairs and requests for technology are now channeled through a single trouble ticket system. Administration have access to Applitrack for the selection of new employees and a newly designed, multimedia website will allow all staff to author and update individual webpages on the district website both on and off campus. More administrators have begun utilizing mobile technology, especially iPads. Our new unified district network will allow all administration access to their records no matter what building they may be in. Networked printing to both traditional printers and copiers allows for fast/secure printing.
Teachers (preschool)	Pre-School teachers have access to basic technology resources like, Internet access, email, shared network resources, individual mapped drives and online collaborative resources. May Pre-K teachers have begun utilizing iPads in their classrooms along with smartboards and other interactive devices. Networked printing to both traditional printers and copiers allows for fast/secure printing.
Teachers	All teachers have access to the Internet, email, shared network resources, individually mapped drives and a wide range of mobile devices. Currently wireless resources are limited and slow at all schools. Beginning by the 2012-2013 school year, RH will have a new managed wireless network installed and our BYOT strategy will be launched. Teachers utilize Ipass to enter attendance and submit grades. Ipass is a hosted solution that allows teachers access to their grade books both on and off campus. New resources like YouTube and discovery streaming are being utilized in the classroom on an ever-increasing basis. Networked printing to both traditional printers and copiers allows for fast/secure printing.
Noncertified staff	Noncertified staff have local access to the district network and have individually mapped drives and access to several shared resources. Staff also have access to district email both on and off campus and many have begun to utilize mobile technology. Networked printing to both traditional printers and copiers allows for fast/secure printing.

**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 all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	All students have access to at least 1 in-class desktop computer. Pre-K students have recently been given access to iPads with a host of learning applications installed on them. Smartboards and other interactive devices are utilized by teacher and students both in and out of the classroom. All School media centers are equipped with several computer stations and various multimedia resources like iPods, tablets, smartboards and LCD projectors.
Students (elementary)	All elementary school students have access to at least 1 in-class desktop computer with Internet access. All elementary school students utilize smartboard technologies and work collaboratively with these devices. Many elementary school students have begun to access the in-house wireless networks by bring their own mobile technology, such as the Amazon Kindle Fire. Through our significant push to initiate a more formal BYOT program elementary school students are gaining more hands on experience with mobile technology. All of our Elementary school media centers have multiple desktop computers, limited mobile computing devices and mobile smartboards.

Students (middle school)	All middle school students have access to at least 1 in-class desktop computer with Internet access. Our Middle school has a well equipped technology lab which includes 15+ desktop stations, 8 iPads, a wall mounted smartboard, LCD projector and a host of other mobile technologies. Many middle school students have begun bringing mobile technology to school and accessing online resources via the school's wireless network.
Students (high school)	Rockville High School has a wide range of technology resources including a new iMac lab with 11 stations. Students have access to 7 designated computer labs, a well equipped media center with additional computer stations and a fully integrated World Languages computer lab. All RHS classrooms have at least 1 in-class desktop with network access. RHS has an open wireless network for all students with mobile devices to access online resources. Starting in the Fall of 2012 RHS will have a new managed wireless network that will bring our school well into the 21 <sup>st</sup> century with regards to technology. All students at RHS have network access and mapped drives for their files.
Students (with disabilities)	The Vernon Public School has begun utilizing a wide range of technology for students with disabilities. Many students utilize an iPad / itouch technology to assist with communication, writing and visual disabilities. Traditional AT devices like Alpha smarts continue to be used along with new and innovative software applications. Moving forward the Vernon Public School will be researching other assistive devices that can help our students achieve their educational potential.

## **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**

**Goal 2: Assessment**

**Goal 3: Connected Teaching and Learning**

**Goal 4: Infrastructure for Teaching and Learning**

**Goal 5: Productivity and Efficiency**

## Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p><b>1.0 Learning: Engage and Empower</b>  <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><b>Goal 1: Engaging and Empowering Learning Experiences</b>  <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><b>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?</b></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?
<ul style="list-style-type: none"> <li>Empower teachers through quality ongoing and embedded professional learning and schedule time for teachers to meet and discuss successful technological integration</li> <li>Provide readily available resources to both teachers and students</li> <li>Utilize different models of technology integration with classroom instruction (21<sup>st</sup> century collaborative resources, e.g. lab)</li> <li>Continually update teachers and students on the technology plan and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Central Office, Administration, Professional Development stake holders</li> <li>Board of Education</li> <li>Administration, Professional Development stake holders</li> <li>Technology Committee, Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>Monthly, ongoing through numerous offerings</li> <li>Through BOE budget process</li> <li>Ongoing</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will participate in at least four (4) technology sessions per school year; tracked through Protraxx</li> <li>Allocation through inventory process</li> <li>Direct observation by Administrators</li> <li>Through the Technology PD process</li> </ul>

<ul style="list-style-type: none"> <li>• Provide individual learning and pacing (for both teachers and students) using differentiation of technology.</li> <li>• Establish benchmarks for students that are aligned with State technology standards.</li> <li>• Motivate and empower all students by providing them with an advantageous and technologically diverse learning environment.</li> <li>• Offer a multitude of technological opportunities for students and teachers to engage students in content and skills.</li> <li>• Keep students engaged with outside technological experience</li> </ul>	<ul style="list-style-type: none"> <li>• District through BYOT, Professional Development stake holders</li> <li>• Technology Committee</li> <li>• Technology Committee, Teachers</li> <li>• Technology Committee, STEM Team, Teachers</li> <li>• Technology Committee, Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation by Administrators</li> <li>• By completed Benchmark documents</li> <li>• Direct classroom observations</li> <li>• Direct classroom observations</li> <li>• Utilize of District website, webinars, iParent, iStudent, Cloud technology</li> </ul>
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## Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
<p><b>2.0 Assessment: Measure What Matters</b>  <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><b>Goal 2: Assessment</b>  <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><b>What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?</b></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?
<ul style="list-style-type: none"> <li>• Improve network infrastructure</li> <li>• Professional training on mobile devices</li> <li>• iPASS (enhance SIS data integration)</li> <li>• Integrate additional mobile hardware and accompanying software</li> <li>• Integrate CMT/CAPT/CBAS/SAT online testing</li> <li>• Technology Committee will continue to collate and review the efficiency of process of computer use for standardized testing and make suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century team, Administration, IT Dept.</li> <li>• 21<sup>st</sup> Century team and professional learning sub-group, Administration, teachers</li> <li>• Administration, Database Manager, Administrative Assistants</li> <li>• IT Department, Administration, Media Center, Technology Committee</li> <li>• IT Department, Administration, School Counseling, Teachers</li> <li>• Technology Committee, Superintendent, Administration, Database Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Beginning school year 2012-2013</li> <li>• Beginning school year 2012-2013</li> </ul>	<ul style="list-style-type: none"> <li>• IT Department will report to Superintendent and the Technology team</li> <li>• Attendance at professional learning offerings</li> <li>• Expanded use of SIS data and 21<sup>st</sup> Century team analyzing results to monitor usage</li> <li>• Expanded use of SIS data and 21<sup>st</sup> Century team analyzing results to monitor usage</li> <li>• Through the budgetary process and 21<sup>st</sup> Century team will monitor results for effectiveness</li> <li>• Number of students being tested online</li> </ul>



## Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p><b>3.0 Teaching: Prepare and Connect</b>  <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><b>Goal 3: Connected Teaching and Learning</b>  <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><b>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?</b></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?
<ul style="list-style-type: none"> <li>Define current effective technologies that support teaching and learning</li> <li>Provide professional learning opportunities to integrate and manage BYOT into curriculum</li> <li>Ensure professional development aligns with state and district standards; provide teachers with professional development</li> <li>Provide teachers with professional learning to better understand 'Cyber Ethics'</li> </ul>	<ul style="list-style-type: none"> <li>Technology Committee, Administration, Teachers, Students</li> <li>Technology Committee, Administration, Teachers, Students</li> <li>Administration, Superintendent, Technology Committee, Teachers</li> <li>Superintendent, Administration, Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Current and ongoing</li> <li>Current and ongoing</li> <li>Current and ongoing</li> <li>Current and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Technology Committee will monitor and report results to Superintendent</li> <li>Number of registered student devices and IT will provide network usage statistics</li> <li>Technology Committee will monitor and report to Superintendent</li> <li>Use SIS to analyze technology successes and infractions</li> </ul>

<ul style="list-style-type: none"> <li>• Create in-house technology training resources including but not limited to documentation, web resources, digital audio and video that will be available to all Vernon Public School staff</li> <li>• Encourage student use of BYOT (3<sup>rd</sup> bullet)</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Committee, Teachers, Students, IT department</li> <li>• Administration, Teachers, Students</li> </ul>	<ul style="list-style-type: none"> <li>• Current and ongoing</li> <li>• Current and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring will take place with the use of PROTRAXX software</li> <li>• Number of registered student device and IT will provide network usage statistics</li> </ul>
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## Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p><b>4.0 Infrastructure: Access and Enable</b>  <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p><b>Goal 4: Infrastructure for Teaching and Learning</b>  <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>
<p><b><i>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?</i></b></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?
<ul style="list-style-type: none"> <li>• Complete infrastructure upgrades – servers, switches, firewall, content filter, SAN, backup devices</li> </ul>	<ul style="list-style-type: none"> <li>• Administration, IT department</li> </ul>	<ul style="list-style-type: none"> <li>• VCMS, Center Road School, Skinner Road and Maple Street interconnected by 01 SEPT 2012 Northeast School and Lake Street School interconnected by 01 DEC 2013</li> </ul>	<ul style="list-style-type: none"> <li>• IT department will report to Superintendent and technology committee when installs are completed</li> </ul>
<ul style="list-style-type: none"> <li>• Connect all Vernon schools via 10GB fiber</li> </ul>	<ul style="list-style-type: none"> <li>• School and Vernon IT departments</li> </ul>	<ul style="list-style-type: none"> <li>• VCMS, Center Road School, Skinner Road and Maple Street interconnected by 01 SEPT 2012 Northeast School and Lake Street School interconnected by 01 DEC 2013</li> </ul>	<ul style="list-style-type: none"> <li>• School and Vernon IT departments will report completion to town technology counsel and Technology Committee when installs are completed</li> </ul>
<ul style="list-style-type: none"> <li>• Install a managed wireless system building wide for both Rockville High School and Vernon Center Middle School</li> </ul>	<ul style="list-style-type: none"> <li>• School IT department</li> </ul>	<ul style="list-style-type: none"> <li>• RHS install to be completed by August 15, 2012, VCMS install completed by August 15, 2013.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology team will monitor installation process and Technology Director will report to Superintendent when install is fully completed at each school</li> </ul>

<ul style="list-style-type: none"> <li>• Upgrade/Consolidate district servers through virtualization using VMware</li> <li>• Create multi-site failover network by coordinating efforts with Town IT department</li> <li>• Initiate BYOT (Bring Your Own Technology) for both students and teachers</li> <li>• Begin utilizing Cloud resources such as Microsoft Office 365 for all staff and students</li> <li>• Install new iMac lab at Rockville High School</li> <li>• Begin seeding schools with mobile technology carts that include laptops, netbooks, iPads, iTouches and other mobile electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• School/Town IT departments</li> <li>• School/Town IT departments</li> <li>• Administration, School IT department, Teachers, Students</li> <li>• Administration, School IT department, Teachers, Students</li> <li>• School IT department</li> <li>• Administration, School IT department</li> </ul>	<ul style="list-style-type: none"> <li>• VCMS, Center Road School, Skinner Road and Maple Street connected by 01 SEPT 2012 Northeast School and Lake Street School connected by 01 DEC 2013</li> <li>• Scheduled for completion by August 15, 2013</li> <li>• BYOT will be initiated at the beginning of the 2012-2013 school year</li> <li>• Utilization will of Cloud services will begin by 01 JUL 2012</li> <li>• Rockville High School iMac lab installation will be completed by 01 AUG 2012</li> <li>• Current and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School/Town IT departments will report completion to town technology counsel and technology committee when installs are completed</li> <li>• School/Town IT departments will report completion to town technology counsel and technology committee when installs are completed</li> <li>• Technology surveys will be utilized to track how many students are participating in BYOT over the next 3 years</li> <li>• Technology team will coordinate deployment and training with IT department and all staff and students</li> <li>• Technology team will monitor installation process and Technology Director will report to Superintendent when installation is completed</li> <li>• Technology team will select locations for new mobile technology carts and monitor students</li> </ul>
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<ul style="list-style-type: none"> <li>• Standardize Smart Board technology and begin placing new integrated units in district classrooms each budget</li> <li>• Establish student email via Microsoft Office 365</li> <li>• Create distance education opportunities for RHS &amp; VCMS Students</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent, Administration, IT department, Teachers</li> <li>• Administration, School IT department, Teachers, Students</li> <li>• Superintendent, Board of Education, Administration, School Counseling, IT department, Teachers, Students</li> </ul>	<ul style="list-style-type: none"> <li>• Current and ongoing</li> <li>• Student email will be completed by the 2012-2013 school year</li> <li>• Discussion and development will begin 2012-2013 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Technology team will determine the best locations for Smart Board placement and provide the professional development for teachers</li> <li>• IT Department will collect usage statistics each semester</li> <li>• Technology committee and guidance department will report enrollment numbers to Superintendent's office</li> </ul>
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## Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p><b>5.0 Productivity: Redesign and Transform</b>  <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><b>Goal 5: Productivity and Efficiency</b>  <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><b><i>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?</i></b></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?
<ul style="list-style-type: none"> <li>Improve learning outcome by implementing BYOT</li> <li>Evaluate use of digital textbooks</li> <li>Establish new STEM lab to encourage cross curricular learning in Science, Technology, Engineering and Math through Green technology initiatives at Rockville High School</li> <li>Educate parents/students to utilize the iParent/iStudent SIS modules look at other options from iPASS</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent, Administration, IT department, Teachers, Students</li> <li>Administration, Teachers, Curriculum developers</li> <li>Board of Education, Facilities Management, Administration, Teachers (cross curricular)</li> <li>Administration, Student Counseling, Database Administrator, Teachers, Students, Parents</li> </ul>	<ul style="list-style-type: none"> <li>Current and ongoing</li> <li>Limited access to textbook selection due to publisher constraints, implementation will begin as soon as academically viable.</li> <li>2012-2013 school year and ongoing (contingent upon grant based funding)</li> <li>Current and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Compare learning results from previous years.</li> <li>Number digital textbook purchases.</li> <li>Technology Committee will monitor use of TEM lab through masters scheduling calendar.</li> <li>Database Administrator will collect usage statistics and report to School Counseling and technology committee</li> </ul>

<ul style="list-style-type: none"> <li>• Implement applications that differentiate instruction based on student readiness levels</li> <li>• Align with standardized State online assessment protocols (CMT, CBAS, CAPT)</li> <li>• Implement a “Flipped Classroom” design (i.e. “teacher as facilitator”)</li> </ul>	<ul style="list-style-type: none"> <li>• Administration, Curriculum developers, Department Heads, Teachers, Students</li> <li>• Superintendent, Administration, Curriculum developers, Department Heads, Teachers, Students</li> <li>• Board of Education, Administration, Department Heads, Teachers, Students</li> </ul>	<ul style="list-style-type: none"> <li>• 2012-2013 school year</li> <li>• Current and ongoing</li> <li>• Current and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement results</li> <li>• When available, the majority of district students will be using online State assessments</li> <li>• Administrative evaluation of “new” best instructional practices</li> </ul>
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## 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, \_\_\_\_\_, 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

\_\_\_\_\_  
 Date

# Appendices

## *Appendix A: Educational Tech Planning Resources*

### **Educational Technology Planning**

- National Educational Tech Plan:  
Double click on this file to open →



or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Educational Tech Plan:  
Double click on this file to open →



Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	<a href="http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&amp;q=320314">http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&amp;q=320314</a>
National Educational Technology Plan	<a href="http://www.ed.gov/technology/netp-2010">http://www.ed.gov/technology/netp-2010</a>
CT Teacher Technology Competencies	<a href="http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf">http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf</a>
International Society for Technology in Education Essential Conditions	<a href="http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx">http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx</a>
National Educational Technology Standards for Administrators	<a href="http://www.iste.org/standards/nets-for-administrators.aspx">http://www.iste.org/standards/nets-for-administrators.aspx</a>
National Educational Technology Standards for Teachers	<a href="http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx">http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx</a>
National Educational Technology Standards for Students	<a href="http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx">http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx</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>
SETDA Toolkits	<a href="http://www.setda.org/web/guest/toolkits">http://www.setda.org/web/guest/toolkits</a>
Partnership for 21st. Century Skills	<a href="http://www.21stcenturyskills.org/">http://www.21stcenturyskills.org/</a>
Documentation from 21st Century Learning Environments grantees	<a href="https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i">https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i</a>

## ***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.

## Educational Technology Plan Review Guide

<i>Name of District:</i>	<i>District Contact:</i>	<i>Email</i>	<i>Phone:</i>
	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 Hatchetts Hill Road  
Old Lyme, CT 06371