

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



Approved By Florida Board of Education:
ED616-121611
Educational Technology Plan Template

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

Cover Page

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

District/Agency:	East Hampton Public Schools	
LEA Code:	042	
Educational Technology Plan Contact:	Kevin M. Reich, Assistant Superintendent of Schools	
Phone:	860-365-4000	
Fax:	860-365-4004	
E-mail:	kreich@easthamptonct.org	
Address:	94 Main Street	
Name of Superintendent or Director:	Judith A. Golden, Ph.D.	
E-mail:	Jgolden@easthamptonct.org	
Signature of Superintendent or Director:		Date:3/29/12
Date Submitted to Board of Education:	6/11/12	
Date Approved by Board of Education:	*****	

For RESC/SDE Use Only:

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

Preparation Check-Off Page

The submitted plan has the following:

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

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

Signature of Authorized LEA Agent:



Date 3/29/12

Local Education Agency (LEA) Federal Grant Program Compliance Form

East Hampton

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)

<input checked="" type="checkbox"/>	Is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777].
<input checked="" type="checkbox"/>	Will be CIPA compliant by this date.
<input checked="" type="checkbox"/>	Has applied for E-Rate funding.


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

Date the plan was approved:	*****
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OR

Date the plan is to be submitted for board approval:	6/11/12
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Certified by:

Signature of Superintendent or Director: 	Date: 3/29/12
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Printed Name of Superintendent or Director: Judith A. Golden PhD.

LEA Profile

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

<i>Educational Technology Literacy</i>	
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?	160
How many of those students were considered technologically literate based on that evaluation?	95%
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.	21
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	9
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.	111/118
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.	48/51

<i>Policies</i>
<p>How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?</p> <p>Every year X Every other year At least every three years Other: _____</p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p>

Online Assessments	
When filling out the table below, please consider the following conditions: <ul style="list-style-type: none"> • The number and percentage of students at each grade level that can have high-speed Internet access 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.	29
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	20% (29/145)
The maximum number of Grade 6 students who could be accommodated under the above conditions.	86
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	64.6% (86/133)
The maximum number of Grade 8 students who could be accommodated under these conditions.	86
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	50.3% (86/171)
The maximum number of Grade 10 students who could be accommodated under the above conditions.	166
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	128.7% (166/129)

Planning Committee

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

Member	Title	Constituency Represented
Judith A. Golden, Ph.D.	Superintendent	Central Office
Kevin Reich	Assistant Superintendent	Central Office
Tom McMahon	Network Administrator	Central Office
Josh Pont	IT Technician	Central Office
Linda Dzagan	Data and Technology Administrator	Central Office
Laurie Gonzalez	Pupil Services Director	Central Office
Jason Lehmann	Principal	East Hampton Middle School
Mike Dalton	Principal	East Hampton High School
Karen Fitzsimmons, Ed.D.	Principal	East Hampton Memorial School
Aaron Mannes	Teacher	East Hampton Middle School
Kristen Keska	Teacher	East Hampton High School
Joe Holloway	Teacher	East Hampton High School
Shelly Cibula	Secretary	East Hampton Memorial School
Robert Rossi	Teacher	East Hampton Memorial School
Jon Baine	Teacher	East Hampton Center School
Carrie Ann Benigni	Teacher	East Hampton Center School
John Searles	Teacher	East Hampton Middle School
Lois Sprague	Teacher	East Hampton Center School
Kelly LaFaille	Teacher	East Hampton Middle School

The Committee must:

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

Vision Statement

The vision of East Hampton Public Schools is to empower all members of the school community with the technological tools and knowledge they need to meet today's challenges and prepare for tomorrow's opportunities; to adapt and become highly effective members of our evolving global society.

East Hampton *students* will be able to:

- Understand ethics and Internet safety.
- Build upon prior knowledge to gain proficiency in the use of a variety of applications.
- Demonstrate the ability to use technology for research, problem solving, communication and innovation.
- Use technology to enhance learning, increase productivity, and exhibit creativity.
- Locate, evaluate, collect and process information to advance literacy.
- Use multimedia in a variety of formats to communicate information and ideas effectively to an audience.
- Use online resources to interact and collaborate with peers and experts.
- Satisfy all NETSs (National Educational Technology Standards for Students).

East Hampton *staff* will be able to:

- Understand ethics and Internet safety.
- Direct students in the mastery of all technological competencies.
- Participate in professional development opportunities in technology appropriate to individual needs.
- Satisfy all NETS (National Educational Technology Standards).

Needs Assessment

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

Curriculum Integration

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

At present the district curriculum is being rewritten and reviewed. There is no current process to evaluate current curriculum strengths and weaknesses in regard to the current educational technology plan. Present curriculum strategies need to be reviewed to assure alignment with state standards and National Educational Technology Standards .

New data management software, Inform, will help teachers identify weakness in student learning so that adjustments can be made to classroom instruction. The district teaching staff was surveyed in January 2012 to assess teacher strengths and weakness in regards to use of technology.

Currently teachers take it upon themselves to integrate technology into their lessons as it is not currently integrated into the curriculum. When surveyed, 94% of teachers indicated that they feel comfortable using the Internet to support the curriculum. When surveyed, 44% of teachers indicated that they are comfortable using technology to enhance teaching and learning.

At all the schools, some teachers use technology located in the classroom (i.e. smart boards/bright links projectors) and are able to integrate this technology into their lessons. Teachers all have their own web pages for posting assignments and Middle and High School teachers further utilize this software for electronic grade books. Each classroom teacher has at least 1 computer in the classroom for their use and to support instruction.

Not all students are required to use technology in their daily lessons as it is not written into the current curriculum. Student requirements do vary by school.

At the High School approximately 50% of the teachers have access to smart boards/bright links projectors and are able to integrate technology into their lessons. There are 2 mobile laptop carts (58 laptops) available for teacher use with students. There are 22 computers available in the Library Media Center for teacher and student use. The school is utilizing OddeseyWare for virtual learning, and teachers also have access to its database. There are also 4 additional classrooms that provide computer access for classroom instruction (approximately 90 computers).

At the Middle School approximately 50% of the teachers have access to smart boards and are able to integrate this technology into their lessons. There are 2 computer labs (60 computers) in addition to 9 terminals in the Library Media Center for teacher and student use. One of the computer labs is dedicated to classroom instruction for students while the other is available for any teacher to reserve for their own classroom instruction.

At Center School teachers have access to 30 laptops on a cart with wheels for classroom use. This gives a teacher the ability to simulate a computer lab in their room so that their students can create original pieces of student writing using Microsoft Word, create presentations using Microsoft Power Point and to do research on the Internet. Teachers also have access to interactive white boards for content area instruction. They are using a combination of Internet sites, videos and documents to enhance lessons that are interactive for students, and that support the curriculum.

At Memorial School teachers have access to interactive white boards along with a room of computers for student use. Teachers are creating lessons and adapting them to be used with the interactive white boards. With teacher guidance students are able to go to interactive Internet sites to practice math facts, practice site words and do research.

Professional Development

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

Using the results of the most recent survey, we can make objective claims of the needs of the teaching staff district-wide and within the smaller, individual school community. These types of surveys need to be created and evaluated at the end of a school year to drive the goal-making process and professional development that can be added to the next years' district-wide agenda. Further surveys as part of evaluated lessons must be integrated throughout the year.

Common assessment (standardized) of teacher implementation of learned strategies as a result of technology professional development will be measured through the district-wide teacher evaluation plan.

Consistent communication of technology objectives to staff will be presented throughout the school year.

Overall, the process for assessing the professional development needs overhaul. We have, as a district, completed two surveys three years apart. Part of this overhaul will come naturally with the formation of our new, district-wide Professional Development Committee, comprised of teachers from all four schools, school administration, and central office. Non-certified staff is rarely a part of this assessment. At the high school level, non-certified staff (example: paraprofessionals) do not have access to school email or the Internet.

All teachers in East Hampton have been through class web page design professional development the high school and middle school staff have been through Edline grading. Some of the district's teachers have been through Inform training. Smart Board and Bright Link hands-on trainings have been offered district-wide; although, the latter professional development opportunities have been primarily offered to those teachers who have the interactive projectors & boards in their classrooms.

Further opportunities for the development and application of specific activities (Smart Board & Bright Link) to enhance student learning is necessary to maximize the use of current technologies in the classroom. Continued workshops involving other presentation (i.e. PowerPoint, Prezi, etc.) and spreadsheet (Excel) software would assist in the implementation of technology throughout the district. In order for students to effectively collaborate and use the available technologies, teachers must have some exposure and background in these programs.

Some teachers, based on interest and ability, have elected to participate in various technology professional development opportunities. Increased inclusion of all teachers in this process, though, will increase student awareness and application of technology skills.

By including various check-points throughout the year, teachers should have the opportunity to report their individual use of the technology presented in their professional development activities. Furthermore, consistent surveys to evaluate the overall quality of the trainings are needed. Data collected through the surveys and check-points should be presented toward the end of the school year in order to measure achievement of the desired technology goals then guide prospective planning for the upcoming year.

Equitable Use of Educational Technology

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

East Hampton Public Schools will provide K-12 resources that 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.

The equity of available technology to students and faculty is ever evolving. There is a direct correlation with the amount of technology that is available in all areas of our schools, and the time students and faculty use technology.

The matrix below shows the technology that is available to students and faculty. It is also noted that students with special needs have added access to certain technologies. These technologies are accessed on a yearly basis to determine the needs of our students.

Students with special needs have access to the following technology.

- 8 iPads
- 4 Touch Screens
- 5 Augmentive Communication Devices
- 29 Alpha Smarts
- 5 Riter Fusions
- 2 Individual Student Laptops
- Variety of FM systems moved from school to school as needed

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	Desktop or Laptop with multi-core processors are available to all Administrators. PDA mobile devices are available to Administrators.
Teachers (preschool)	One computer is available to each preschool teacher.
Teachers	(K-12) All teachers have access to 1-2 computers in their room or office.
Noncertified staff	Custodial and Kitchen staffs each have access of one computer in each building. Paraprofessionals have access to computer labs and student computers.

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)	Two computers are available to the preschool students.
Students (elementary)	Grades (K-3) Computers are available in each classroom. Grades (K-3) have a computer lab of 25 computers. Grades 4-5 have 2 computers in each classroom and 6 computers available in the library. A cart with

	29 computers is available to all classrooms. Computers are not available to students after school.
Students (middle school)	Three computer labs consisting of 25 computers each. Each teacher has a computer in their classroom.
Students (high school)	Every classroom has one computer in it. Some individual classes, like the physics classroom have 15 computers. Labs consist of a CAD lab (25), Digital Arts (25), Business Lab (25), and the Library (29). Two carts with 29 computers each are available to all classrooms.
Students (with disabilities)	Students with disabilities have the same access to computers in the classroom as their peers. Special education teachers and support services classrooms each have computers with appropriate programs installed on them.

Infrastructure and Telecommunications

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

East Hampton continues to assess its needs to keep current the vision for technology in East Hampton. The entire district is connected to a Wide Area Network via a T1 line. Each school has its own Comcast Cable modem which handles all web traffic via proxy. This enables teachers and students to access web resources more efficiently. The wiring in each building is being supplemented with wireless access points with two schools being completely covered. The effectiveness of network connectivity in each building is being evaluated and plans for upgrades are being developed. All technology related operating systems have been upgraded to current standards (Servers: Windows Server 2003, Windows Server 2008 Desktops: Windows XP, Windows 7 Tablets: Apple iOS 5.1).

E-rate has supported the improvement of our equipment and servers. E-rate funds have supported the expansion of our network wiring throughout the buildings. With the support of E-rate, the district has established a Wide Area Network, High Speed Internet in all classrooms via Comcast, fiber connections, and expanded telecommunications equipment.

The backup and Disaster Recovery Implementation program is currently occurring on site with the use of VMWare virtualization. Storage Area Networks (SANs) are being considered along with Symantec Backup Exec to supplement the existing plan as well as alleviate the need for manual backups.

Administrative Needs

- When evaluating your needs, consider:
 - 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; and
 - the professional development opportunities that are available to administrative staff.

The administrative and secretarial teams use technology for communication regularly through the use of web-based email, calendar, and data-base programs. The student information system is used daily to manage student information, transportation, and special needs. Recently building administrators have begun using portions of Google Apps for education to share documents and conduct discussions. Training on the information system and the financial software is provided on an ongoing basis. The continued development of technology-improved data management programs including the use of data-bases for school and district data analysis instruments will need to be accompanied by professional development in these areas.

Current Administrative applications:

Rediker Software – Administrator’s Plus (scheduling, grades, transportation, statistics)

MUNIS- financial software- requisitioning, purchasing, payroll, ledger, asset management.

Microsoft Office,

Grade Quick

Quicken

SNAP, School Health Software

IEPDirect – Special Education Software

Edline

Alert Now

Aesop

AP Web Teacher

Web Help Desk Software

Sonic Wall VPN

Adobe CS5

Deep Freeze

Symantec Ghost

Microsoft Exchange

Pearson Inform

Naviance

Quia

Impero

KidServe

SWIS

ProTraxx

Semantic Endpoint Protection

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

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>1.1 Review and suggest research-based practices toward student achievement.</p>	<p>The Technology Committee will review research-based practices and offer recommendations to the Administrative Council and the district's Professional Development Committee.</p>	<p>7/1/2012</p>	<p>Present report which analyzes and rates specific practices to the Assistant Superintendent.</p>
<p>1.2 Ensure student application</p>	<p>The Technology Committee will review the current competency</p>	<p>7/1/12</p>	<p>Identify and list particular standards for student</p>

of the NETSs (National Educational Technology Standards for students). (National Educational Technology Standards for students)	standards to evaluate student needs.		improvement in the application of NETSs (National Educational Technology Standards for students) (National Educational Technology Standards for students) for review by the Curriculum Council and the Administration.
Identify specific student needs through data collection related to the NETSs (National Educational Technology Standards for students).(National Educational Technology Standards for students)	The Technology Committee, with the assistance of the technology education faculty, will define common exit criteria for technology proficiency.	8/31/12	Curriculum Council and the Administration will review exit criteria.
	The Technology Committee will review identified school- and/or grade-specific expectations set forth by the NETSs (National Educational Technology Standards for students) (National Educational Technology Standards for students) and suggest strategies for student achievement.	9/30/12	Curriculum Council and the Administration will review objectives and expectations.
1.3 Provide resources that reflect scientifically-based research and best practices for individualized learning focused on improving student achievement.	The district-wide SRBI Committee will review resource needs in the areas of software, hardware, and contracted services. They will also evaluate the effectiveness of the current tools.	7/1/12 Biennially beginning in 2012-13 sch. yr.	The district-wide SRBI Committee will propose a list of resources that will focus on improving student achievement to the Curriculum Council and the Administration.

	Software to supplement curriculum will be identified, purchased, piloted, and assessed for student use.	7/1/12 Annually beginning in 2012-13 sch. yr.	Technology Committee will review teacher requests for assistive technology based on skills assessments, and will present data in writing to the Curriculum Council and the Administration.
1.4 Encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology.	The Technology Committee, through the use of surveys and the review of research-based programs, will recommend professional development opportunities to the Professional Development Committee.	Surveys (on-line?) must be completed prior to the end of the 11-12 school year. Review of programs by 7/1/12 Annually: Pre-survey for students by 9/30 Skill Assessment by Dec 1, 2012 Skill Assessment by April 15th, 2013 Post-survey Review by May 15th	List of identified needs (from surveys) and ratings of possible professional development activities presented to the Professional Development Committee and the Administration.
	Addition of a full-time, certified staff member for each building to work directly with teachers	7/1/12	A proposal for the position will be drafted and presented to

	to instruct, implement, and support technology in classroom instruction.		the Superintendent.
	The Technology Committee will review options to expand technology education opportunities for application in a global network.	Annually: Prior to the start of each new school year.	Applications that could be used to enhance technology education opportunities will be identified and presented to the Superintendent and the Board of Education.
1.5 All learners and their families will be made aware of the opportunity for affordable, high-speed Internet access at home (i.e.- Comcast’s Internet Essentials program). When necessary, the District will work with local Internet providers to help low-income families prove eligibility (through free & reduced lunch) for low-cost access.	Administration	Annually: At the beginning of each school year	Household surveys will be conducted

Goal 2: Assessment

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

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>2.1 Require, based on teacher observation schedule, that at least one teacher observation incorporate the use of technological tools and or knowledge to assess student performance on the lesson's objectives. This will address teacher and student applications of technological tools and knowledge.</p>	<p>Teachers and Administrators</p>	<p>Based on teacher observation schedule.</p>	<p>Based on pre and post observation evaluations, teachers will reflect upon ways in which assessments can be enhanced using technological tools.</p>
<p>2.2 Require a common formative, student assessment at the end of grades 3, 5, 8 and 10 to determine student technological skills and knowledge. This will allow student results to be analyzed by data teams to plan lessons to address student needs.</p>	<p>Classroom teachers (3 & 5), Library Media Specialist & Technology Teacher (grade 8), Library Media Specialist (grade 10)</p>	<p>By the end of each school year beginning Spring, 2013</p>	<p>Common, formative assessment tracked in Pearson Inform, a data warehouse software that monitors student achievement through grades K-12. This will enable staff to monitor and improve lessons based on student needs.</p>
<p>2.3 Hire an additional full-time certified staff person for each building to solely work directly with teachers to integrate and support technology in classroom instruction</p>	<p>Superintendent will make recommendations to the Board of Education.</p>	<p>February 2013 as a budgetary item for the 2013-2014 school year.</p>	<p>Individuals hired are working collaboratively with district staff to meet student outlined goals.</p>

and student assessment. This will allow the staff to properly utilize technology as an assessment tool.			
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Goal 3: Connected Teaching and Learning

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

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
3.1 Equal access to updated technology hardware per classroom (i.e.- interactive boards)	Building Administrator	7/1/15	Classroom inventory
3.2 Equal access to updated technology hardware (i.e.- portable devices) & software (i.e.- grading software) per educator	Building Administrator	7/1/12	Faculty inventory survey
3.3 Equal access to updated technology hardware per learner (i.e.- portable devices)	Building Administrator	7/1/15	Student inventory
3.4 High speed (fiber optic) Internet connection per school	IT Dept.	7/1/13	District-wide inventory
3.5 Multiple wireless access points per school	Technology Director	7/1/15	District-wide inventory
3.6 One Technology Integration Specialist per school	Administration	7/1/15	Faculty survey

3.7 Annual professional development that supports use of technology	Building level PD Committee	7/1/12	Faculty inventory survey
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Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p>Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>
<p><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></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?
<p>4.1 Expand telecommunication / network services and equipment to increase their effectiveness and cost efficiency.</p>	IT Department	Fall 2012	Review by Superintendent and Director of Technology.
<p>4.2 Implement and maintain redundant connections for fail-over and switch traffic as needed to ensure high availability.</p>	IT Department	On-going	Monitor mission critical and best effort traffic and route connections appropriately
<p>4.3 Provide access to network resources using technological hardware and software.</p>	IT Department	On-going	Assessed yearly or as needed by Director of Technology and the IT Department.

4.4 Develop a budget sufficient to acquire, support, and maintain hardware and software that follow emerging educational and administrative needs.	Superintendent	On-going	Assessed yearly or as needed by the Superintendent, Director of Technology, and the IT Department.
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Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i>	Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i>
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?	

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?
Install Fiber-Optic Cables connecting all schools	Town Council	Approval, Spring 2012	Completion of installation

Provide comprehensive and flexible professional development opportunities for staff	PD Committee	mid April annually	Tracking staff attendance; Annual survey of staff needs; During teacher observations, as part of the evaluation process the evaluator will note whether the application of newly learned technology is being implemented.
5.3 Adoption of student digital portfolios, grades 6-12	Building administrators Guidance Department Student Advisers at the high school level	Pilot, Spring 2012; Full-Scale implementation, Fall 2012	Periodic student conferencing, students will choose pieces of work (number to be determined by teachers for all academic subjects)
5.4 Implementation of online, formative assessments for students within academic areas	Building administrators Teachers	Initial development, 2012-2013 school year; Full-scale adoption, Fall 2013	Grade-level Teachers with administrators will evaluate subject area tests to determine which assessments should be utilized.
5.5 District-wide use of Pearson Inform	Central Office and building level administration Curriculum Coordinators Teachers	Development of data warehouse, 2012-2013; Analytics, 2013-2014; annually thereafter	Data tracked for every student in district; Data utilized by teachers for classroom instruction and reviewed during data team meetings.
5.6 Walk-through data form digitized	Central Office and building administrators	Fall, 2012	Effective digital collection of data on the network for administrators and certified staff to view.
Expansion of AlertNow updates to text messaging and e-mail	IT Department	Fall, 2012	Implementation of system
5.7 Adoption of freeware applications such as Open Office	Central Office	Upon expiration of	Realization of cost savings

where possible	administration; IT Department	current licensing	
5.8 Digitization of all administrative documents	Central and building administrators IT Department	Fall, 2013	Maintenance of data warehouse
5.9 Elimination of all print media advertising not required by law	Central and building administrators	FY 2013-2014	Monitor cost analysis
5.10 District-wide paperless classrooms	Building level administrators Teachers	2014-2015 school year	Staff/Student Surveys Teacher websites Cost Savings
Wireless administration access to student management software	IT Department	Fall, 2012	Implementation
Transition of the technology plan committee to a permanent standing committee to monitor district progress in the achievement of the technology plan	Technology Committee Co-Chairs	Spring 2012	Continual progress monitoring, quarterly meetings

Children's Internet Protection Act (CIPA) Certification

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

I, Judith A. Golden PhD, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

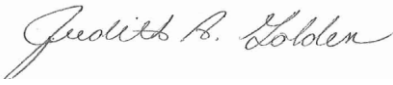
East Hampton
LEA

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 3/29/12
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
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	http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314
National Educational Technology Plan	http://www.ed.gov/technology/netp-2010
CT Teacher Technology Competencies	http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf
International Society for Technology in Education Essential Conditions	http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx
National Educational Technology Standards for Administrators	http://www.iste.org/standards/nets-for-administrators.aspx
National Educational Technology Standards for Teachers	http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
National Educational Technology Standards for Students	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr= #30930
SETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century Skills	http://www.21stcenturyskills.org/
Documentation from 21st Century Learning Environments grantees	https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i

Appendix B: Evaluating Your Plan

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. The following information can be used to help build and monitor an exemplary educational technology plan.

The Committee

An exemplary plan:

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

The results:

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

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

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

The Needs Assessment

An exemplary plan:

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

The results:

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

Goal 1.0 Engaging and Empowering Learning Experiences

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

An exemplary plan:

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

The data:

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

The results:

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

Goal 2.0 Assessment

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

An exemplary plan:

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

The results:

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

3.0 Connected Teaching and Learning

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

An exemplary plan:

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

The results:

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

4.0 Infrastructure for Teaching and Learning

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

An exemplary plan:

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

The results:

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

5.0 Productivity and Efficiency

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

An exemplary plan:

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

The results:

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

Educational Technology Plan Review Guide						
<i>Name of District: East Hampton District Contact: Kevin Reich Email kreich@easthamptonct.org Phone:8603654000</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
<p>Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:</p> <p style="text-align: center;">Cathy Bradanini Connecticut LEA Educational Technology Plans LEARN 44 Hatchedts Hill Road Old Lyme, CT 06371</p>						