

CONNECTICUT STATE DEPARTMENT OF EDUCATION

EDUCATIONAL TECHNOLOGY PLAN

July 1, 2009 – June 30, 2012



ED 616

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan
Commissioner of Education

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OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

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

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

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

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

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

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

² CAPSS Technology Position Statement, 12/14/01

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

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

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

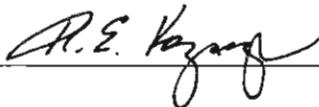
1. Complete your local technology plan using the template that follows on pages 5-21.
2. Once completed, your local technology plan must be reviewed by your Regional Educational Service Center (RESC) before submission to the Connecticut State Department of Education (CSDE). Submit *two hard copies* of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

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

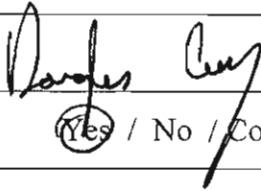
** The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness. Once a plan has received the RESC reviewer's signature (and your board's approval) it is ready for submission to the state.*

Cover Page

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

District/Agency:	South Windsor Public Schools	
LEA Code:	132	
Technology Plan Contact:	Scott Matchett	
Phone:	860-291-1276	
Fax:	860-291-1291	
Email:	smatchett@swindsor.k12.ct.us	
Address:	1737 Main St, South Windsor, CT 06074	
Name of Superintendent or Director:	Dr. Robert Kozaczka	
Email:	rkozaczka@swindsor.k12.ct.us	
Signature of Superintendent or Director:		Date: 6/27/09
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date: 6-18-09
RESC Recommendation for Approval:	<input checked="" type="radio"/> Yes / No / Conditional	Date: 6-18-09
CSDE Authorization:		Date:

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

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



Signature of Authorized LEA Agent

June 23, 2009

Date

LEA Federal Grant Program Compliance Form

South Windsor Public Schools
Local Education Agency (LEA) submitting this plan.

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

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

The applying agency (check all that apply)

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 for FY 2008.

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

Date the plan was approved: June 22, 2009

OR

Date the plan is to be submitted for board approval: _____

Certified by:


Signature of Superintendent or Director

June 23, 2009
Date

Dr. Robert E. Kozaczka
Printed Name of Superintendent or Director

LEA Profile

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

LEA NAME:	South Windsor Public Schools
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?	396
Based on that evaluation, how many of those students were considered technologically literate?	100%
How many hours of technology related professional development were offered to certified educators in 2007-08? <i>(Include workshop hours that are offered to all of your educators-both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering pd, do not include any of those hours.)</i>	97
How many hours of technology related professional development were offered to administrators in 2007-08? <i>(Count only those pd hours offered specifically for administrators.)</i>	0
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120.)</i>	289/289
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)</i>	144/144

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

- the number and percentage of each grade level of students that can have high-speed internet access at the same time;
- that students are grouped in clusters of no more than thirty and no less than ten; and
- that students remain in their own school.

Maximum number of Grade 4 students who could be accommodated under the above conditions.	125
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	35%
Maximum number of Grade 6 students who could be accommodated under the above conditions.	175
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	48%
Maximum number of Grade 8 students who could be accommodated under these conditions.	175
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	43%
Maximum number of Grade 10 students who could be accommodated under the above conditions.	212
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	49%

TECHNOLOGY PLANNING COMMITTEE

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

Member	Title	Constituency Represented
Dan Hansen	Assistant Superintendent of Curriculum and Instruction	Administration / District
Scott Matchett	Director of Instructional Technology	Office of Technology
Tom Gibson	Director of Information Systems	Office of Technology
Cathie Drury	Educational Technology Teaching Specialist	6-8 Teaching Staff
Gail McKenna	Teacher	9-12 Teaching Staff
Susan Czapala	Associate Principal	High School Admin / 9-12 Teaching Staff
David Olio	Teacher	9-12 Teaching Staff
Alyssa Gwinell	Teacher	6-8 Teaching Staff
Mike Seal	Principal	Elementary Admin / K-5 Teaching Staff
Maryann McAndrew	Teacher	K-5 Teaching Staff
Pamela Salisbury	Teacher	K-5 Teaching Staff
Jean Luddy	Library Media Specialist	Librarians / Library Media Specialists

The above members were selected given their role in district, understanding of the curriculum and level of technology awareness.

A technology survey was developed to provide feedback for the planning of 2009-10 professional development needs, areas of concern, budget and resources planning and as a self assessment for staff's proficiency with technology. The results of this survey will be further interpreted by the planning committee during the 2009-10 academic year. The planning committee will also review updates to the plan and help to monitor progress and ensure equity in the distribution of technology. Discussions will occur via email and online forums. Planning committee members will act as a liaison between the committee and constituents they represent and will help to ensure all district staff and aware of the focus and direction of technology.

VISION STATEMENT

South Windsor Public Schools Mission Statement:

Educating all children to their fullest potential.

Technology Vision Statement:

To provide information service solutions which will enhance decision-making abilities at all levels providing appropriate technologies with continual skill development for staff to promote optimal operational efficiency and communication.

Promote student and staff proficiency in the use and application of technology focused on student achievement.

NEEDS ASSESSMENT

Curriculum Integration

Technology will be incorporated into all curricular areas as appropriate to support the curriculum. Outcomes will be defined during the curriculum planning process and developed with building administrators, curriculum heads, teachers and technology staff.

Technology outcomes will be aligned with the CT Student Technology Competencies and NETS standards with a matrix created to ensure students are receiving the opportunity to become technology literate across all the standards and through multiple curricular areas.

Assessment of technology outcomes will be included within lesson and course rubrics.

Fifth and eighth grade students will participate in a technology skills assessment.

Professional Development

The goal of district technology professional development will be to target training that is relevant, skill level appropriate and provide staff with the training needed to manage technology's use in the classroom, enhance the learning process and increase administrative productivity. Professional development will be categorized based on the State Teacher Technology Competencies and NETS standards. Effectiveness will be measured by self-assessments (such as the STaR chart) and computer based skill assessments.

Monthly onsite training:

Training sessions will occur once per month at the teaching staff members's school. A menu of training options will be developed by examining district goals, new technology initiatives and needs based on technology assessments. Options will then be offered to staff via a survey a month prior to each month's training. Effectiveness of training will be determined by reviews from staff and annually by completion of technology skills assessment and survey. This information will help plan the following year's technology professional development needs.

Co-teaching plan:

Teaching staff will have the opportunity to plan a lesson that highly integrates technology into the curriculum. Staff will develop an understanding of how to properly select and assess the use of technology to enhance the curriculum, develop the lesson and receive aid from a technology specialist during instruction. The goal of this training is for staff to become comfortable with the process to integrating technology and managing a class using technology as part of instruction. This process has proven effective at Timothy Edwards Middle School and will be replicated as funding permits across the district.

Computer & Web based training:

Teaching staff and administrators will have the opportunity to participate in self-based learning activities and submit their work for independent credit CEUs. These offerings will be computer or web based and will allow teaching and administrative staff members the opportunity to develop their skills at a time and location convenient to them. Products currently in use and those being reviewed for potential use have built-in pre and post-assessment tools that will help evaluate the effectiveness of the training and help guide future professional development needs and models.

Administrative Training:

Administrators will receive specialized training in the management and review of data systems. Additionally, curriculum leaders will be offered informational sessions on the technology available to the teaching staff and how this technology may be integrated into the curriculum.

Additional professional development related to technology will be offered as need dictates and schedule allow.

In addition to the above, professional development opportunities will be offered during district scheduled professional development days and summer sessions prior to the 2009-10 academic year.

Equitable Use of Technology

The district is mindful of need to maintain an equitable distribution across the district, grade-levels and curricular areas.

The district is currently on a five year refresh cycle that seeks to replace computers and servers after five years of service. These systems, if still of adequate capabilities, are reallocated as secondary workstations in classrooms equitably and as need dictates. Expansion of services is conducted as funding permits and is dictated by district goals, resource need, curricular gain to be achieved and balanced equity.

All classrooms have a single administrative use computer. Elementary classrooms have a single student use computer. Previous technology planning has stated 3-5 student use computers should be available in each elementary classroom. This is a continued goal with this plan.

Student use computers in grades 6-12 is most realistically achieved by the addition of computer labs. As space and funding allows, additional labs will be added to improve student access to technology. Each elementary has a single computer lab. Difficulties in scheduling class computer lab time have been noted as an issue in district technology surveys. This is in part to the limited number of resources available and the manner in which they are reserved. New procedures will be implemented for the scheduling the computer lab resources.

All classrooms are being equipped with a ceiling mounted projector. This is a multi-year implementation with installation being done across all buildings with the primary concentration in grade 6-12. Funds allowing, 6-12 classrooms should be completed by the 2012 academic year. K-5 classrooms will be completed by the 2014 academic year.

All computers are loaded with a standard base set of software. As new titles are identified and determined to be a benefits across grades and curricular areas they are added. A select group of titled are added to computers for specific curricular needs and may not be available district-wide.

Assistive technologies are added as needed and requested by the Special Education department. These technologies included dedicated computers and laptops, specialized software and input devices to accommodate the student's special need. Soundfield systems are being implemented district-wide as a curricular support tools with an initial emphasis as classrooms accommodating hearing impaired students.

Paraprofessionals most often rely on the use of the classroom administrative use computer. In most cases, paraprofessionals do not have a dedicated computer station. Other non-certified staff are provided technology as required to meet their professional duties.

Infrastructure and Telecommunication

The district WAN supports six sites and eight buildings. The current WAN is on an ATT provisioned Opt-e-Man fiber platform. Seven sites are connected via a 10mb link. The high school is connected via 100mb link.

District Internet connectivity and content filtering is provided by the State CEN.

All computers are connected via a minimum 100mb connection. Within each building, IDF connections are currently, or planned to be, 1GB multi-mode fiber back to the MDF.

All classrooms and administrative areas have a VOIP phone system that provided district, local and long distance call capabilities. Additionally, the phone system can be used as a building-wide intercom and is programmed to place an emergency call to the main office in the event a situation requiring immediate attention.

Internal networking equipment is HP Procurve based and is on a six year refresh. Outward facing devices for CEN and Opt-e-Man connectivity are Cisco based and maintained by their respective service provider.

All classrooms have a minimum of two live network ports. Most elementary classrooms have a five port network jack and most middle school classrooms are wired for four network ports.

The most significant improvement to the district as a direct result of E-Rate funding was the ability to upgrade the WAN from T1 point-to-point lines to the Opt-e-Man. This has proven to be a faster, more reliable platform that allows for instructional uses of the Internet and network applications not previously supportable across T-1 connections.

Administrative Needs

All administrator staff members are provided access to a computer system which addresses their needs. This can include access to a desktop, laptop, cellular telephone or PDA. As appropriate, administrative staff is provided access to the student administrative system, or financial system..

Administrative staff makes extensive use of Microsoft Outlook as a communication and scheduling tool. Microsoft Office 2007 is the district standard for word processing, spreadsheets and presentation software.

Most often, administrative staff members receive an individual initial training session specific to the resources they will be accessing. As noted in the professional development section, administrators continually receive training in the management of recently introduced data systems.

The implementation of new Student Information System and subsequent integration with the existing operational systems (Library, cafeteria, health information transportation, special education etc.) will take place during the next two years.

Document management improvements will take place during the next year with the integration of copying, faxing and printing services. The Information Services group will coordinate this effort within the district and with our business partners.

Financial system access will be expanded to include web enabled techniques. Planned projects include the ability to input staff time sheets via the web and integrate employee absence reporting to the payroll system.

Backup and recovery systems will be enhanced utilizing the capabilities of the Opt-e-Man network. Equipment locations around the district will be consolidated and servers combined where appropriate. The increased speed of the network and the move to web based systems will dramatically affect the number of locations needed.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

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

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

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

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

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

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

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

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

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

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Provide reliable technology to improve the delivery of instruction, increase administrative efficiencies and allow students to gain 21st century skills.	Maintain a consistent refresh of technology through Capital funding. Increase the number of support staff for technology. Increase the number of staff to provide curriculum and integration support.	Technology does not prove a limiting factor in the delivery and improvement of curriculum. Student gain proficiency in regards to CT student technology standards, NETS standards and 21 st Century skills guidelines.	Ongoing
Ensure student performance data is readily available to teaching staff and administrators.	Maintain data warehouse of student performance and local and State testing. Conduct professional development to ensure staff proficiency with system.	Staff surveys and self assessments to determine proficiency level.	6/15/11
Electronically map curriculum	Develop core curriculum for each content area. Diary map curriculum Refine and update core map.	All core curriculum maps are online and available. Grades 6-8 have completed at least one year of diary mapping.	6/15/12
Implement grade 5 and grade 8 technology competency assessments for students.	Assess grade 5 and 8 student's technology proficiency through online testing.	Before exiting grade 5, all students will complete a technology assessment Before exiting grade 8, all students will complete a technology assessment.	6/15/11
Equitably expand access to technology.	Increase Capital funding for technology	3-5 computers in all grade K-5 classrooms. Increased access to computer labs in grade 6-12. Improve student to computer ratio by 25% district-wide	9/1/11
Provide access to tools and data for information gathering and processing by students.	Maintain reliable WAN and LAN connectivity. Maintain subscriptions for online resources	Evaluate ability to meet CT student technology competencies	Ongoing

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

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Aide staff in acquiring technology for personal and professional use.	Distribute information regarding the purchase of software and hardware at a discounted rate for administrators.	Ensure all staff are knowledgeable of programs available.	Ongoing
Assess staff technology proficiency	Utilize task based and self assessment tools to identify training needs.	Develop menu of options for staff that will be offered during planned professional development sessions.	Annually
Targeted professional development planning	Use feedback and results for assessment tools to direct professional development offerings that are relevant and of the correct proficiency level for staff.	Acquire feedback to determine value of training, adjust as needed. Align training with CT teacher competency standards and NETS standards.	Ongoing
Develop administrative training sessions	Identify training needs to allow administrative staff to become proficient in the use and modeling of technology	Administrator surveys shows improved proficiency	Ongoing
Develop training and informational sessions for curriculum specialists	Relate training to support of teaching staff's use of technology. Provide information regarding resources available within district	Curriculum specialists work with teaching staff during curriculum updated periods to incorporate technology resources and outcomes.	Ongoing
Determine best practice / use of technology strategies.	Apply technology to support curriculum based outcomes	Ability to connect student achievement to particular implementations of technology within instruction	Ongoing
Increase online and self-paced training opportunities.	Provide staff with information to access online and CBT technology training. Provide	Staff increasing utilize online training systems	Ongoing

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

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Reduce student to student use computer ratios by 25%.	Increase Capital funding to support increased accessibility of technology to students	Current student to computer ratio is decreased by 25%	6/15/12
Increase technology support staffing by 3.	Include staffing request during BOE budget planning.	Staffing is increased, faster report to resolution time for technology issues, increased systems uptime and reliability	6/15/12
Maintain current network infrastructure refresh plan	Maintain Capital funding in regards to network infrastructure	Network components are replaced every six years or as needed to meet network requirements	Ongoing
Provide staff with technology integration planning and support services	Add district level Educational Technology Teaching Specialist Add three district level technology integration paraprofessionals	Increased use of technology to support curricular outcomes. Measured increase in students proficient in CT Technology Competency standards	6/15/12
Maintain current WAN levels	Monitor network performance. Adjust as needed. Maintain BOE operating budget in regards to data network expenses.	No significant data bottlenecks recorded. Technology initiatives not restricted by bandwidth limitations.	Ongoing
Migrate high school VOIP system to dedicated networking equipment.	Install additional switches are funded by Capital Committee.	All phones operational on dedicated network. Improved reliability of both VOIP and data communications.	6/15/11

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

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
All grades and curricular areas have equitable access to resources.	Maintain five year refresh of technology regardless of location or curricular area.	Monitor assets via asset management systems. Replace as needed independent of grade or curricular area.	Ongoing
Provide common set of applications on all district system.	Maintain software licensing. Review potential of new applications and install as appropriate.	Flexibility of accessing common application on all district computer regardless of location.	Ongoing
Expand number of computers in classrooms for student use (grade K-5).	Increase Capital funding to support improve access to technology.	All elementary classrooms have 3-5 student use computers.	9/1/11
Expand number of computers in lab environments for student use (grade 6-12).	Increase Capital funding to support improve access to technology.	Reduce student to student use computer ratio in grades 6-12 by 25%	9/1/12
Address special needs students as determined by Special Services staff.	Discuss with Special Service and incorporate into BOE operating budget.	Needs are met as defined by Special Services.	Ongoing
Use of curriculum mapping software to ensure common expectations in all classrooms.	Incorporate diary mapping across grade levels.	Curriculums entered and reviewed by department chairs and curriculum specialists.	All levels entered by 6/15/12
Technology skills to be addressed and performance to be measured within standard curriculum.	Incorporate technology component into curriculum development process. Align expected outcomes to NETS and CT Student Technology Competency frameworks.	Latest versions of curriculum documents will the technology outcomes defined. Staff will understand how to incorporate and measure technology outcomes.	Ongoing according to curriculum review schedule
Provide after school access to technology to aide those without home access.	Staff computer labs so student can conduct research and complete coursework.	Increased access for students. Less class time required for tasks as they are completed at home or in open labs.	To be offered beginning Fall 2010

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

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Make all staff proficient with the use of district data to guide and improve instruction.	Maintain data warehouse of local and State assessments. Provide training on managing the data. Provide training on how to properly interpret the data. Provide administrative training to identify trends and respond to deficiencies identified through data warehouse.	Teaching staff and administrators can input and review data, create reports and properly interpret the results.	Current staff: 6/15/10 New staff: Ongoing
Update district technology plan	Solicit input from technology planning team on an annual basis. Record progress and input from curriculum specialists regarding inclusion of technology competencies during curriculum review process. Update plan with new technology implementations. Report progress of multiyear initiatives.	Revised plan updated to website on an annual basis or in the event of significant deviation. Plan is used as a guiding tool in budget development.	Ongoing
Respond to administrative technology needs.	Meet regularly with administrative staff in regards to direction of technology within building / district. Develop plans of action to address the administrative needs of technology.	Administrative staff models appropriate and productive use of technology for the teaching staff. Curriculum specialists are aware of technology available in district and how teacher staff can best use it/	Ongoing
Develop internal best practice documents and instructional resources.	Incorporate technology outcomes into curricular planning. Include technology outcomes in curriculum maps. Meet with departments regarding technology use.	Online repository of integrated lesson plans available for staff.	6/15/11
Provide student access to technology to support online testing.	Reduce student to computer ratio.	When State online testing is offered, adequate number of systems are available to meet testing population.	Dependant on testing requirements

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

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Maintain a five year refresh of all workstations, laptops and servers.	Secure appropriate level of funding through Capital Finance Committee.	Review asset age in asset management system. Compare five year plan to actual data.	Ongoing
Seek grant opportunities to help support new and ongoing initiative and provide support for training opportunities.	Research public grant opportunities, CREC training grants, Federal grant funds and others as appropriate.	Successful application and awarding of grant funds.	Ongoing
Maintain a six year/as needed refresh of network infrastructure to maintain reliability.	Secure appropriate level of funding through Capital Finance Committee.	Review asset age in asset management system. Compare five year plan to actual data. Examine capabilities of current infrastructure.	Ongoing
Maintain appropriate level of funding for operational technology budget.	Identify and present to the BOE funding needed to meet software, supply, maintenance and training needs.	Appropriate level of BOE funding received while advancing system functionality.	Ongoing
Reduce operational costs by implementing virtualized solutions.	Incorporate virtual computing platforms that provide appropriate level of performance while reducing asset, support and electrical costs.	Reduced TCO for technology.	9/09 – 7/12

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

Telecommunications have been significantly updated over the past several years based as previous needs assessments and anecdotal feedback. Remaining tasks are in the final stages of implementation. Critical services to maintain voice and data communications are in place and at level that are expected to be adequate for the next three years. Networking monitors and tools are in place to track potential errors and the load over data lines.

An expansion of service into video conferencing will be explored in the 2009-10 academic year. An addition of this service is not expected to result in the need to increase WAN capacity. In the event network monitors detect the need for increased bandwidth for video or other services, the current WAN infrastructure is expandable with the need to replace lines or equipment. Video conferencing will lead to an educational experience outside the traditional classrooms and will provide the opportunity to explore integration options across all curricular areas and grade levels.

Data systems are expected to be used to improve communication between home, the community and BOE. Voice systems are expected to be used to improve communications between home, the community and BOE. Video conference systems are expected to offer instructional opportunities not available without significant alternative costs. Much of the assessment and strategies for use are addressed more fully elsewhere in this plan.

Non e-rate funding for the maintenance and ongoing use data lines and PRI lines are addressed through BOE operating funds. Hardware to support the VOIP a system and network infrastructure is addressed as part of the five year technology refresh plan funding through Capital Committee funding and is not predicated on e-rate reimbursement.

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

Objectives/Activities/Strategies	Monitoring and Evaluation Procedure
<p>2009-10 : Maintain current WAN levels. Begin process of migrating high school VOIP to system to dedicated network equipment. Evaluate video conferencing solutions. Maintain current VOIP service levels.</p>	<p>Continue to use network tools to monitor local and WAN traffic patterns. Discuss with teaching staff any issues accessing resources via the network or Internet. Discuss with staff any issues receiving or making calls or working with the voicemail system.</p>
<p>2010-11: Adjust WAN levels if needed. Upgrade elementary network infrastructure. Install or test and replace fiber connections as needed. Complete migration of high school VOIP to dedicated network equipment. Procure mobile video conferencing solution for district-wide use. Adjust VOIP service levels as needed.</p>	<p>Continue to use network tools to monitor local and WAN traffic patterns. Discuss with teaching staff any issues accessing resources via the network or Internet. Discuss with staff any issues receiving or making calls or working with the voicemail system. Review video conference use with leading teachers and plan for greater use across district and curricular areas.</p>
<p>2011-12: Adjust WAN levels if needed. Procure additional mobile video conferencing solution for district-wide use. Adjust VOIP service levels as needed.</p>	<p>Continue to use network tools to monitor local and WAN traffic patterns. Discuss with teaching staff any issues accessing resources via the network or Internet. Discuss with staff any issues receiving or making calls or working with the voicemail system. Continue integrating video conferencing technology use across district and curricular areas.</p>

ANNUAL BUDGET SUMMARY

YEAR 2009-10

South Windsor funds technology purchases through local funds identified in either the municipal Capital budget or the Board operating budget. Capital funds are sought as a consistent level of funding across multiple years. Operating budget items are those goods and services that result from new initiatives and items not allowable as capital expenditures. South Windsor is not eligible for e-rate reimbursement on hardware purchases.

In addition to equity, technology is implemented to align with district and school goals, support Special Services needs and pilot new initiatives. A yearly technology survey will be conducted and offered for all staff input to gauge the effectiveness of training, reliability of technology, quality of support and value of resources being implemented.

The budget pages that follow represent an equipment refresh of 5 years of servers, workstations and laptops. Networking equipment is maintained for 6 years or as network advancements warrant.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	BOE Operating Budget
Administrative Servers				50000			
Administrative Laptops				40000			
Administrative PDAs				4000			
Administrative Desktops				30400			
Instructional Servers				18100			
Storage Server				6800			
Instructional Desktops				96000			120997
Instructional Laptops							28500
Projectors				70000			1360
A/V Equipment (non-projector)							7690
Networking Equipment				75000			
WAN Connectivity					33200		49800
Printers							3900

Other Peripherals							16198
Professional Development							12000
Soundfield Systems							11350
TOTAL				390300	33200		251795

ANNUAL BUDGET SUMMARY

YEAR 2010-11

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	BOE Operating Budget
Administrative Laptops				60000			
Administrative PDAs				2000			
Administrative Desktops				32000			
Instructional Servers				9300			
Instructional Desktops				237529			95241
Instructional Laptops				7500			
Projectors				64500			
A/V Equipment (non-projector)							5200
Networking Equipment				10000			
WAN Connectivity					33200		49800
Printers							5200
Other Peripherals							7650
Professional Development							14000
Soundfield Systems							8000
TOTAL				422829	33200		185091

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2011-12

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	BOE Operating Budget
Administrative Servers				25000			
Administrative Laptops				40000			
Administrative Desktops				30000			
Instructional Servers				14000			
Instructional Desktops				105000			
Instructional Laptops				45000			
Projectors				43000			
A/V Equipment (non-projector)				13500			
Networking Equipment				12000			
WAN Connectivity					33200		49800
Printers				5000			
Other Peripherals							10000
Professional Development							14000
Soundfield Systems				12000			
TOTAL				344500	33200		73800

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, Dr. Robert E. Kozaczka, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

South Windsor Public Schools

LEA

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

X	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

June 23, 2009

Date

APPENDIX A: Educational Technology Planning Toolkit

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

Educational Technology Planning

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

APPENDIX B: Technology Plan Review Guide

Reviewer Joe Fromme LEA South Windsor
 Technology Plan Review Guide

	Complete? (Y/N)	additional information required/comments
LEA Profile	Y	
Technology Committee	Y	
Needs Assessment	Y	Very thorough
Goal 1	Y	
Goal 2	Y	
Goal 3	Y	
Goal 4	Y	
Goal 5	Y	
Goal 6	Y	
Goal 7	Y	
Goal 8		
Technology Funding Sources	Y	

I Joseph C. Fromme verify that South Windsor Public has successfully completed all of the requirements as stated in the
 Signature of Reviewer South Windsor Public Schools
 Name of LEA

technology plan template.