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

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:	Fairfield Public Schools
LEA Code:	051
Educational Technology Plan Contact:	Nancy Byrnes
Phone:	203-255-8367
Fax:	203-255-8241
E-mail:	nbyrnes@fairfieldschools.org
Address:	501 Kings Hwy E Suite 210 Fairfield CT 06825
Name of Superintendent or Director:	Dr. David Title
E-mail:	dtitle@fairfieldschools.org
Signature of Superintendent or Director:	Date:
Date Submitted to Board of Education:	May 5, 2012
Date Approved by Board of Education:	May 22, 2012

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

Local Education Agency (LEA) Federal Grant Program Compliance Form

_____Fairfield Public Schools_____
Local Education Agency Submitting this Plan

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

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

The applying agency (check all that apply)

xxx

           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.

xxx

           Has applied for E-Rate funding.

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

      Date the plan was approved:

      OR

      Date the plan is to be submitted for board approval: 5-8-12

      Certified by:

Signature of Superintendent or Director   Date

Dr. David Title
 Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Fairfield Public Schools

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

Educational Technology Literacy

Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	756
How many of those students were considered technologically literate based on that evaluation?	710
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.	229
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	55
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.	525/656
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.	226/283

Policies

How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?
☐ Every year ☐ Every other year ☐ At least every three years xxx☐ Other: __as needed_____
Insert a link to your district's AUP below if it is stored on the Web: http://www.fairfieldschools.org/downloads/gr6-12%20comp%20use%20policy.pdf

The AUP is currently in committee under revision.

Online Assessments

When filling out the table below, please consider the following conditions:
- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- The students are grouped in clusters of no more than 30 and no less than 10 students.
- The students remain in their own school.

The maximum number of Grade 4 students who could be accommodated under the above conditions.	473
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	62%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	252
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	30%
The maximum number of Grade 8 students who could be accommodated under these conditions.	252
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	29%
The maximum number of Grade 10 students who could be accommodated under the above conditions.	344
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	49%

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
John Antonello	Housemaster	High School Administration
Chris Brand	Application Integration Specialist	Information Technology application support
Jeffrey Burt	Curriculum Leader- Social Studies and Technology	Gr 6-12 curriculum
Nancy Byrnes	Manager of Technology	Information Technology
Nicola Callahan	Library Media Specialist	Library Media Teacher gr 6-12
John Chiappetta	Curriculum Leader- English and Language Arts	Gr 6-12 Curriculum
Laura Cretella	Instructional Improvement Teacher	Teacher
Thomas Cullen	Director of Operations	Administration- central office
Steven Fekete	Housemaster	High School Administration
Mary Hogue	Parent	Community
David McKinnis	Parent	Community
Karen Parks	Deputy Superintendent	Administration
Dorna Persson	Library Media Specialist	Library Media Teacher gr Prek-5
Paul Rasmussen	Curriculum Leader- Mathematics	Gr 6-12 curriculum
Gary Rosato	Director of Curriculum	Prek-12 curriculum and administration
Susan Selk	Library Media Specialist	Library Media prek-5
Amy Selter	Teacher and parent	Teachers and community
Ellen Ullman	Parent	Community
Jennifer Vilenski	Computer Resource Teacher	Teacher/Technology Integration
Walter Wakeman	Curriculum Leader- Mathematics	Gr prek-5 curriculum
Anna Cutaia-Leonard	Director- Elementary	Elementary Education

	Education	
Anthony Vuolo	Principal	Elementary Education
Kevin Chase	Principal	Elementary Education
Stephanie Teixeira	Student	Students
Emma Sweet	Student	Students

The Committee must:
- o *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.*
- o *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.
- o Create the LEA's educational technology vision statement.
- o Develop an educational technology needs assessment.

In 2011, the Fairfield Public School Fairfield Technology Strategic Planning Committee mission is to provide structure and prioritization to technology related strategies in support of creating opportunities to improve student learning, curriculum innovation and adoption of 21st century skills. The committee consists of 23 volunteer members representing diverse areas of the district and the community. Evaluation strategies are multi-faceted, and include questionnaires, surveys, teacher observations, and review of products and practices. The committee meets quarterly.

Vision Statement

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

The Fairfield Public Schools will promote the use of technology to support the larger goal of providing educational programs that meet the changing needs of the world today. The District recognizes that our students will live and work in a global environment that will differ markedly from their current experiences. Increasing globalization will alter their world perspectives, and converging technologies will change the way they create, consume, learn, and interact with others. They will need to be innovative, flexible thinkers who are able to transfer learned knowledge to ever changing environments. The District will encourage adaptability and will utilize technology to meet the commitment of challenging students to achieve their highest learning potential and prepare them well to succeed in whatever post-secondary options they choose to pursue.

NEEDS ASSESSMENT

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

Curriculum Integration
o   *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;*
- *the 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.*

In 1994, the Fairfield Public Schools began a focused effort to integrate Information Literacy and Technology skills into the content curriculum through the creation and implementation of *Information Literacy and Technology Skills: A K-12 Collaborative Curriculum for Information Literacy and Technology Skills, adopted 1996.* During the 2010-11 and 2011-12 school years this document was reviewed and revised into a K-12 standards matrix and curriculum document, "Information, Communication, and Technology Curriculum". The standards are aligned with state and national standards, along with 21st century skills taken from various sources (AASL, NETS, ISTE, etc.). The first phase integrating the ICT curriculum with core area curricula has been implemented at the elementary level across the district.   The ICT standards are seen as complimenting the standards and curricula in other instructional areas, and address a broader set of skills that are not explicitly mentioned in those areas. The next phases of the integration at the secondary level will occur over the next three years.

The current phase at the elementary level integrates ICT standards into collaborative projects required in each grade K-5 for each of the three marking periods during the school year. Library media specialists work with grade level team to determine the appropriate subject and project to implement and jointly evaluate

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each project. An "ICT" category has been added to the draft of new elementary standards-based report card and will require joint reporting by the LMS staff and core area teachers.

Teachers and administrators will review this new curriculum annually and make recommendations for possible revisions. The instructional staff, curriculum leaders and administrators on all levels will be actively involved in both reviewing the curriculum and its integration. The reviews will be accomplished through a variety of methods, including surveys, teacher evaluations, anecdotal evidence, and, to a limited degree, action research. In addition, the Library Media Liaisons maintain and reviews all units that are planned, taught, and/or assessed collaboratively by library media specialists and classroom teachers.

To ensure compliance with the *No Child Left Behind Act (NCLB)*, in the spring of each school year the district gives the online technology assessment, *Learning.com* to test all 8th grade students. Data from this assessment helps to guide the development and revision of middle school curricula.

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

A formal district-conducted survey for teachers occurred in January 2012 to ascertain their current use of technology as well as areas in which they needed training. All administrators and teachers have received training in the use of Edline®, the district's Web portal; in the use of interactive whiteboards and a variety of content related software. The emphasis for all training is the seamless integration of technology in the content areas as well as improved communication with parents, students, and the entire educational community.   In addition, training is provided at the site level based on individual and school requests. At the completion of each professional development activity, participants evaluate the content and delivery of the learning experience. The presenters and the professional development committee in each school review each evaluation and make adjustments for future sessions. Non-certified staff members are encouraged to participate in district professional development. Training is also provided on an "as-needed" basis at the building sites. In order to facilitate registration and availability of training across the district, the district has implemented the use of Protraxx®, a Web-based databank that provides a catalog of professional development offerings and allows participants to track CEUs and recertification requirements.

All administrators have received training in software to manage student information, data driven decision making and PowerPoint. Secondary school administrators have been trained in the Naviance® System. Naviance® is school counseling software, which connects students and their families with the school counselors. Elementary school administrators have received training in SCAD (Student Curriculum Assessment Database).

The effectiveness of our professional development is determined by the self-assessment surveys and evidence reflected in student work.

As part of the district's recently developed long range technology plan, an emphasis has been placed on instructional technology, professional development and 21st century skills.

Infrastructure and Telecommunication

- o *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.*

Fairfield has installed a MAN (Municipal Area Network) that provides 10 gigabit access to the secondary schools and 4 GB access to the elementary schools between buildings, across the district and to the CEN (Connecticut Education Network). Each classroom at all levels has a minimum of 100 Mps access within the building's LAN (Local Area Network). All local area network switches were upgraded between 2009-2012 and are 10/100/1000. All classrooms and library media centers are hard wired. The standard classroom, as of the design specification created and implemented in 2004, has six (6) data jacks, and the library media centers and computer labs have a minimum of 35 data jacks.

There is an Aruba wireless mesh system in both high schools. There is a project to extend wireless coverage PreK-8 in fiscal year 2013. The wireless system is based on the 802.11n protocol, providing theoretical throughput equal to that of a hardwire jack. As a result, less hardwired network jacks are expected to be needed in the future, allowing the district to provide additional network access to those schools yet to meet our 2004 design criteria.

The Special Education Department through grant funds, has allocated netbooks and iPads throughout the district in support mobile computing and to meet IEP needs. More of the district's classroom allocations have migrated to portable devices as demand grows.

The district currently subscribes to a variety of online video services with a large library of video clips and online instructional materials that are cataloged in a manner to facilitate selection by grade level and or content area. This library is accessible from all computers K-12 and from home through the Internet.

Traditional video is supported through multimedia projectors and DVD systems that have been installed in instructional areas as part of the district technology equipment standard and funded through building projects and capital programs. The district priority is to provide multimedia projection systems in each instructional area as funding permits. Some multi-media systems are provided on mobile carts. Several schools have internal broadcast capability funded by program or grant and produce internal newscasts to their classrooms on a systemic basis.

A pilot program is scheduled for 2012 to provide tablets with a data plan to students at the high schools in support of 21st century learning. Upon evaluation of this project, further 1:1 initiatives and BYOD will be implemented. The pilot, through Verizon Wireless provides a data plan with filtered Internet, and we anticipate E Rate funding to support the data plan.

E Rate funds assist the district in the cost of the telecommunication expenses for the WAN and for basic phone service. Due to Fairfield's socioeconomic demographic we rarely qualify for equipment or internal connection support.

Classrooms have direct access to 911 but do not have direct dial telephone access. The current PBX Centrex® system is 12 years old and was purchased jointly with the municipality. There is little room for expansion without serious investment in old technology. The lack of classroom access to a telephone is a concern as communication between teachers, parents and students becomes more critical. Presently, the use of teacher e-mail and Web pages has been very helpful in communicating to parents. The district would like to add phone handsets and lines, but to date proposals for any additions have been cost prohibitive from both a hardware and wiring perspective. The Town capital investment plan calls for a phone system upgrade in 2014.

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 district has identified a number of initiatives to improve data collection for decision-making. There is an ongoing student information system committee, which has been charged with selecting a new student information system budgeted for fiscal year 2013. A component of the selected product will provide end users of the system quick and easy access to the data they need for the purposes of school improvement. This dialogue will continue as systems are evaluated and long-term strategies are developed.

An assessment database committee has been in place for twelve years. This committee has created an in-house Student Curriculum Assessment Database (SCAD), which allows teachers to input assessments into a district database used by teachers, specialists, curriculum leaders, and administrators to monitor student progress and plan for instruction. A subcommittee of this group worked with Emetrics ® in the development of STAARS as a data repository. This system has been in place for two years and is in use by teachers and administrators.

Fairfield implemented K-12 Alert® in 2006. This platform provides for emergency and other messages that are automatically sent as an e-mail or text message. The Town of Fairfield has also implemented geographically driven Reverse 911, which can be used to send automated messages in the case of emergencies. As a result, the system can also be used to alert neighbors in the event a school is in lockdown. The K12 Alert product has also provided for online pre-registration of incoming students and the electronic collection of emergency contact data for students and their families.

In 2006, the district implemented a template-based Web portal (Edline®), which provides teachers with a vehicle to post information and assignments. The district's online grade book (GradeQuick®) is integrated with Edline®. This has proven to be a valuable communication tool for both parents and students. The scope of implementation of the Web-based products is school site driven. Expectation is the new student information system will provide a replacement for both of these products.

In addition to the above-mentioned initiatives, administrators have a week-long professional development retreat each August. Monthly administrative cabinet meetings focus primarily on professional development topics to improve student learning. Administrators are encouraged to attend professional conferences and/or CES offerings and to participate in any site or district professional development offered to certified staff.

Equitable Use of Educational Technology

- o 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.

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

	Please include information about the type and availability of staff access both on and off campus.
Administrators	Administrators are allocated laptops and may request a virtual private network connection in order to gain access to school files and folders off campus. E-mail is provided to all administrators and is available through Outlook Web Access (OWA) off campus. Some resources are available remotely, such as applicant tracking, IEP management, Student assessment database; teacher-student-parent portal and curriculum discussions through Web- based software. The district is currently evaluating new student information systems for implementation in 2012 which will provide web access to those resources. Administrators have access 24/7 to most resources and dedicated technology equipment.
Teachers (preschool)	Teachers (preschool) have desktop computers allocated to them for administrative and instructional purposes. E-mail is provided to all teachers and is available off campus through OWA. Some resources are available remotely, such as CEU and IEP management and curriculum discussions through Web-based software. Each Teacher has a dedicated computer and access to some resources 24/7 such as grade book and email.
Teachers	Teachers have desktop or laptop computers allocated to them for administrative and instructional purposes. E-mail is provided to all teachers and is available off campus through OWA. Some resources are available remotely, such as CEU and IEP management, Student assessment database; teacher-student-parent portal; online grade-book and curriculum discussions through Web-based software. The district is currently evaluating new student information systems for implementation in 2012 which will provide web access to those resources. Teachers are provided with dedicated computers; and have access to some programs 24/7 such as online teaching resources (e.g. subscriptions); grade book; student achievement data and the like.
Noncertified staff	All non-certified staff (excluding non- head custodial staff) have e-mail accounts. Based on job role, many have computers allocated to them for their position. For those positions such as paraprofessionals there are computers available in each library and classroom that can be used. E-mail is available through OWA. Access to technology for individual use is limited as it is shared.

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)	Computers available in classroom. Time varies by program.
Students (elementary)	Students' computer access is provided in each elementary classroom and in the library media center and computer lab. There are numerous before-and after-school programs that provide access to computers and other technical equipment as needed. There is a student-parent-teacher communication portal and a web based library circulation system. There are a variety of handheld devices in use- iPads; iPod touch; flip cameras. Students have access to some technology resources through library circulation and online resources 24/7. Some students with IEP requirements have access to equipment as well 24/7.
Students (middle school)	Middle school students have four computers in each academic classroom and three computer labs of 28 including the library media center lab. Additionally, each middle school has a mobile Mac lab in support of world language, and an additional mobile netbook lab of 25 units. There are

	additional mobile computers available in varying degrees at each school. A minimal of student computers are in each special education room. Each middle school has an after school homework club, and/or similar programs providing access to computers in labs or the library media center after-school. There is a student-parent-teacher communication portal and a web based library circulation system as well as Overdrive and One Click Audio. There are a variety of handheld devices in use- iPads; iPod; flip cameras. These items are available 24/7. Students have access to some technology resources through library circulation and online resources 24/7. Some students with IEP requirements have access to equipment as well 24/7.
Students (high school)	High School students access technology through computer labs or specialty classrooms. Each high school has three computer labs (each with 30 computers), plus specialty labs for CAD (25), Graphic Arts (25) Drafting (30); CIS (15); Art (20);TV Production (12); Business Applications (two labs of 30) a library media center (LMC) lab of 30 and several wireless laptop carts of 15-20 each. Additionally, each high school has three mobile Mac labs in support of world language, and two additional mobile netbook labs of 25 units which support all students, with priority allocation for special needs students. Two student computers are also found in each special education room. The LMC is available to students after school. There is a student-parent-teacher communication portal and a web based library circulation system as well as Overdrive and One Click Audio which are accessible 24/7. There are a variety of handheld devices in use- iPads; iPod Touch; flip cameras. Students have access to some technology resources through library circulation and online resources 24/7. Some students with IEP requirements have access to equipment as well 24/7. We also are launching a pilot program with tablets and data plans at each high school for the 2013 fiscal year.
Students (with disabilities)	Students with disabilities have access to computers in all academic classrooms. Assistive Technology equipment, including laptops, netbooks, iPads, iPod Touch and Alphasmarts® as examples, are issued under the PPT process requirements. Resources are available by grade level as described above. Additional resources may be provided by AT team based on the child's needs and may be available 24/7.

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 Tech Plan	State Tech Plan
1.0 Learning: Engage and Empower *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.*	*Goal 1: Engaging and Empowering Learning Experiences* *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.*
What will your district do over the life of this local Tech Plan to ensure that learning experiences are empowering, engaging, and supported by digital tools?	

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?
• Revisit technology distribution plan for all schools.	• Building Administrators; Technology Committee; Manager of Technology IT department and Deputy Superintendent.	• Annually in October of each year in preparation of the budget.	• Revised technology distribution plan in place
• Provide professional development on utilizing technology in core curricular areas.	• Curriculum Leaders; Directors of Education; and Deputy Superintendent.	• Ongoing through 6-30-15	• Review and analysis of Protraxx reports
• Embed student-centered, rigorous, and authentic tasks and performance based assessments into curriculum; instruction, And assessment.	• Deputy Superintendent; Directors of Education; Building Administrators, Curriculum Specialists; and Teachers.	• First phase by 6-30-13; Second Phase by 6-30-14; Third Phase by 6-30-15	• Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.
• Integrate ICT standards into curriculum documents and utilize the library media program to support this integration.	• Deputy Superintendent; Directors of Education; Library Media Specialists; and Teachers.	• Ongoing: elementary by 6-30-14 and secondary by 6-30-15	• Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.
• Increase the use of digital resources for instructional support, either developed in-	• Deputy Superintendent; Directors of Education; Curriculum Specialists; and Teachers.	• Ongoing beginning 7-1-12	• Software Usage reports; page print count reports; analysis of textbook and materials

house or purchased, using curriculum as the center point, to replace print resources where possible/applicable.			budget. Review of curriculum documents.
• Adopting a BYOD policy at the secondary level and develop a long range plan for implementation.	• Technology Committee; Building Administrators; Manager of IT and IT Department.	• By 6-30-15	• BYOD policy in place and adopted by the Board of Education. Plan Completed.
• Curriculum documents will be digital, collaborative, and accessible 24/7.	• Curriculum Specialists; IT Department.	• Ongoing by 6-30-15	• Analysis of Curriculum Documents

Goal 2: Assessment

National Tech Plan	State Tech Plan
2.0 Assessment: Measure What Matters *Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.*	**Goal 2: Assessment** *Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.*
What will your district do over the life of this local Tech Plan to ensure that technology is used for assessment?	

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?
• Review current online assessments and where appropriate expand use of online assessments to other core curriculum areas.	• Deputy Superintendent; Directors of Education; Building Administrators, Curriculum Specialists; Teachers.	• Elementary by 6-30-14	• Student achievement measures; Analysis of end of unit assessments.
• Electronic portfolios will be a part of the assessment process, where appropriate.	• Teachers; IT Department; Curriculum Specialists.	• Secondary by 6-30-13	• Curriculum Specialists report out on the use of electronic portfolios.
• Collect data on both formative and summative assessments to inform educators on student progress through the selection of appropriate tools.	• Deputy Superintendent; Directors of Education; Building Administrators, Curriculum Specialists; Teachers.	• By 1-31-14	• Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.
• Collect data to inform teachers and administrators on standards, curricula, and instructional practices.	• Deputy Superintendent; Directors of Education; Building Administrators, Curriculum Specialists; Teachers.	• By 1-31-14	• Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.

Goal 3: Connected Teaching and Learning

National Tech Plan	State Tech Plan
3.0 Teaching: Prepare and Connect *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.*	**Goal 3: Connected Teaching and Learning** *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.*
What will your district do over the life of this local Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?	

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?
• Review and modify the distributed model for technology resources for all schools.	• Elementary Principals, Manager of Technology, Deputy Superintendent, and Directors of Education.	• Annually in October of each year in preparation of the budget.	• Revised technology distribution plan in place.
• Implement school wide data teams and grade level and or content based data teams in all schools.	• Superintendent; Deputy Superintendent; Administrator's Cabinet and Teachers.	• By 6-30-2015	• Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.
• Create an Instructional Leader for Technology Position.	• Deputy Superintendent Directors of Education; Curriculum Specialists.	• By 7-1-2013	• Position In final approved budget.
• Support all staff in learning to use the new student management system.	• Deputy Superintendent; Manager of Technology; IT Department; Instructional Improvement Teachers; Computer Resource Teachers; Library Media Specialists; Teacher Trainers.	• Ongoing; to start 7-1-12	• Analysis of helpdesk tickets.
• PD will reflect changes to the curricula and instructional strategies.	• Directors of Education; Curriculum Specialists.	• Ongoing to start 7-1-12	• Curriculum Committee agendas and minutes; Protraxx reports.

• Increase the use of the district on line resources to support professional learning.	• Deputy Superintendent; Manager of Technology; IT Department; Directors of Education Instructional Improvement Teachers; Computer Resource Teachers; Library Media Specialists;.	• Ongoing Through 6-30-15	• Web logs and classroom observations.
• Increase opportunities for parents and students to utilize the parent/student online resources and portals to maximizing learning opportunities.	• Building Administrators; Teachers.	• Ongoing Through 6-30-15	• Web Logs; Reports from SIS; Feedback from faculty, parents; students and staff.
• Increase opportunities for professional educators to leverage technology to increase communication with the community at large.	• Deputy Superintendent Directors of Education; Manager of Technology; Building Administrators; Teachers.	• Ongoing Through 6-30-15	• Web Logs; Reports from SIS; Feedback from faculty, parents; students and staff.
• Develop and implement a more effective tool (rubric) to measure teachers' proficiency in the use of technology and to target the specific skill and ISTE Standards in which teachers require professional growth	• Deputy Superintendent, Manager of Technology, District Technology Committee	• Begin research and development in the summer of 2012 • Bring to District Technology Committee in fall of 2012 • Implement each year in Feb or March starting in 2013	• Yearly results showing improvement • Evidence of professional development opportunities for staff targeting specific technology skills and ISTE standards

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
4.0 Infrastructure: Access and Enable *All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.*	*Goal 4: Infrastructure for Teaching and Learning* *All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.*
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?	

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?
• Maintain current fiber based WAN network and LAN switches to insure connectivity.	• Manager of Technology; Network Engineer.	• Currently in place; monitoring daily through 2015.	• Bandwidth utilization reports from support vendors and from equipment.
• Monitor bandwidth and Internet Use to insure viability in support of district goals.	• Network Engineer. Manager of Technology	• Monthly usage reports reviewed at 12 month tech meeting.	• Bandwidth utilization reports from support vendors and from equipment.
• Implement quality of service provisioning to prioritize district equipment vs. BYOD	• Manager of Technology; Network Engineer.	• 6-30-2013	• Kaseya ticketing system reports from users.
• Evaluate use of Tablet devices with a data plan at the secondary schools.	• Director of Curriculum; Curriculum Leaders for Social Studies and Science grades 7-12; Manager of Technology.	• First review end of first semester January 2013.	• Student work. Faculty and student survey.
• Implement wireless communication k-8 and expand as necessary prek-12 to support curriculum and instruction (e.g. additional volume of equipment and usage)	• Manager of Technology; Network Engineer; Directors of Education.	• K-8 to be completed by 6-30-2013. Expansion monitored and reviewed with Directors as part of budget planning in November of each fiscal year 2013; 2014.	• Utilization reports provided by wireless controller/management console.

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
5.0 Productivity: Redesign and Transform *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.*	*Goal 5: Productivity and Efficiency* *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.*
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?
• Increase the use of digital resources for instructional support either developed in house or purchased using curriculum as the center point to replace print resources where possible/applicable.	• Deputy Superintendent; HR Director; Directors of Education; Curriculum Specialists and Teachers.	• Ongoing 7-1-12	• Software Usage reports; page print count reports; analysis of textbook and materials budget. Review of curriculum documents.
• Develop and implement a paperless classroom and reduce the number of paper produced reports and procedures used in the business of the district.	• The District.	• Ongoing through 6-30-15	• Printed page/usage reports. Review of procedures.
• Implement process changes as a result of new opportunities available in the new student management system.	• The District.	• Ongoing starting 7-1-12 through 6-30-15	• Review of procedures; teacher, parent, student surveys and feedback.
• Create an Instructional Leader for Technology Position.	• Deputy Superintendent; HR Director; Directors of Education and Curriculum Specialists.	• 7-1-13	• Position in final adopted budget for FY 2014.

• Document, Review and Implement as appropriate instructional strategies realized through the tablet pilot program.	• Curriculum Directors; Teachers; Building Administrators.	• 1-31-13	• Curriculum Specialists; teachers; students via survey and instructional observation.
• Adopting a BYOD policy at the secondary level and develop a long range plan for implementation.	• Deputy Superintendent; Manager of Technology .	• 6-30-15	• Policy adopted by the Board of Education and plan in place.
• Curriculum documents will be digital, collaborative, and accessible 24/7.	• Curriculum Specialists; IT Department.	• Ongoing through 6-30-15	• Analysis of curriculum documents.
• Research and implement distance learning to improve the efficiency of time, use of staff, and the facilitation of student learning	• Deputy Superintendent, Director of Curriculum & Instruction, Secondary Curriculum Leaders and Specialists, High School Building Administrators and Teachers	• Begin research in spring of 2012; incremental implementation as soon as possible in areas of greatest need Ongoing evaluation with potential expansion as needed	• Increased enrollment in some traditionally small classes • Increased numbers of students earning credit in summer school and on homebound instruction status • Reduction in the number of students failing certain courses

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. David Title_____, certify that one of the following conditions (as indicated below) exists in

   Name of Superintendent/Director

_____Fairfield Public Schools_____
LEA

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

	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

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

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

_____   _____
Signature of Superintendent/Director   Date

Appendices

Appendix A: Educational Tech Planning Resources

Educational Technology Planning

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

  NETPFullReport11-9-10.pdf

  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 →

  CT_Technology+Plan+2010FINAL.doc

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

Name of District: *District Contact:*   *Email*   *Phone:*

	RESC	Final	
	Complete? Yes/No	Complete? Yes/No	additional information required/comments
Cover Page: Superintendent or Executive Director Signature			
Cover Page: Board of Education Date Submitted			
Cover Page: Board of Education Date Approved			
Educational Technology Plan Preparation Check-Off: Agent Signature			
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature			
LEA Profile			
Technology Committee			
Vision Statement			
Needs Assessment			
Goal 1: Engaging and Empowering Learning Experiences			
Goal 2: Assessment			
Goal 3: Connected Teaching and Learning			
Goal 4: Infrastructure for Teaching and Learning			
Goal 5: Productivity and Efficiency			
CIPA Form: Superintendent/ Executive Director Signature			
Questions/Comments			
I have reviewed the plan for alignment and completeness and provided feedback to the district.			

(print) Name of RESC Reviewer   Signature of RESC Reviewer   Date

Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:

Cathy Bradanini
Connecticut LEA Educational Technology Plans
LEARN
44 Hatchetts Hill Road
Old Lyme, CT 06371