January 22, 2013 Staples High School

WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:
6:00 p.m., Staples High School, Room 1025C, Principal's Conference Room

ANTICIPATED EXECUTIVE SESSION: Security Audit Proposal

RESUME PUBLIC SESSION

PLEDGE OF ALLEGIANCE: Staples High School, Cafeteria B (Room 301), 7:00 p.m.

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: January 14, 2013

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

DISCUSSION/ACTION:

1. Staples Course Proposal: Contemporary World Studies	(Encl.)	Mr. D'Amico Ms. Comm Dr. Landon
2. Middle School Course Proposal: S.T.E.M.	(Encl.)	Dr. Scheetz Ms. Comm Dr. Landon

WORK SESSION WITH BOARD OF FINANCE, RTM CHAIRS, 7:30 p.m.

1. Review of Health and Medical insurance with Board of Education Benefits Consultant, Robert Pernicka, Senior Vice President, The Segal Company		
2. Five Year Capital Forecast, 2013-2018	(Encl.)	Ms. Harris

DISCUSSION/ACTION:

1. Approval of School Building Security Contract		Dr. Landon

DISCUSSION:

1. 2013-14 Proposed Budget of the Superintendent of Schools a) Instructional and Administrative Technology	(Encl.)	Ms. Carrignan
b) Follow-Up to Work Session with Board of Finance, et.al.		Dr. Landon

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m.
The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Staples Course Proposal – Contemporary World Studies

Date: January 22, 2013

Having reflected upon the comments of the Board of Education at the meeting of January 7, followed up by discussions with school counselors, students and parents, Mr. D'Amico and the Social Studies Department have modified their original proposal in order to be responsive to the concerns expressed.

In the words of Mr. D'Amico:

[While] the department steadfastly believes in the value of this course...we are sensitive to our role as a part of the Staples community.

We were confronted with the reality that many current sophomores have already laid out plans of study with their counselors that were devised with the current Area Studies requirement in mind. While we have included Contemporary World Studies in the course catalog as a pending requirement for the past two years, it is understandable that this could be missed, and that as a new addition, the information provided was vague to students. We were also asked to address the fact that the proposed Contemporary World Studies requirement, as well as the current Area Studies requirement, does not offer a higher level option for students. As a department we do not feel that a diet of AP courses alone signifies advanced learning and that students, with the support of their parents, should strive for balance in their schedule. However, we would be remiss if we failed to acknowledge that since we are asking for a new requirement anchored in one year of their high school program, we must also provide a course that the values of the community demand.

With these concerns in mind, the Social Studies Department is requesting that the Board of Education approve the Contemporary World Studies A-level, 0.5 credit course as proposed, with the following stipulations:

1. **Contemporary World Studies will run during the 2013-14 school year as a 5th Area Studies option for the Staples High School Classes of 2014 and 2015.**
2. **The current Area Studies requirement will be replaced with the Junior Year Contemporary World Studies requirement beginning in the 2014-15 school year for the Class of 2016.**
3. **Contemporary World Studies will run as a junior year requirement beginning with the 2014-15 school year.**
4. **The Social Studies department will offer Advanced Placement Human Geography, with curricular objectives adapted to our school's goals, as a full-year, higher level option for juniors to fulfill their Contemporary World Studies requirement beginning in the 2014-15 school year.**

We believe that this amended proposal will address the community's concerns about planning and course selection options, as well as preserve the department's vision for our curriculum and a common course in which we can ensure their preparation for the forthcoming Common Core State Standards assessments beginning in 2015. This amended proposal mirrors our American Government and elective requirements, which allow students to choose from a semester long A-level course or year-long AP courses. This proposal additionally allows a year for us to pilot the curriculum of Contemporary World Studies before full implementation for all juniors in 2014-15.

With this arrangement, the Social Studies course sequence would be as follows, effective with the 2014-15 school year:

- Global Themes – 9th Grade
- U.S. History – 10th Grade
- Contemporary World Studies (0.5 credit) or AP Human Geography (1.0 credit) – 11th Grade
- American Government (0.5 credit) – To be taken in 11th or 12th Grade

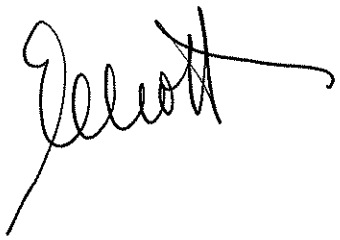
The existing Area Studies courses, which include African Studies, East Asian Studies, Latin American Studies, and Middle East Studies, would remain available to students as unleveled electives. In that context, the replacement for an Area Studies course also would be unleveled.

It is my recommendation that the Board approve the amended proposal of the Staples High School Social Studies Department.

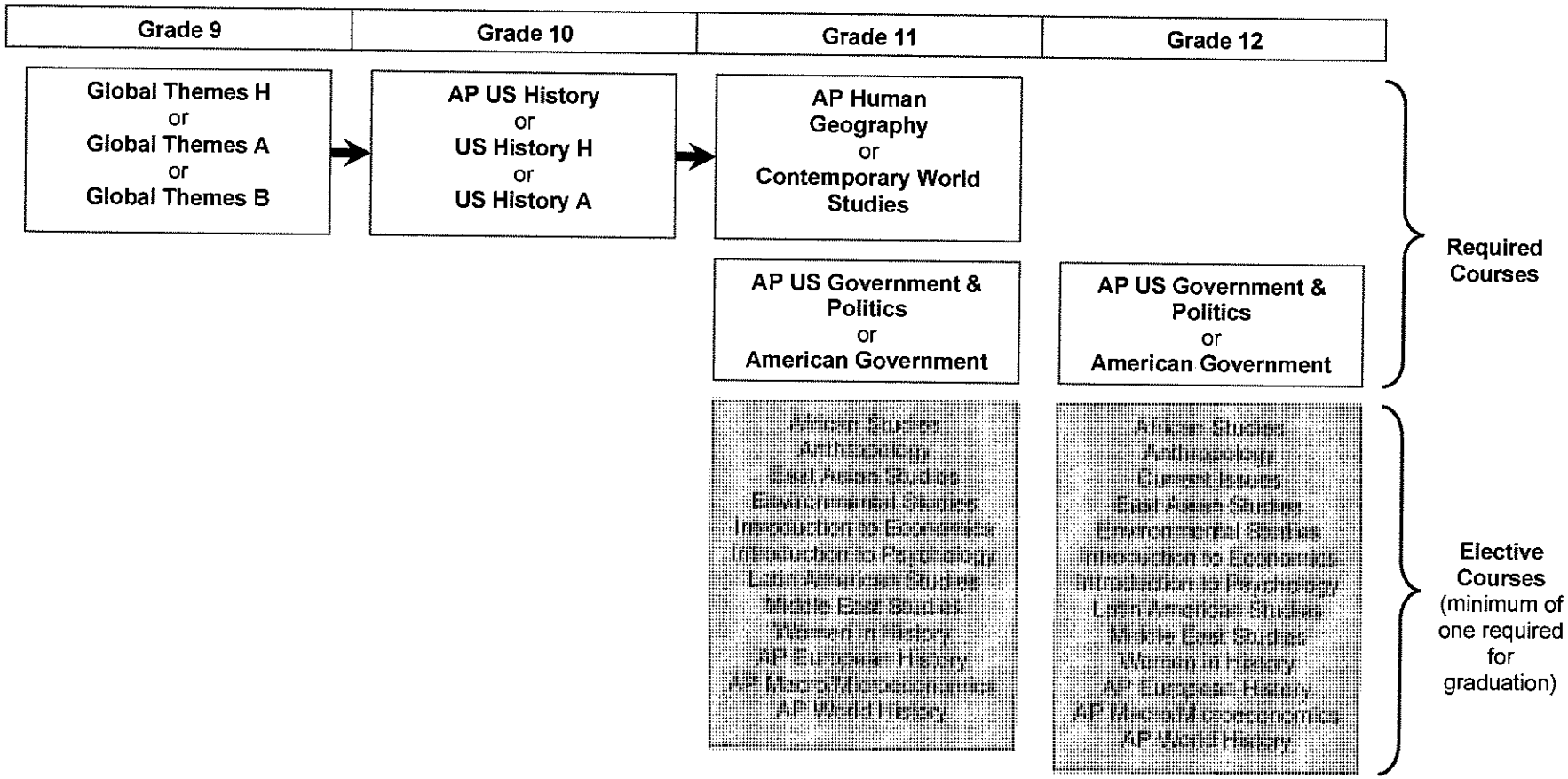
ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the introduction of Contemporary World Studies as a one-half credit requirement for graduation for 10th grade Staples High School students in lieu of Area Studies effective with the 2014-15 school year and as an Area Studies option for the 2013-14 school year, and

Be It Further Resolved, That the Board approves the introduction of Advanced Placement Human Geography effective with the 2014-15 school year as a higher level option for students interested in substituting this course for the Contemporary World Studies course to be required of all 10th grade students.



Staples High School Social Studies Department
Course Sequence
Beginning Class of 2016



WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
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FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Middle School Course Proposal: S.T.E.M.

Date: January 22, 2013

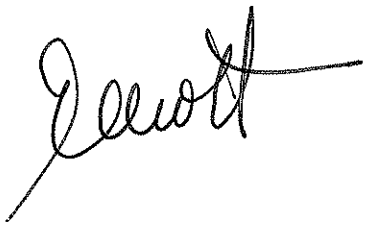
At our meeting of December 17, 2012 the Board was presented with background material for a proposed eighth grade middle school design and engineering elective course. I have included with this memorandum pertinent material related to this proposal, information which was shared with the Board in December.

Since that presentation and discussion, a survey of the parents of all seventh graders was distributed electronically to determine if, given a choice, what combination of electives they might select if offered a design and engineering elective. The survey found that significant numbers of students would elect to enroll in a design and engineering elective, if offered.

It is my recommendation that the Board approve the offering of a design and engineering elective for all eighth graders effective with the start of the 2013-14 school year, said elective to be consistent with the materials related to this proposal.

ADMINISTRATIVE RECOMMENDATON

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the introduction of a S.T.E.M. elective, Grade 8 Design and Engineering, effective with the start of the 2013-14 school year, as described in the materials accompanying this memorandum.



Lisabeth Comm
Director, Secondary Education
Telephone: 203-341-1009
Email: lcomm@westport.k12.ct.us

To: Elliott Landon

From: Lisabeth Comm

Date: December 12, 2012

Re: Background Material for Proposed Middle School Design and Engineering Course

The proposal for a middle school Design and Engineering Course comes in direct response to one of the goals adopted by the Board of Education for 2012-13. Under Student Achievement, the Board has directed that Westport educators "expand efforts to appropriately challenge all students in the core curriculum areas at all middle school grade levels, to include the development of middle school enrichment programs that focus on engineering, design, and humanities…."

For the past several years, middle school teachers and administrators have been examining curriculum, assessment and instruction to determine if our students are being prepared to become leaders in the 21st century. To that end, we formed the Middle School Challenge and Enrichment Committee in December of 2011. That committee, composed of middle school teachers and administrators, and chaired by James D'Amico, was charged with exploring ways our two middle schools could provide students with greater opportunities for challenge and enrichment in order to meet the needs of those who are particularly able or interested in topics not currently covered in the curriculum. Committee work included taking an inventory of academic enrichment activities currently taking place; surveys of current middle school students as well as tenth graders reflecting back on their middle school experience; analysis of current use of time; research on best practices, and scheduling models for providing appropriate academic challenges in the middle school; surveys of our Tri-State counterparts; site visits to schools including North Salem, New York; Mansfield, CT; Weston, CT.

The results of student surveys included the two following cogent pieces of data:

- Students across grades 6, 7, 8 (81.86%) and grade 10 (82.87%) overwhelmingly said that they are/would have been interested in a program that provided a choice of topics to investigate based on personal interests.
- When given a choice of topics they'd like to explore further, Engineering/Architecture came out on the top of the list at every middle school grade level, followed by the arts.

Based on research into best practice and survey results from our own middle school and tenth grade students, the Middle School Challenge Committee concluded that "district and building administrators develop opportunities for students to take part in decision making about programs that will become available to students."

Therefore, we propose that eighth grade students have the opportunity to choose, not only from our existing list of electives, but also from an additional elective, a design and engineering course, which would meet three times per week. Because we highly value the arts, all middle school students would continue to have the choice among all of our other electives (drama, music, art, and computer) as well as the newly proposed design and engineering course.

The proposed design and engineering course, besides being of interest to students, provides opportunities for students to develop 21st century skills, as indicated in the following proposal, as well as opportunities to engage in the types of critical thinking called for by the Common Core Standards.

Westport Public Schools
STEM Elective (Encore)* Proposal
Grade 8 Design and Engineering
December 17, 2012

- Elective Title: Middle School Design and Engineering
- Elective Meeting Times: 3 days per week, full year
- Areas of Study: Science, Technology, Engineering and Math (STEM)

RATIONALE

1. How does this course contribute to district goals and objectives?

As part of our collective effort to expand opportunities to challenge all students in STEM (science, technology, engineering and mathematics), grades 6-12, we are proposing the development of a middle school elective program that enriches our curriculum by focusing on design and engineering.

2. What is the need this course addresses?

The National Science Standards include engineering standards for all grades, K-12. This course will begin to address these standards and build capacity at both of our middle schools.

3. How does this course support the recommendation of the latest K-12 review?

While the K-12 review process is ongoing and does not currently specify an engineering course at the middle level, this process does recommend increased STEM opportunities at the middle level, consistent with the recommendations that are supported by multiple national science organizations, all of which call for implementation of engineering education, K-12.

4. How does this course align with the goals of Westport 2025?

This course addresses the "Critical Thinking", "Creative Thinking", and "Communication" domains. This course will allow students opportunities to engage in each of the four capacities which reside within the "Critical Thinking" domain (Interpreting, Analyzing, Making Applications and Evaluating). Additionally, students will be asked to develop creative solutions to design and engineering challenges. Since students will work in 'design teams' and present results of their problem-solving efforts, working within the communication domain will be critical for success in this course. Ultimately, the overarching intent of this course is for students to, "think like an engineer" as they work in teams to solve design and engineering problems.

COURSE DESCRIPTION

The Design and Engineering elective course will allow students to engage in 21st Century skills and capacities, such as real world problem solving, through a process that simulates what engineers do. One of the key learning outcomes is that students realize the iterative nature of problem solving, where they generate an idea, prototype it, analyze the prototype and redesign multiple times until the best solution is found. The course is designed to help students see how this iterative process is similar to the revision process that is part of writing. Additionally, the course is designed to create a learning environment in which students can wrestle with complex problems at appropriate challenge levels for middle school students. The close relationship between design and engineering allows students to see the connections between art and the 'built' world. The design and engineering class provides an additional safe place for middle school students to work in teams, to communicate solutions, to take intellectual risks, and to develop resilience through the process of discovery.

COURSE CONTENT

-Instruction on engineering and design processes: concept development, creation of prototypes, failure analysis, evaluation, presentation and communication.
-Instruction on the approaches and methodologies engineers use to solve problems.
-Instruction on types of engineering analysis.

EXPECTATIONS FOR STUDENT LEARNING OUTCOMES

- Skills:
  - Students will be able to work in small groups to collaboratively develop design concepts
  - Students will be able to evaluate criteria and constraints within a design challenge and persist in their design evaluation
  - Students will be able to generate prototypes of design concepts
  - Students will be able to re-design and improve existing models
  - Students will be able to critically evaluate new concepts about the function of systems and their various components
  - Students will be able to combine existing solutions together to generate novel or new solutions to additional problems

- Knowledge:
  - Students will gain an understanding of the design process
  - Students will gain an understanding of the iterative nature of design
  - Students will gain an understanding of the various areas of engineering
  - Students will gain insights into the career opportunities available in the fields of engineering

- Assessment:
  - Students will be evaluated on the processes and activities used to address challenges and solve problems. Assessments will focus on the success of design solutions and the process students engage in reaching and communicating solutions.
  - Students will maintain records pertaining to the design process (ex. design journals) and outcomes relating to prototype designs, trials, failure analyses, etc. These journals may be the primary mechanism of student assessment and evaluation.

Equipment/Materials/Texts: Approximately $20,000

*Encore electives include: Computer, Music, Art, and Drama Presentation

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To: Members of the Board of Education

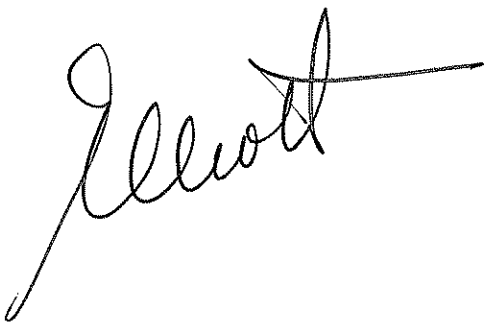
From: Elliott Landon

Subject: Five Year Capital Forecast

Date: January 22, 2013

Please find appended to this memorandum the Five Year Capital Forecast as prepared by Nancy Harris. This item has been placed on the agenda of our work session with the Board of Finance and the chairs of the RTM Education and Finance Committees which is scheduled for Tuesday, January 22.

Nancy will bring to the meeting of January 22 copies for the Board of Education, the Board of Finance, the RTM chairs, and the general public.



WESTPORT PUBLIC SCHOOLS
FIVE YEAR CAPITAL FORECAST
2013-2014 THROUGH 2017-2018

Fiscal Year	Description	Estimate	Sub-Total
2009-2010	**King's Highway Elementary School**		
FUNDED &	Ventilation Upgrade (COMPLETED - PENDING COMMISSIONING)	$ 2,878,000	
ONGOING	Repoint Exterior Masonry	$ 282,281	$ 3,160,281
	Total Fiscal Year 2009-2010		**$ 3,160,281**
2012-2013	**NO FUNDING REQUESTED**		**$0.00**
2013-2014	**REPLACE OIL TANKS - REVISED BASED ON ETT ENVIRONMENTAL SERVICES REPAIRS AND EVALUATION**		
	Coleytown Elementary School (1989)	$ 33,000	
	Long Lots Elementary School (1989)	$ 33,000	
	Coleytown Middle School	$ 33,000	
	Staples High School J-O (2005) Diesel Tank for Generator	$ 13,000	
	Staples - Loading Dock (2004)Diesel Tank for Generator	$ 13,000	$ 125,000
	SECURITY UPGRADE - DISTRICTWIDE	**TO BE DETERMINED**	
	Long Lots Elementary School		
	Boiler Replacement - 1955 (H.B. Smith) 1973 (Weil McLain)	$ 309,000	
	Replacement of Windows, Window Coverings and Exterior Doors - Phase 1	$ 1,000,000	$ 1,309,000
	Coleytown Middle School		
	Replace 2 Boilers - 1964 (Cleaver Brooks)	$ 309,000	$ 309,000
	Staples High School		
	Replace existing building ventilation as follows:	$ 675,000	
	All locker room areas - lower level		
	Pool locker rooms		
	Pool area		
	Weight room		
	Lower level offices		
	Lower level hallways		
	Upgrade Pool General Area and Bleachers, Replace Diving Board/Stand	$ 208,000	
	Upgrade Boys and Girls Locker Room Area	$ 125,000	
	Field House Floor Resurface	$ 277,000	
	Field House Ceiling - Strip, Scrape and Repaint	$ 100,000	
	Replace 1985/86 Tennis Courts ($320,000) 50% (split cost with Parks & Rec)	$ 160,000	$ 1,545,000
	Total Fiscal Year 2010-2011		**$ 3,288,000**

WESTPORT PUBLIC SCHOOLS
FIVE YEAR CAPITAL FORECAST
2013-2014 THROUGH 2017-2018

Fiscal Year	Description	Estimate	Sub-Total
2014-2015	**Coleytown Elementary School**		
	Replace Pitched Asphalt 3-Tab Shingled Roof (1986)	$ 675,000	$ 675,000
	Long Lots Elementary School		
	Locker Room to Classroom Conversion	$ 832,000	
	Replacement of Windows, Window Coverings and Exterior Doors - Phase 2	$ 1,500,000	$ 2,332,000
	Coleytown Middle School		
	Repave Parking Lower Lot and Replace Curbing	$ 200,000	$ 200,000
	Total Fiscal Year 2014-2015		**$ 3,207,000**
2015-2016	**Coleytown Elementary School**		
	Music Room Conversion	$ 200,000	$ 200,000
	King's Highway Elementary School		
	Replace Boilers and Boiler Feed Equipment - 1993	$ 268,000	$ 268,000
	Long Lots Elementary School		
	Replacement of Windows, Window Coverings and Exterior Doors - Phase 3	$ 1,000,000	
	Replace Auditorium House Lighting	$ 100,000	$ 1,100,000
	Saugatuck Elementary School		
	Flat Roof (replace 65,000 sq. ft. and add drains) - 1994	$ 925,000	$ 925,000
	Coleytown Middle School		
	Replace Auditorium HVAC system	$ 186,000	
	Replace Locker Room Air Handling Units (AHU)	$ 125,000	$ 311,000
	Staples High School		
	Replace 2 Pool Boilers - 1975 (Weil McLain)	$ 325,000	$ 325,000
	Total Fiscal Year 2015-2016		**$ 3,129,000**

WESTPORT PUBLIC SCHOOLS
FIVE YEAR CAPITAL FORECAST
2013-2014 THROUGH 2017-2018

Fiscal Year	Description	Estimate	Sub-Total
2016-2017	**Coleytown Elementary School**		
	Replace Classroom Lighting Including Occupancy Sensors	$ 275,000	
	Air Condition Gymnasium & Cafeteria	$ 200,000	$ 475,000
	Green's Farms Elementary School		
	Repave Playground & Parking Lot and Replace Curbing	$ 132,000	$ 132,000
	King's Highway Elementary School		
	Casework Replacement	$ 600,000	$ 600,000
	Long Lots Elementary School		
	Air-condition Cafeteria	$ 100,000	
	Replace Classroom Lighting Including Install of Occupancy Sensors	$ 325,000	$ 425,000
	Bedford Middle School		
	Replace Gym Floor	$ 650,000	
	Repave lower Parking Lot & Bus Loop and Replace Curbing	$ 400,000	$ 1,050,000
	Total Fiscal Year 2016-2017		**$ 2,682,000**
2017-2018	**Coleytown Elementary School**		
	Replace Classroom Casework	$ 730,000	$ 730,000
	Long Lots Elementary School		
	Casework Replacement	$ 670,000	$ 670,000
	Staples High School		
	Replace 1998 Roofs (106,000 square feet)	$ 1,500,000	$ 1,500,000
	Total Fiscal Year 2016-2017		**$ 2,900,000**
	FIVE YEAR TOTAL (2013-2014 THROUGH 2017-2018)		**$ 15,206,000**

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To: Members of the Board of Education

From: Elliott Landon

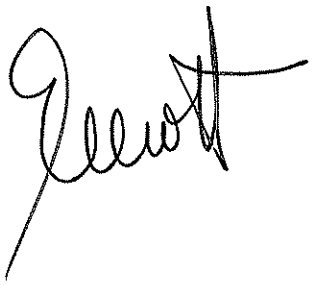
Subject: 2012-13 Superintendent's Proposed Budget: Instructional and Administrative Technology

Date: January 22, 2013

Natalie Carrignan, Director of Technology of the Westport Public Schools, will be present at our meeting of Tuesday, January 22, to share with the Board the details of the instructional and administrative technology budgets in the Superintendent's proposed budget for the 2013-14 school year.

In preparation for that presentation, I have included for your review the following documents:

1. 5-Year Technology Plan: Executive Summary
2. Five Year Continuous Improvement Plan for Curriculum and Instruction (May 16, 2012).



5-Year Technology Plan: Executive Summary

INTEROFFICE MEMORANDUM

TO: ELLIOTT LANDON

FROM: NATALIE CARRIGNAN

SUBJECT: TECHNOLOGY DEPARTMENT EXECUTIVE SUMMARY

DATE: 1/17/2013

Per your request, I have put together an executive summary answering the questions that many of the Board of Education members have asked you during various budget conversations. I will be happy to expand upon these points during my presentation to the Board on January 22nd.

When putting together this budget request I first met individually with Lis Comm, Cyndy Gilchrest, and each principal to discuss and prioritize curriculum and building specific needs. I then reviewed the District's 5-year Strategic Technology Plan. From there I put together a tentative budget proposal that was reviewed and reduced by you and the central office team before being published in the Superintendent's proposed budget for the upcoming school year.

5-Year Strategic Technology Plan Philosophy Includes:

•**Curriculum drives instructional technology purchasing**
•Westport's curriculum should always be up-to-date, dynamic, responsive, and available online (24/7) when appropriate.
•All students should have equitable access to an abundance of vetted resources whenever and wherever they need them.
•Funding must remain at a consistent level for the district to readily adapt to changes.
•The district must continue to implement efficient and innovative approaches to meet all admin, facilities, and HR needs in order to provide a strong support system for the educational process.
•The district should experiment with using technology to facilitate different teaching and learning techniques.

The following outlines the goals that the department strives to meet, steps we take to make sure that technology is used well, the work that the department has completed over the past 6 years, how we have strived to hold expenditures to a fiscally responsible level, a summary of the reductions to the district's technology requests as we developed the 2013-14 proposed budget, and what projects are projected for the next two years.

Overarching Budget Goals

•Maintaining equity between buildings at each level while also meeting specific curricular needs
•Ensuring all students and educators will have access to a comprehensive infrastructure for teaching & learning
•Maintaining or redesigning processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency
•Ensuring that the latest advances in technology are used appropriately and effectively
•Keeping our current level of existing technology updated, supported, and fully functioning

Professional Development That Ensures Best Application of Technology

•New Teacher Orientation
•Coordinator of Information Technology and Literacy (ITL)
    Summer and after school PD sessions
    District ITL Steering Committee
    School Based ITL Committees
    Work with Department Chairs
•Train-the-Trainer models for PD days
•Atomic Learning (24/7 differentiated online software/application tutorials)
•Tech training during department meetings and PD days
•Westport 2025 Task Force

Where Have We Come From? What Has Changed in the Last 6 Years?

We have supported changes in the delivery of instruction, enhancements in communication and learning, and increases in access to information; expanded and updated operations as needed; collaborated with the town IT department; and, reviewed and updated district guidelines and security protocols.

Delivery of Instruction

- Hey Math – online Algebra I and II and Geometry textbook
- Electronic textbooks in Biology, Global Studies,
- Distributed curriculum electronically
  - Elementary Science K-5
  - Social Skills K-5
  - Singapore math K-5
- Internet Safety K-12 lessons
- Smartboard lessons (Singapore math, science, social studies)
- New computer science courses at Staples
- Projectors and smartboards in core classroom areas (K-8), math and science (9-12), and many world language, social studies and English classrooms (9-12)
- Document cameras K-5
- Use of student made video in classes - Photostory, Audacity, iMovie
  (English, health, social studies)
- Use of software packages that fundamentally change how students are taught and assessed:
  - SmartMusic*
  - Finale*
  - Virtuoso*
  - Stella*
  - Maplesoft*
  - CS5* (Creative Suite 5- Adobe Photoshop, Acrobat- Portfolios)
  - IXL
  - Lexia
  - Naviance (6-12 for the student success plans)
  - Aimsweb
  - Alexs

Communication and Learning

- Blackboard (Bb) 8 implementation, upgraded to 9
- Streaming and archiving of BOE meetings
- Teacher Access Center and Home Access Center (HAC)
  - Student Demographic Info
  - IPRs and Mark Reporting (Grades)
  - Attendance History
  - Recommendations and Course Requests
  - Electronic Gradebooks
- Created and maintain parent accounts for Bb and HAC (6,482)
- Maintain student logins and set up LDAP where possible - includes network, Bb, Destiny (6,472)
- Use of iPads (Special Education)
- TV studios installed or upgraded at all schools**
- Parent Internet Safety Workshops revamped annually
- PTA e-mail system within Blackboard built
- PTA websites/PTA council website revamped
- Implemented School Dismissal Manager at the elementary level
- Implemented out Google Apps for Education including Gmail for all staff and students grades 3-12

Student and Teacher Access to Information

•Y-drives *and* shared drives *from home* (including use of webdav for Y drives)
•Authentication at elementary school for teachers to access streaming video
•Atomic Learning set up (students and staff)
•AimsWeb implemented/ RTI Data Collection supported
•Longitudinal testing database development (Inform)
•Access to printing from personal machines on guest wireless network allowed (including driverless web printing)
•Teacher Access Center available on guest wireless network
•Research, expansion, and support of additional features for the guest wireless network
•ConnectEd implementation
•IEP Direct implementation
•Nutrikids implementation
•CashNet implementation
•eSchoolPlus implementation

Operationally

•Upgraded to Windows 7 district wide
•Upgraded to Destiny Library Automation Program (union catalog) from Follett
•Installed V-brick (video distribution system) at CES, KHS, LLS
•Resolved laptop issues at Staples and the middle schools by adjusting replacement cycle
•Designed and built major redundancy within the network (during power outages - no interruptions)
•Clustered virtualized servers
•Renewed both language labs
•District website redesigned
•Increased network support for personal devices
•Supported the networking of copiers (printing, scanning, and faxing)
•Upgraded Help Desk system (better tracking and email communication)
•Implemented a Storage Area Network (SAN)
•Implemented the School Interoperability Framework (SIF) with key products
•Installed wireless at BMS, CMS, (parent complaints about COWs thus resolved)
•Installed wireless at all schools except CES and KHS
•Installed fiber GFS, LLS, KHS, SES, Canal St
•Set up e-mail archiving
•Merged district's two domains into one and increased admin access within buildings and at home
•Expanded support for ~1,100 staff members re: Teacher Access Center (gradebook support and remote access), and phones (voicemail, 911 records, global directory)
•Expanded state and federal reporting
•HAC parent accounts integrated into Active Directory (improve security)
•Implemented network projector monitoring software to conserve resources
•Implemented for self-service password resets for staff and students

Collaboration with Town

•Implemented fiber and SAN redundancy for both town and schools
•Shared online WPS helpdesk application (reduced town need for phone support and cost of apps; *helped to eliminate one town tech position*)
•Installed town wide VoIP phone system (eliminated AT&T support costs, reduced ongoing costs)
•WPS now handles own side of phone repairs, resets, service of phone sets (901) plus voicemail repairs, password resets (formerly done by town employee and AT&T- also contributed to town being able to *eliminate town tech position*)
•Joint purchases with the public library on common databases and resources
•Joint purchase with the town and public library on spam filtering service

Guidelines and Security

•Created web and password polices
•Implemented software programs that manage and enforce password policies for students and staff
•Revamped the Acceptable Use Agreements
•Created e-mail archiving and data backup guidelines
•Created a formal Service Level Agreement
•Increased security on login sites for district websites with Secure Socket Layer (SSL) implementation
•Increased building network security so non-district machines are no longer allowed on district wireless network

How have we tried to save money over time?
•iPads (replaced expensive special education communication devices)
•PTA grants to fund experimentation in eBooks and iPads in schools
•Replaced all CRT monitors with LCD monitors
•Handle WPS side phone repairs, resets, service of 901 phone sets plus voicemail repairs, password resets, and service (formerly town)
•Handle maintenance and service on 30 VOIP switches instead of town
•Consolidated servers and printers where feasible (down by nearly 50%)
•Online Helpdesk
•Using copiers instead of printers or fax machines where feasible
•Sending messages via ConnectEd- not mailing home letters or notices
•Brought all outside network support needs into school technology department and saved large budgetary expenditures on wireless installs
•Spam filtering with town
•Report cards online K-12 through Home Access Center (no printing)
•Windows 7 Deployment server (no Ghost servers needed)
•Verdiem power saving software installation (original purchase sponsored by NU)
•Use Web 2.0 free software as much as possible (Photostory, Audacity, Bubble.us, PBWiki)
•Stay at older versions of software where feasible (Office XP, Inspiration)
•Cannibalization of all parts where possible

What have we cut so far?
•Storage replacement and additional capacity
•Video Distribution System
•Redundant Internet Connection
•Primary-level research database
•85 replacement projectors
•Document cameras for MS math classes
•11 Smartboards
•All iPads requests (over 400)
•$5,000 in repair (cut $10,000 in 12-13)

Projected Technology Enhancements and Improvements
•Blackboard replacement
•Better data analysis at teacher level
•Major upgrade of financial system
•Major upgrade of student information system
•Implementation of teacher evaluation system

I hope this summary provides useful information to both you and the Board. I look forward to presenting the technology requests to the Board in relation to the district's curriculum needs on January 22nd.

*Applications in use longer than 5 years, but have been upgraded and maintained
** Staples high school is due to be updated next year, trying for grant money

WESTPORT PUBLIC SCHOOLS

5-Year Technology Plan
Executive Summary

Looking into the Future

In the next five years we envision moving towards an environment where students will use their personal PCs and smart devices (BYOD) along with online resources and testing materials to make learning more personal and interactive.

Purpose of the 5-Year Technology Plan

As part of the Westport Board of Education's goal of continuous improvement in curriculum, instruction, and assessment, the Westport Public Schools (WPS) was tasked with developing a 5-year Strategic Technology Plan for curriculum and instruction. It is a *long-range* plan for how to effectively provide the most appropriate tools to access the *best* education for ALL of our students that is both reliable and fiscally responsible.

The plan is not meant to line up exactly with the operating budget categories; instead the plan is designed to show the big picture of what is needed without being limited by the operating budget process and definitions.

The State Department of Education requires districts to submit a standardized tech plan. By requiring every town to respond in a standardized format the state can apply for federal grant money. The money provides funding for the Connecticut Education Network (CEN), our Internet Service Provider; and unlimited access to iCONN.org, the state's research portal. The Westport Public Schools will be submitting a subset of the 5-year plan to fulfill the requirement.

Mission

The WPS mission in terms of technology is to support the development and delivery of the district curricula, to provide means for which all students gain a deep understanding of the curricula, and to provide administrators and teachers with tools that help cultivate deeper knowledge about each student in order to identify their learning strengths and weaknesses, and resources to meet each student's learning needs.

Philosophy

- **Curriculum drives instructional technology purchasing.**
- The district should be on the leading edge of education and innovation.
- Westport's curriculum should always be up-to-date, dynamic, responsive, and available online (24/7) when appropriate.
- Teachers must be prepared to teach the curriculum in transformative and engaging ways, using all applicable tools.
- All students should have equitable access to an abundance of vetted resources whenever and wherever they need them.
- Any plan must remain flexible to meet the district's evolving needs.
- Funding must remain at a consistent level for the district to readily adapt to changes.
- The district must continue to implement efficient and innovative approaches to meet all admin, facilities, and HR needs in order to provide a strong support system for the educational process.
- The district should experiment with using technology to facilitate different teaching and learning techniques.
- The district must vet all emerging technologies via pilots to evaluate alignment and scalability.

Belief Statements of the Subcommittee

- The Westport Community would like to provide the best education it can offer to future generations.
- Technology will allow our students to be globally competitive.
- Technology is transformative.
- Technology empowers teachers, students, & parents to participate in the educational process more effectively.
- New technology should be incorporated in a timely manner, but ***only*** when the technology is able to support the delivery of our curriculum (i.e., stable, tested, scalable).

Goals of the Plan

- Ensure that learning experiences are empowering, engaging, and supported by digital tools.
- Ensure that technology is used for assessment.
- Ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning.
- Ensure all students and educators will have access to a comprehensive infrastructure for teaching & learning.
- Maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency.
- Ensure that the latest advances in technology are used appropriately and effectively.
- Ensure that all stakeholders are aware of the instructional technology goals and connections to curriculum.
- Ensure that all aspects of the technology plan are managed appropriately and evaluated.

Interrelationships

The subcommittee feels that there is a very specific interrelationship between the goals set forth by the Board of Education (BOE), the district curriculum initiatives, the technology needed to support the curriculum, and the technology initiatives (underlying structures) that support the district as a whole. It is the BOE goals that inform the curriculum initiatives and the curriculum initiatives that inform the technology purchases, and the need for various types of technology purchases that inform the basis of the technology initiatives. Conversely, the technology initiatives enable the technology that supports the teaching of the curriculum, and the subsequent application of the curriculum by students that enables the district to meet the BOE goals.

> BOE Goals ← → Curriculum Initiatives ← → Technology Support for Initiatives ← → Technology Initiatives
> (i.e., Continuous Improvement in Curriculum, Instruction, & Assessment ← → Non-routine Tasks & Assessments ← → Research Databases, Hey Math ← → Differentiated Learning Tools)

Budget Implications

- There is a cost to supporting curriculum; part of that cost is in the purchase of technology.
- The cost of the 5-year plan should remain fairly level year over year.
- Annual inflationary increases need to be factored into the budget.
- The plan will be reviewed and reassessed annually in terms of curriculum, instruction, assessment, and budgetary requirements.

Challenges

- We are reliant on the publishing industry to change over to creating content in HTML5 within the next 3 years.
- We can no longer be rigid in how we look at the technology budget. We need to be more flexible in budgeting specific accounts from one year to the next. We need to look at the whole budget and not just focus in on one account or another.
- We need to accept that there is an uncertainty in the timeline - many things we want to implement are only in the prototype stage.
- We need to realize that the technology plan is not necessarily in sync with the budget timeline.
- We need to maintain the plan as a living document and be flexible as we wait for innovations to mature.

Contributors - Strategic Technology Subcommittee:

- Jonathan Ewert, Parent, Technology CEO
- Jack DeWitt, Parent, Education Technology Specialist
- Mark Mathias, Board of Education Representative, Parent
- Michael Miller, Parent, former EIC of PC Magazine, Ziff Brothers Investment
- Natalie Carrignan, Director of Technology
- Jennifer Cirino, Coordinator of Information & Technology Literacy
- Lis Comm, Director of PD, Research, and Secondary Education
- Jonathan Crosby, IT Operations Manager
- Cynthia Gilchrest, Director of Elementary and Special Education
- Jonathan Gryak, Senior Network Engineer
- Elliott Landon, Superintendent of Schools
- Sharon Silver, Manager of Information System

5-Year Technology Plan

Presented to the Westport BOE
June 4, 2012
by the Strategic Technology Subcommittee

In Response to the Westport BOE 2011-2012 Goals

GOAL I. Continuous Improvement in Curriculum, Instruction and Assessment

Objective 1. Implement a **plan of action** that ensures that all students are equipped with globally competitive learning skills.

Action Item: Develop a five year strategic **technology plan for curriculum and instruction** to include potential modifications to infrastructure, integration of student personal technology into district programs, estimated purchasing requirements and reallocation of resources.

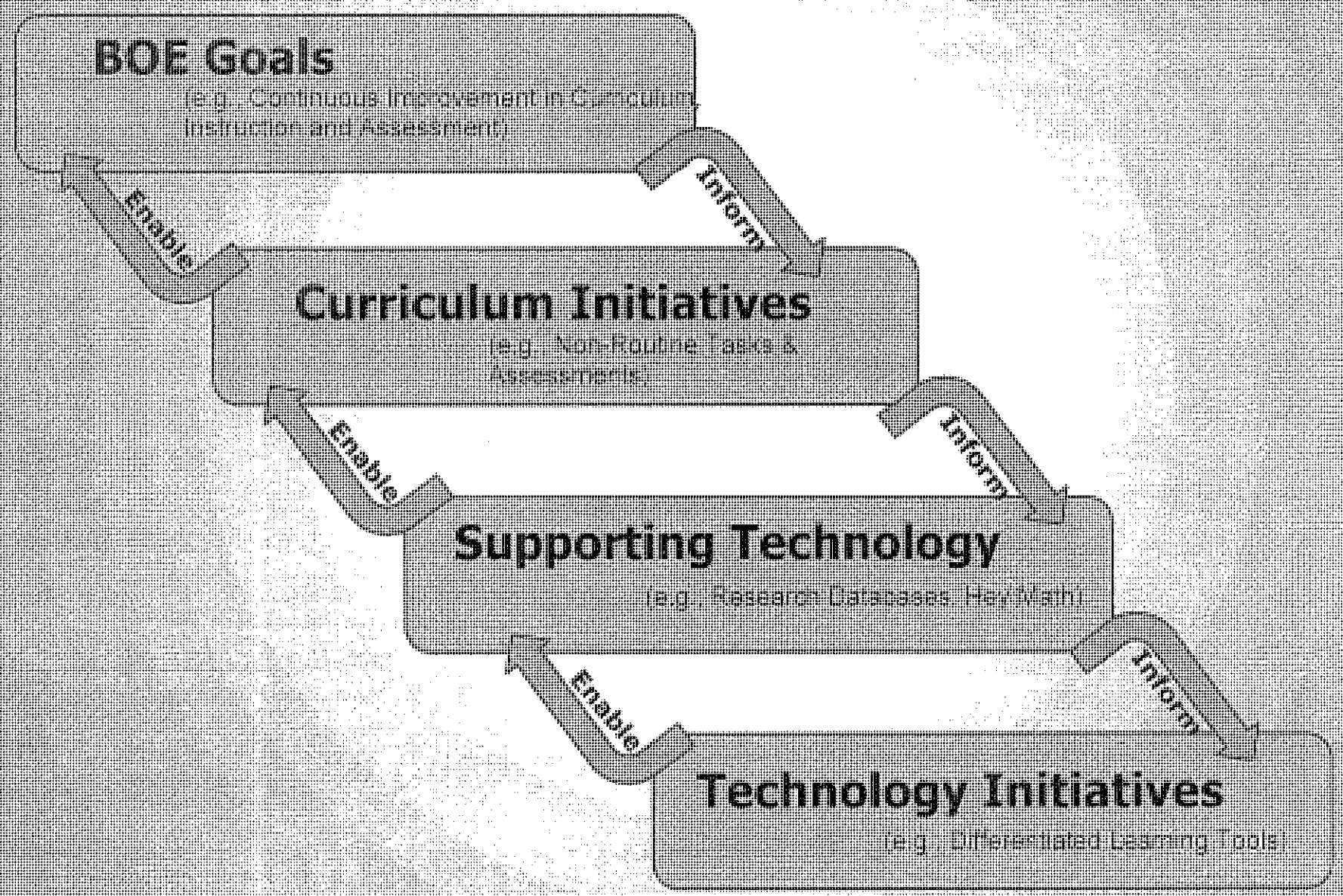
Our Beliefs

- The Westport Community would like to provide the **best** education it can offer to future generations.
- Technology will allow our students to be globally competitive.
- Technology is transformative.
- Technology empowers teachers, students, and parents.
- New technology should be incorporated in a timely manner, but ***only*** when the technology is able to support the delivery of our curriculum (*i.e., stable, tested, scalable*).

Purpose

The 5-year Strategic Technology Plan is a long-range plan for how to effectively provide the most appropriate tools to access the *best* education for ALL of our kids that is both reliable and fiscally responsible.

How We View the Interrelationships



Transforming Instruction

Curriculum Initiatives and Supporting Technologies

Initiative	Technology Needed for Support
Westport 2025 - Critical Lens	Atlas software Shared drive access Appropriate video and sound equipment Dedicated videographer/editor Online portfolios
Westport 2025 - Task Force Expansion	Web 2.0 Platforms Blackboard Digital video distribution system
Curriculum Mapping	Atlas software
Problem Based Learning	iConn/digital databases Video content creation (tools) Blackboard Google Apps Laptops

Technology Initiatives

Initiative	Description
Robust Internet Access	Ensure internet and WAN interruptions are minimized in a cost-effective manner.
1:1 Computing	Each student has a device which can meet curriculum requirements and enables real-time collaboration.
Digital Curriculum Delivery	Transition to a primarily digital curriculum delivery system, providing up-to-date electronic textbooks & teaching materials, online assessments, and multimedia content.
21st Century Classroom	Extend classrooms beyond school and district, 24x7 access to materials and collaboration, use of multimedia resources on demand (connections to experts).
Differentiated Learning Tools	Enables differentiation of learning based on student readiness, interest, and profile.
Data Driven Decision Making	Enables teachers, administrators, and students to utilize real-time data to affect student outcomes.

Digital Curriculum Delivery Advantages
(e.g. Digital Textbooks)

- Yearly subscriptions provide the latest updates and innovations in each rendition
- Interactive
- All materials easily accessible from one device
- No rebinding or end of year book collections
- All major publishers are committed to building textbooks for the iPad in the next 5 years

Digital Curriculum Delivery Challenges
(e.g. Digital Textbooks)

- Content
- Current Titles Available
- District Created Textbooks
- Textbook subscriptions

1:1 Computing Advantages
(in part with BYOD)

- *Every* student can have the necessary information *"anytime" and "anywhere"*.
- Supports differentiation of instruction and personalized learning
- Provides a continuous interactive environment
- Allows for individual practice and extends learning

1:1 Computing Challenges
(in part with BYOD)

- The Westport learning environment must be available at all times from anywhere
- Parents need support
- Current curriculum software is not all web-based or platform independent
- Equal access for all
- Setting expectations

Budget Implications

- 5-Year plan costs should remain fairly level
- Will need annual inflationary increases
- Annual review and assessment

In Conclusion . . We Ask

~For your questions.
~For your approval of the plan.

Thank You

The Strategic Technology Subcommittee

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Five Year Continuous Improvement Plan for Curriculum and Instruction (May 16, 2012)

WESTPORT PUBLIC SCHOOLS
110 Myrtle Avenue
Westport, CT 06880

Cynthia Gilchrest
Director of Elementary Education
cgilchrest@westport.k12.ct.us

Lisabeth Comm
Director of Secondary Education, Research and Professional Development
lcomm@westport.k12.ct.us

May 16, 2012

Elliott Landon, Superintendent
Westport Public Schools
110 Myrtle Avenue
Westport, CT 06880

Ref: Five Year Continuous Improvement Plan for Curriculum and Instruction

Dear Elliott,

We are providing you two documents: the Curriculum Review for Continuous Improvement Plan and the specific Five Year Plan for Curriculum and Instruction (2012-13 through 2016-17), which was developed in consultation with the District Wide Curriculum Council.

Each initiative or curriculum revision in the five year plan will include planning, implementation, and continuous evaluation of results. Curriculum review is a recursive process, with each revision prompting evaluation, which then may prompt further planning, revision, and evaluation.

This five year plan reflects Westport 2025 initiatives and academic content area initiatives. State-wide mandated programs, standards, and initiatives are also included. A separate document, submitted by Natalie Carrignan, co-ordinates with this plan and reflects ITL programs and initiatives for the next five years. In the fall of 2012, we will work with the District Wide Curriculum Council to determine the placement of the arts, music, health and Physical Education, as well as some of the remaining electives, in this five year plan.

This document includes specific planning for the next five school years, through the 2016-17 school year. However, the Westport vision extends beyond 2016-17, as the title of the Westport 2025 initiative suggests. As we move forward in 2012-13 with further implementation of the critical lens, with teachers planning units focused on 21st century skills, we will continue to look for methods to assess individual students over time as well as methods to assess the results of the Westport 2025 initiative over time. To those ends, our Task Force has begun researching the effectiveness of three methods of assessment: cornerstone assessments, on line portfolios for students, and the Instructional Rounds initiative developed by Richard Elmore of Harvard University.

Our District Wide Curriculum Council will monitor the progress of the current five year plan and will be responsible for determining when new initiatives will be added.

We are very excited about this ambitious and comprehensive K-12 plan which will move us forward into the 21st century.

Sincerely,

Cynthia Gilchrest

Lisabeth Comm

Cynthia Gilchrest

Lisabeth Comm

Enclosures

Executive Summary

Curriculum Review for Continuous Improvement

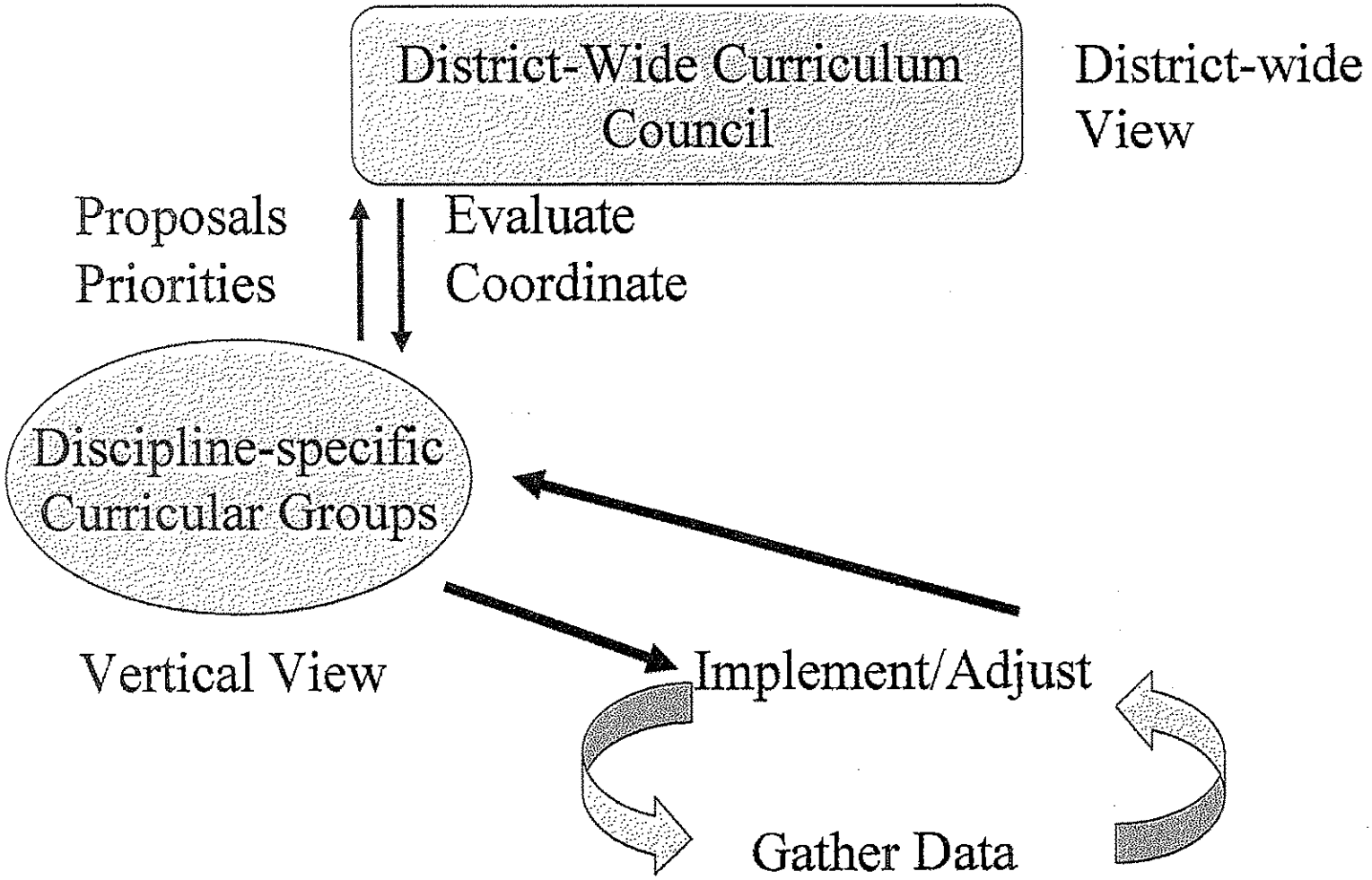
May 21, 2012

Research suggests that the cycle of five year curriculum reviews in each major subject area is no longer effective in the 21st century. Instead, top performing school systems are developing a more dynamic model of continuous review that is responsive to changing state and federal mandates, data about student learning, current research trends, input from all stakeholders (parents, students, administrators, teachers), and input from external evaluation agencies, such as NEASC or Tri-State. This model represents a shift away from linear, periodic review to a continuous or rolling organic model.

Westport will create a District-Wide Curriculum Council composed of the Directors of Secondary and Elementary Education, the Superintendent, the principals of all the schools and all department chairs. The Curriculum Council will develop a rolling five year plan for continuous review and improvement of curriculum, instruction, and assessment K-12 based upon the principles of the Westport 2025 initiative as well as the core academic content performance standards in each discipline. The five year plan will lay out what needs to be done each year in each curriculum area as well as the broader goals of Westport 2025, prioritize these initiatives, and set up benchmarks throughout the five-year cycle by which the system can assess results. The plan developed by the Curriculum Council will provide an organized way to approach continuous improvement and to allocate resources. This Curriculum Council will meet once each semester to monitor and adjust the five year cycle for continuous improvement.

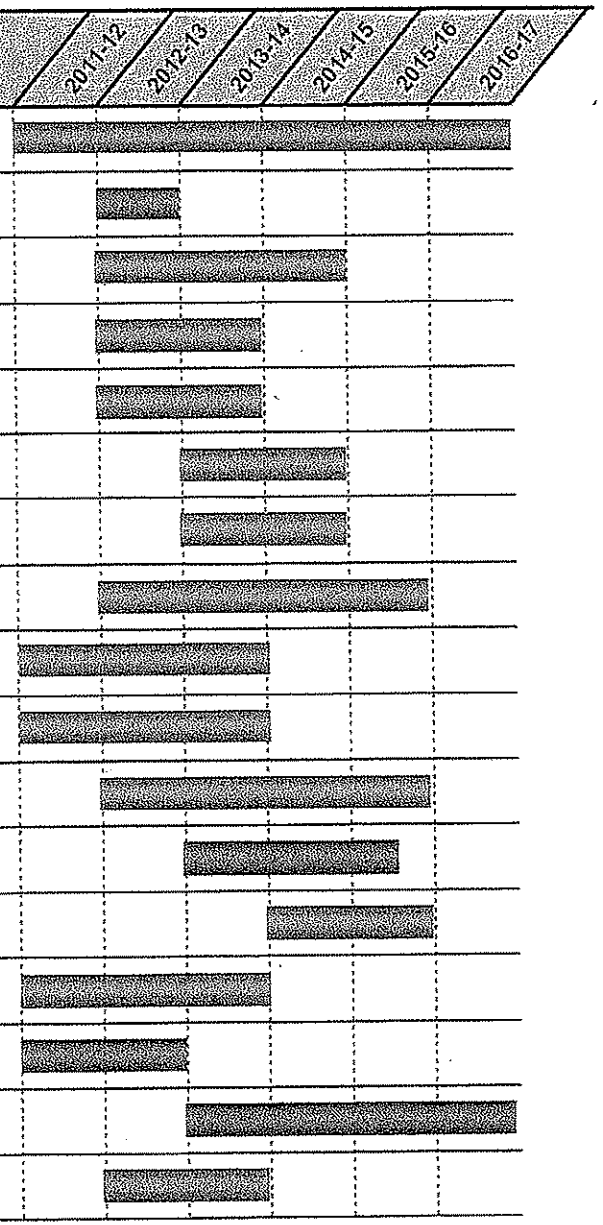
The work of continuous improvement will be conducted through organizational structures already in place in Westport, such as the Westport 2025 Task Force, team meetings, course-alike meetings, grade level meetings, summer curriculum work, professional development days. In addition, the Westport system will create, on an as-needed basis, vertical teams, K-12, for a particular initiative, such as the backwards design of a new Social Studies curriculum. Westport also will create horizontal teams on an as-needed basis, such as the need to develop a consistent literacy program across the five elementary schools.

Continuous Improvement Curriculum Review



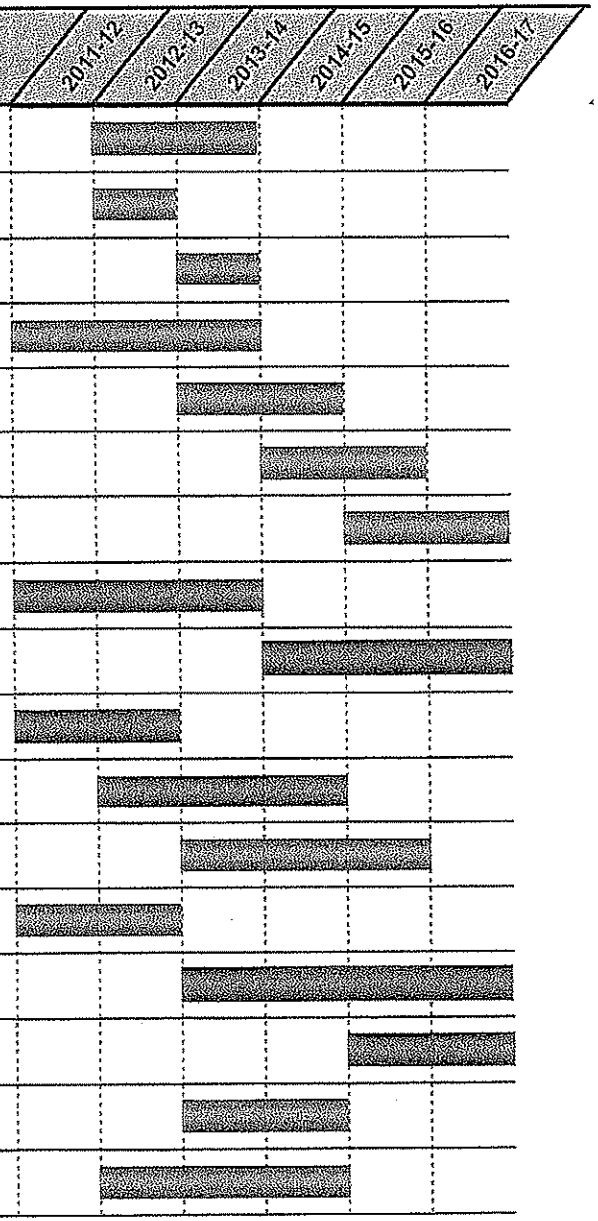
Westport Public Schools
Continuous Curriculum Review: Long Range Planning

Level	Area	Origin	Initiative
K-12	All	Westport2025	**Critical Lens-** Implementation and analysis of units and lessons
K-12	All	Mandated	**School Climate-** Develop school-based teams in response to bullying legislation
K-12	All	Westport2025	**Curriculum Mapping-** Training and implementation of Atlas software
K-12	All	Westport2025	**Westport2025 Task Force-**Expansion
K-5	All	Westport2025	**Data Teams-**Develop building-based teams to review and analyze all students' data to inform instruction
K-5	All	Westport2025	**Problem-Based Learning (PBL)-** Grade 5 Initiative
6-8	All	Westport2025	**Data Teams-**Develop grade level teams to review and analyze all students' data to inform instruction
6-8	All	Westport2025	**Differentiation-** Professional development, lesson design
6-8	All	Westport2025	**Middle School Challenge and Enrichment-** Program research, design, and implementation
6-8	All	Westport2025	**Problem-Based Learning (PBL)-** Continue development and implementation
6-12	All	Westport2025	**STEM / STEAM Initiatives-**Investigation, design, implementation
9-12	All	Mandated	**NEASC-**Self Study and Visit
9-12	All	Westport2025	**Data Teams-**Develop teams to review and analyze all students' data to inform instruction
K-5	English/LA	Westport2025	**Literacy Curriculum-** Revision of program K-5
6-8	English/LA	Mandated	**RTI-** Training and Implementation in grades 7 &8
9-12	English/LA	Mandated	**RTI-** Training and Implementation in grades 9, 10, 11, 12
K-8	Gifted	Westport2025	**Grades 3-8 Gifted Program-** Extending into regular education classes



Westport Public Schools
Continuous Curriculum Review: Long Range Planning

Level	Area	Origin	Initiative
K-12	ITL	Westport2025	**ITL-** Curriculum Review and integration
K-5	Math	Westport2025	**Singapore Math-** Implement in grades 3 & 4
K-5	Math	Westport2025	**Singapore Math-** Implement in grade 5
6-12	Math	Westport2025	**Non-routine tasks and assessments-**Development and implementation
6-8	Math	Westport2025	**Grade 6 Math-** Revision and Implementation
6-8	Math	Westport2025	**Grade 7 Math-** Revision and Implementation
6-8	Math	Westport2025	**Grade 8 Math-** Revision and Implementation
6-8	Math, Social Studies	Mandated	**RTI** Training and Implementation in grades 6, 7 &8
9-12	Math, Social Studies	Mandated	**RTI** Training and Implementation in grades 9, 10, 11, 12
K-8	Science	Mandated	**Grades 2, 5, 8-** implement revised science curriculum
6-8	Science	Mandated	**RTI-** Training and Implementation in grades 6, 7 &8
K-8	Science	Westport2025	**Inquiry-Based Units-** Development in line with existing Science curriculum
9-12	Science	Westport2025	**Biology and Chemistry-** Curriculum Implementation
K-12	Science	Mandated	**CT Science Standards-** Implementation of new standards
9-12	Science	Mandated	**RTI-** Training and Implementation in grades 9, 10, 11, 12
K-5	Science, Social Studies	Westport2025	**Inquiry-based instruction-** Training and lesson implementation
K-5	Social Studies	Westport2025	Elementary Social Studies revision and implementation



Westport Public Schools
Continuous Curriculum Review: Long Range Planning

Level	Area	Origin	Initiative	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
9-12	Social Studies	Westport2025	**Global Themes-** Curriculum development, implementation						
9-12	Social Studies	Westport2025	**US History Frameworks-** Alignment, revision, implementation						
6-8	Social Studies	Westport2025	**Grade 6 Social Studies-** Revision and Implementation						
6-8	Social Studies	Westport2025	**Grade 7 Social Studies-** Revision and Implementation						
6-8	Social Studies	Westport2025	**Grade 8 Social Studies-** Revision and Implementation						
K-12	World Language	Westport2025	**Curriculum Review-**Spanish scope and sequence						
6-12	World Language	Westport2025	**Curriculum Review-**French and Mandarin scope and sequence						

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Five-Year Strategic Technology Plan

Date: May 21, 2012

I am pleased to present to you the proposed Five-Year Strategic Technology Plan of the Westport Schools. This Plan has been created primarily in response to that component of the approved "Board of Education Goals, Objectives and Action Plans: 2011-12" in which the Board asked the Administration to develop a five year strategic technology plan for curriculum and instruction. A secondary outcome of the construction of this Plan has been the development of the "Educational Technology Plan: July 1, 2012-June 30, 2015," required by the Connecticut State Department of Education in accordance with the requirements of the Telecommunications Act of 1996, orders of the Federal Communications Commission, and the Elementary and Secondary Education Act.

You will find appended to this memorandum for your perusal the following documents:

1. Five-Year Technology Plan Executive Summary
2. Five-Year Technology Plan of the Westport Public Schools
   2.a. Curriculum Initiatives and Supporting Technologies
   2.b. Technology Initiatives
   2.c. 5-Year Implementation Schedule
3. Three-Year Connecticut State Department of Education (CSDE) Educational Technology Plan: July 1, 2012-June 30, 2015

At our meeting of March 21, 2012 the Board will be asked to approve the CSDE Educational Technology Plan and to accept the Five-Year Technology Plan of the Westport Public Schools.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves for submission to the Connecticut Department of Education the *Three Year Educational Technology Plan: July 1, 2012-June 30, 2015* as required by Section 254(h)(1)(B) of the Telecommunications Act of 1996 and FCC Order 97-157 and the Elementary and Secondary Education Act 20 U.S.C. § 6777 and included with the Minutes of the Meeting of May 21, 2012 and,

Be It Further Resolved, that the Board of Education accepts the Five-Year Technology Plan of the Westport Public Schools, also included with the Minutes of the Meeting of May 21, 2012.

Elliott

WESTPORT PUBLIC SCHOOLS

5-Year Technology Plan Executive Summary

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- We can no longer be rigid in how we look at the technology budget. We need to be more flexible in budgeting specific accounts from one year to the next. We need to look at the whole budget and not just focus in on one account or another.
- We need to accept that there is an uncertainty in the timeline - many things we want to implement are only in the prototype stage.
- We need to realize that the technology plan is not necessarily in sync with the budget timeline.
- We need to maintain the plan as a living document and be flexible as we wait for innovations to mature.

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CURRICULUM INITIATIVES

and

SUPPORTING TECHNOLOGIES

5-Year Technology Plan
Curriculum Initiatives and Supporting Technologies

Curriculum Initiative	Description	Needs Assessment	Supporting Technology
Critical Lens	To gain a better understanding of the 4 domains (critical thinking, creative thinking, communication, global awareness)	~place to store units and rubrics that is easy access for all teachers, should be indexed if possible ~online portfolios for students to demonstrate their knowledge of and work within the 4 domains ~videos of the units as they are taught	Atlas Shared drive access Online portfolios Appropriate video and sound equipment Dedicated videographer/editor
School Climate	District's response to state legislation that requires a district lead person and building committees to monitor school climate and deal with bullying	~accept anonymous reports ~place to display policy and forms online ~manner in which to track school climate data	ESP Discipline Module District Websites CABE Online Policy Service Resources for Internet Safety Lessons Resources for Social Skills and Development Guidance (e.g., scenario DVDs)
Curriculum Mapping	The analysis of all district curricula for consistency and content coverage K-12, updating it in a systematic and ongoing fashion, and sharing it in real time with parents.	~input curriculum electronically into consensus map ~share map with all teachers ~use analytic tools ~share relevant parts with parents	Atlas
Westport 2025 Task Force - Expansion	A team at each school will work on implementing Westport2025 by redesigning and creating units of study. The main task force will meet 4 times a year and act as a clearing house for the units.	~allow Director of Secondary Education to keep abreast of what each team is doing ~capture best practices on video ~annotate and present the video to school teams and other groups during PD (later will use data from Cornerstone Assessments and Instructional Rounds)	Web 2.0 Platforms Blackboard Atlas Shared drive access Appropriate video and sound equipment Dedicated videographer/editor Digital Video Distribution System (DVDS)
Data Teams	Teams look at curriculum and/or learning concerns/challenges of school, grade, or department. Teams collect and analyze data, develop strategies to improve teaching and learning, test, collect second data set, analyze, revise and repeat until desired outcome is reached. Teams then tackle new question.	~share questions being asked ~collect data needed ~develop reports for data analysis ~measure and present progress	Web 2.0 Platforms Aimsweb Online portfolios Other screening tools (assessment) as needed Inform Web-based software for practice at school and at home

5-Year Technology Plan
Curriculum Initiatives and Supporting Technologies

Curriculum Initiative	Description	Needs Assessment	Supporting Technology
Problem-Based Learning	Working with students to study real world problems where they use content from all discipline units, collaborate, research and find evidence, create a persuasive written piece, use their digital and media literacy to create a persuasive oral presentation	~students research and collect evidence ~collaboration among students ~way for student to share progress along the way with teachers ~teachers share expectations and rubrics ~students need to work in groups, independently with electronic resources	iConn Digital databases Video content creation Presentation software Laptops Google Apps Blackboard Digital Video Distribution System (DVDS),
Differentiation	Will be one of the highest priorities next year at the middle school. Looking at how to differentiate by readiness as well as interest and learning profile	~requires lots of PD ~may have to look at distance learning for parts of it ~use video to capture what differentiation looks like in the classroom and share it	Webinar equipment Software that will enhance differentiation Blackboard (Adaptive Release, Private Student Grouping)
Middle School Challenge and Enrichment	Creation of advanced courses beyond math and/or elective challenge courses	~software to support the curriculum of the new courses	Teacher-generated textbooks/materials Additional software as needed for new subject areas
STEM/STEAM Initiatives	STEM- Science, Technology, Engineering, Mathematics STEAM- Science, Technology, Engineering, Art, Mathematics How do we add elements of engineering and design to core subjects? What new subjects/courses we need to offer? How do we offer courses for all levels and interests of students?	~digital resources if needed for PD ~software to support the curriculum of the new courses	Animation software for 2012-2013 Other STEM/STEAM Software
NEASC self study and visit	New England Association of Schools and Colleges (NEASC) will visit and evaluate Staples for accreditation	~gather curriculum ~gather evidence of student work ~share elements of self-study	Atlas Shared drive access Online portfolios Google Apps Flash drives Web 2.0 Platforms Video Content Creation Digital Video Distribution System (DVDS)
RTI Training and Implementation	Moving the Response to Intervention (RTI) system of assessment out to other grades and departments in order to meet federal and state guidelines	~collect RTI data ~PD training, may be long-distance at times	Aimsweb Inform Additional software as needed for new subject areas

5-Year Technology Plan
Curriculum Initiatives and Supporting Technologies

Curriculum Initiative	Description	Needs Assessment	Supporting Technology
Grade 3-8 Gifted Program	Revision of pull-out gifted program	~way to share curriculum goals ~software to support the needs to the curriculum	Atlas TBD
ITL Curriculum Review and Integration	Revamping and refresh of Information and Technology Literacy (ITL) curriculum, include the new AASL standards, review with the critical lens, add in 21st century skills that are missing, and delete outdated skill sets and goals.	~create and store units that support the lens ~share Making Thinking Visible (MTV) strategies and examples ~share Big Thinks ~share curriculum goals and objectives with entire district ~collect district feedback on updates	Atlas Blackboard Presentation software Shared drive access
Inquiry Based Instruction - Science and Social Studies	"Hands-on" exploration and research of authentic questions with primary resouces and physical equipment	~students research and collect evidence ~collaboration among students ~way for students to share progress along the way with teachers ~teachers share expectations and rubrics ~students need to work in groups and independently with electronic resources	Shared drive access Research databases Web 2.0 platforms Video Content Creation
World Language K-12	Revamp and refresh scope and sequence of K-5 Spanish and 6-12 French and Mandarin	~analyze scope and sequence of units K-12 ~share curriculum goals and objectives and objectives with teachers and parents ~create and store units that support the lens ~share MTV strategies and examples ~provide greater, more consistent practice to students ~provide continuous interactive environment K-12	Atlas Blackboard Shared drive access Web-based software for practice at school and at home Electronic textbooks Smartboards
Non-Routine Tasks and Assessments	Initiative in the math department to create more Moody math problems for students to work with	~allow teams of students to conduct deep research ~way for students to analyze their data ~students present their findings to authentic audiences	Singapore Math online resources Hey Math Fathom (statistical analysis software) Subscription databases
Literacy, Singapore Math, Grades 6-8 Math, Grades 2,5,8 Science, E! Social Studies, Global Themes, US History Framework	Revamp and refresh current curriculum, review with the critical lens, add in 21st century skills that are missing, and delete outdated skill sets and goals. Align curriculum with common core standards, national and state standards, and district goals.	~analyze scope and sequence of units K-12 way to ~share curriculum goals and objectives with teachers and parents ~create and store units that support the lens ~share MTV strategies and examples ~provide greater, more consistent practice to students ~provide continuous interactive environment K-12	Electronic textbooks Additional software subscriptions and databases that support the curriculum and different reading abilities and learning types Teacher-generated textbooks/materials

TECHNOLOGY INITIATIVES

5-Year Technology Plan
Technology Initiatives

Tech Initiatives Initiative/Component	Description
Robust Internet Access (RIA)	Ensure internet and WAN interruptions are minimized in a cost-effective manner (plan for backup curriculum in the case of network outage)
Redundant WAN Links	Ensure every building has at least two connections to the WAN
Internet2 Access	Enable multicast traffic to and from Internet2, providing access to high quality video streams and video conferencing opportunities
Multiple ISPs	Peer with another internet service provider to protect against CEN outages
Redundant Core Hardware	Add redundancy to core routing at each location to prevent extensive downtime from hardware failure
One-to-One Computing (1:1C)	Each student has a device which can meet curriculum requirements and enables real-time collaboration
Bring Your Own Device	Require students to utilize their personal devices for daily instruction
Device Onboarding	Provide the technical support and software necessary to securely connect personal devices to the district network.
Ubiquitous Wireless Access	Building-wide wireless network access in all locations throughout the District
Google Apps (Docs)	Provides real-time collaboration on content creation for all students and staff, will supplant Microsoft Office as the primary productivity suite for most users
Digital Curriculum Delivery (DCD)	Transition to a primarily digital curriculum delivery system, providing up-to-date electronic textbooks and teaching materials, online assessments, and multimedia content.
Video on Demand Server	A Video on Demand (VOD) server will serve as repository for video-based curriculum content. Videos should be available to be viewed anytime both inside and outside the network.
Online Encoding Services	Provide automated encoding of video to device-agnostic codecs and multiple bitrates to ease burden of video production on staff and support devices with different capabilities
Digital Video Distribution System (DVDS), Full	Provide each school with the ability to encode live video and stream across the network, so that all devices connected to the network have access to streaming video, and all locations can stream video between them.
Dedicated videographer/editor	Provide raw and edited footage of best practices for teacher training and program analysis. A dedicated videographer ensures a specific teacher is not pulled away from class/students excessively
Electronic Textbooks	Provides up-to-date curriculum material in an interactive, easily portable, format
Teacher-generated textbooks/materials	Teachers can create tailored classroom materials for courses that can be used for differentiation, as a primary source, or as supplemental material. Teacher materials can take advantage of the same innovations as the textbook publishers.
Webinar equipment	Allows teachers to attend PD workshops from their own school or home, resulting in a larger time frame in which to hold PD
Atlas	Using Atlas allows departments to develop curriculum maps that can be shared with each member. The curriculum maps can be continuously updated and revised at department meetings. Parts of the curriculum maps will be shared with the parents as a communication tool.
CABE Online Policy Service	The program allows for the publishing of all district policies in an easily searchable format. The program makes updating policies more efficient.
Google Apps (Gmail)	Using Gmail instead of FirstClass allows all web-enabled devices access to email and provides affordable email services for all staff and students
21st Century Classroom (21CC)	Extend classrooms beyond school and district, 24x7 access to materials, use of multimedia resources on demand
Projectors	Digital projectors have become the standard method for displaying multimedia, sharing student work, and in conjunction with Smartboards providing an interactive classroom environment.
Video Content Creation	Ensures students interact with course content at the highest level of thinking and can make their own understanding visible by utilizing digital and video cameras along with editing software
Presentation software	Enables students and guests to share their work within the classroom
On-demand conferencing	Allows students and teachers to bring in experts to their classes. Allows curriculum leaders to bring in experts for PD. Allows students to interact with other students and those in upper level classes where appropriate.
Appropriate video and sound equipment	Directional microphones, multiple video/audio/lighting sources - classroom capture
Document Cameras	Document cameras are real-time image capture devices.

5-Year Technology Plan
Technology Initiatives

Tech Initiatives Initiative/Component	Description
Differentiated Learning Tools (DLT)	Enables differentiation of learning based on student readiness, interest, and profile
Online portfolios	Allows students to capture their thinking and to reflect on their growth over time. They provide a single place to access most relevant work.
Web-based software for practice at school and at home	Allows teachers to be able to differentiate homework. Gives students the ability to practice only what they need, not what they have already mastered.
Additional software subscriptions and databases that support the curriculum and different reading abilities and learning types	Allows all students the opportunity to complete assignments using resources beyond the classroom. Allow students to compare data and facts for authenticity and reliability. Allows students to interact with curriculum material in a different manner than when in a class discussion.
Animation software for 2012-2013	Allows students to explore the relations between design, technology, and art at a level Staples has not be able to offer yet
Other STEM/STEAM Software	Allows students to explore the interrelationships in thinking and problem solving used in science, technology, engineering, art (design), and mathematics.
Additional software as needed for new subject areas	As curriculum and technology is ever evolving the district needs to be ready to take advantage of programs that allow students to connect to the curriculum in a meaningful way.
Data Driven Decision Making (D3M)	Enables teachers, administrators, and students to utilize real-time data to affect student outcomes
Data Teams/Inform	Allows for the systematic collection of assessment data on students, the analysis of which will support students in learning and teachers in teaching strategies
Aimsweb	Allows the district to conduct scientifically based universal screenings and to track the progress of students needing support
Other screening tools (assessment) as needed	As screening processes become more refined the district needs to ensure that the chosen tool provides the best data possible to teachers and in all relevant areas
Core Infrastructure **Initiative/Component**	**Description**
Network	
Wired (LAN)	The local area network (LAN) provides network access within each district building
Wireless (WLAN)	Wireless local area networks (WLANs) provide wireless network access within an individual building
SIF	The Student Interoperability Framework (SIF) is an XML application and software specification that enables disparate educational software systems to share structured data
Fiber (WAN)	The dark-fiber based wide area network (WAN) provides connectivity between district sites and to the internet
SAN	The Storage Area Network (SAN) provides highly-available storage that enables virtualization and greater storage throughput (I/O)
Hardware	
Desktops	Desktop workstations will continue to be used for specific curriculum needs and in locations where they are more cost-effective
Laptops	Laptops provide students with portable access to their learning environment, they are also the primary means of achieving real-time collaboration in the classroom
Interactive Whiteboards	Interactive whiteboards provide an interactive classroom learning experience
Software	
Curriculum Software	Subject-specific software (music, math, literacy)/ Finale, IXL, Teachingbooks
Productivity Software	NoodleTools, Type to Learn, Max Toolbox, Atomic Learning
World Language Labs	Virtuoso - Language Lab Software
Personal Learning Plans	Naviance
Server	
Virtualization	Server virtualization provides high-availability to all network services

5-Year Technology Plan
Technology Initiatives

Core Infrastructure Initiative/Component	Description
Content Resources	
Digital databases	Includes research databases such as Ebsco, Gale, World Book, Encyclopedia Britannica, and NYT; as well as multimedia databases such as Discovery Education, NBC Learn, and AP Images
iCONN	State of Connecticut's online suite of databases
Resources for Internet Safety lessons	Online lesson resources, websites, programs, and videos that provide information at developmentally appropriate levels that support the Internet Safety lessons.
Resources for Social Skills and Development Guidance (e.g., scenario DVDs)	Online lesson resources, websites, programs, and videos that provide information at developmentally appropriate levels that support the social skills and developmental guidance curriculum.
Shared Drive Access	Enable students and staff access to shared drives from home
Flash drives	Flash drives provide a cost-effective means for students to transport large files to and from school
Web 2.0 Platforms	Web applications that facilitate collaboration and information sharing, such as wikis, blogs, and forums
Digital Video Distribution System (DVDS), Partial	The current digital video distribution system allows schools without a coaxial cable infrastructure to distribute live video throughout the building.
Educational Software Systems	
eSchoolPlus (ESP)	eSchoolPlus is the District's student information system, a software platform which provides the authoritative student database, class scheduling and registration, and official record of assessments and grades.
ESP Discipline Module	Area in eSchoolPlus that can collect information for state reporting.
Destiny	Destiny is a library automation system which provides a single district-wide (unified) catalog of library resources
Textbook Manager	Textbook manager integrates with Destiny and provides classroom textbook inventory management
Blackboard	Blackboard's learning management system provides a centralized platform for the dissemination of classroom content and student/teacher/parent interaction
District Communication Platform	
District Websites	Maintain district-wide and school-specific web presence as a standard communication tool.
Blackboard Connect	Blackboard Connect enables the district to issue mass notifications to the community, through phone calls and email, for varied purposes including emergencies, inclement weather closings, and academic calendar events
Video Streaming	Provides live streaming of SHS activities, including athletics and BOE meetings

5-YEAR IMPLEMENTATION SCHEDULE

5-Year Technology Plan
Implementation Schedule

Tech Initiatives						
Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Robust Internet Access (RIA)	**Ensure internet and WAN interruptions are minimized in a cost-effective manner (plan for backup curriculum in the case of network outage)**					
Redundant WAN Links	Ensure every building has at least two connections to the WAN	Contract with company for potential intracampus fiber repairs	LLS-GFS Fiber	BMS-SHS Wireless Bridge	Maintain fiber links, evaluate need for additional links as necessary	
Internet2 Access	Enable multicast traffic to and from Internet2, providing access to high quality video streams and video conferencing opportunities	Work with CEN to implement MBGP at network edge	Train staff on incorporating Internet2 resources into curriculum	Continue to evaluate use of HD video, distance learning, and other resources that Internet2 provides in curriculum		
Multiple ISPs	Peer with another internet service provider to protect against CEN outages	Assess bandwidth needs, evaluate additional ISPs	Provision new ISP connection	Monitor bandwidth usage, increase as appropriate		
Redundant Core Hardware	Add redundancy to core routing at each location to prevent extensive downtime from hardware failure	Make middle school cores redundant	Make elementary school cores redundant	Enable path redundancy within each building	Maintain redundancy, evaluate need for additional redundancy as appropriate	
One-to-One Computing (1:1C)	**Each student has a device which can meet curriculum requirements and enables real-time collaboration**					
Bring Your Own Device	Require students to utilize their personal devices for daily instruction	Develop district specifications for personal devices that meet curriculum needs, identify machine-based curriculum software and replace with web-based equivalents	Train teachers how to manage a multi-device classroom, create policies/procedures for student borrowing of devices, start implementation of BYOD	Reassess device specifications, curriculum software, and student usage		

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Device Onboarding	Provide the technical support and software necessary to securely connect personal devices to the district network.	Determine the most cost-effective means of enabling secure access to district resources by personal devices	Implement device onboarding software/policies	Evaluate efficacy of onboarding policy, adjust if necessary		
Ubiquitous Wireless Access	Building-wide wireless network access in all locations throughout the District	Upgrade SHS wireless network	Implement redundant controllers, wireless at CES and KHS	Monitor usage, add access points as needed	Monitor usage, add access points as needed	Upgrade BMS wireless network
Google Apps (Docs)	Provides real-time collaboration on content creation for all students and staff, will supplant Microsoft Office as the primary productivity suite for most users	Implement July 1st for all staff and students 3-12	Review additional Google Apps components and evaluate potential use			
Digital Curriculum Delivery (DCD)	**Transition to a primarily digital curriculum delivery system, providing up-to-date electronic textbooks and teaching materials, online assessments, and multimedia content.**					
Video on Demand Server	A Video on Demand (VOD) server will serve as repository for video-based curriculum content. Videos should be available to be viewed anytime both inside and outside the network.	Research video on demand systems, develop RFP	Implement new system	Evaluate rate of usage, usability, and storage requirements, expand as demand requires		
Online Encoding Services	Provide automated encoding of video to device-agnostic codecs and multiple bitrates to ease burden of video production on staff and support devices with different capabilities	Research along with video on demand system	Implement new system	Evaluate rate of usage, usability, and storage requirements, expand as demand requires		
Digital Video Distribution System (DVDS), Full	Provide each school with the ability to encode live video and stream across the network, so that all devices connected to the network have access to streaming video, and all locations can stream video between them.	Upgrade existing VBrick system components to latest software revisions	Maintain existing system, research encoding needs for next year	Add video encoders to BMS, GFS, and SES	Add additional encoders as needed for HD video	Add additional encoders as needed for HD video

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Dedicated videographer/editor	Provide raw and edited footage of best practices for teacher training and program analysis. A dedicated videographer ensures a specific teacher is not pulled away from class/students excessively	Assess use of video in curriculum, PD, and demand for videographic services/expertise	Utilize best option to capture quality teaching and learning in video format for use in professional development activities with district staff			
Electronic Textbooks	Provides up-to-date curriculum material in an interactive, easily portable, format	6th grade social studies pilot, 9th grade global themes, Hey Math (Algebra 1, Algebra 2, Precalculus), Biology, Chemistry	Evaluate additional e-textbooks (American History, 7th Grade Social Studies), public domain literature	Strive to reach 40% of all appropriate curriculum content delivered digitally, contingent upon publishing roadmap and availability of tools	Strive to reach 70% of all appropriate curriculum content delivered digitally, contingent upon publishing roadmap and availability of tools	Strive to reach 100% of *all appropriate* curriculum content delivered digitally, contingent upon publishing roadmap and availability of tools
Teacher-generated textbooks/materials	Teachers can create tailored classroom materials for courses that can be used for differentiation, as a primary source, or as supplemental material. Teacher materials can take advantage of the same innovations as the textbook publishers.	Pilot with one or two courses, discover the challenges	Research a platform-agnostic product and/or other alternatives to iAuthor	Choose product and develop one or two classes a year where appropriate	Train additional staff members on use of authoring tool	
Webinar equipment	Allows teachers to attend PD workshops from their own school or home, resulting in a larger time frame in which to hold PD	Pilot webinar packages for Google training	Subscribe to a service, promote, and train using the service	Monitor usage and determine if it should continue and at what level. Pilot other options if appropriate.		
Atlas	Using Atlas allows departments to develop curriculum maps that can be shared with each member. The curriculum maps can be continuously updated and revised at department meetings. Parts of the curriculum maps will be shared with the parents as a communication tool.	Pilot at MS, HS, EL (SS, Science, Literacy). Pilot expanded to full installation in Jan. Train larger groups of teachers.	Large amount of summer work inputting curriculum. Training all teachers on consensus maps and personal maps.	Finalizing majority of maps for parent piece and making it available for parents to see July/Aug. Continue summer inputting of additional data and revisions to consensus maps	Train additional teachers and use curriculum maps in all subjects for department meetings and revision. Final input over summer of the most recent version of curriculum. Revising as needed.	Continue to monitor and update curriculum at department meetings, committee meetings, summer curriculum work days, and PD days as appropriate.

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
CABE Online Policy Service	The program allows for the publishing of all district policies in an easily searchable format. The program makes updating policies more efficient.	Move all policies into publishing program and open to the public	Update any new policies in online format			
Google Apps (Gmail)	Using Gmail instead of FirstClass allows all web-enabled devices access to email and provides affordable email services for all staff and students	Summer training for admin and secretaries, teachers trained in fall	Follow up training during summer for anyone	Evaluate new features and train staff accordingly		
21st Century Classroom (21CC)	**Extend classrooms beyond school and district, 24x7 access to materials, use of multimedia resources on demand**					
Projectors	Digital projectors have become the standard method for displaying multimedia, sharing student work, and in conjunction with Smartboards providing an interactive classroom environment.	Maintain current projectors, ensure all new models have HDMI inputs, evaluate mounting options	Maintain projectors, evaluate and incorporate new audio/video standards (e.g., DisplayPort) as appropriate			
Video Content Creation	Ensures students interact with course content at the highest level of thinking and can make their own understanding visible by utilizing digital and video cameras along with editing software	Continue to provide appropriate level of equipment (quantity and complexity) for students at all schools. Provide ongoing training for teachers in use of equipment. Share best practices with other teachers.				
Presentation software	Enables students and guests to share their work within the classroom	Research options, train on adopted products, share best practices				
On-demand conferencing	Allows students and teachers to bring in experts to their classes. Allows curriculum leaders to bring in experts for PD. Allows students to interact with other students and those in upper level classes where appropriate.	Continue to trial programs like Skype, enhanced webinar software, and video chat technologies, train as needed, share best practices				
Appropriate video and sound equipment	Directional microphones, multiple video/audio/lighting sources - classroom capture	Assess equipment needed and provide equipment to schools to capture teaching and learning in a video format when a videographer is not the best option				

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Document Cameras	Document cameras are real-time image capture devices.	Deploy document cameras in grades 3 and 4 for Singapore Math	Deploy document cameras in HS/MS English classes where appropriate	Deploy document cameras in MS/HS Science classes where appropriate	Deploy document cameras in other areas identified by curriculum leaders where appropriate	
Differentiated Learning Tools (DLT)	**Enables differentiation of learning based on student readiness, interest, and profile**					
Online portfolios	Allows students to capture their thinking and to reflect on their growth over time. They provide a single place to access most relevant work.		Collect criteria for portfolios: how students are to use them, what the workflow would be. Research programs, including Naviance, determine which comes closest to meeting specifications.	Implement portfolios at MS	Implement portfolios at HS	Implement portfolios at EL
Web-based software for practice at school and at home	Allows teachers to be able to differentiate homework. Gives students the ability to practice only what they need, not what they have already mastered.	Continue use of current programs for music. Extend the use of selected math and literacy programs to additional grade levels.	Assess extending current programs. Assess and pilot additional programs as needed.	Pilot, extend, or maintain subscriptions to software that assists students in individual practice in reading, math, and specific subject area.		
Additional software subscriptions and databases that support the curriculum and different reading abilities and learning types	Allows all students the opportunity to complete assignments using resources beyond the classroom. Allow students to compare data and facts for authenticity and reliability. Allows students to interact with curriculum material in a different manner than when in a class discussion.	Monitor usage of current databases. Consult with curriculum leaders regarding unmet needs. Identify possible solutions.	Monitor usage of databases. Pilot or subscribe to additional databases to meet curriculum needs.			

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Animation software for 2012-2013	Allows students to explore the relations between design, technology, and art at a level Staples has not be able to offer yet	Identify and purchase software that will meet curriculum needs	Reassess success of animation class and purchase any additional technologies needed to meet curriculum needs	Maintain technology at the most recent version necessary to meet curriculum needs and that operates within the current technology environment.		
Other STEM/STEAM Software	Allows students to explore the interrelationships in thinking and problem solving used in science, technology, engineering, art (design), and mathematics.	Identify curriculum and courses	Identify and purchase software that will meet curriculum needs	Reassess success of courses and purchase any additional technologies needed to meet curriculum needs	Maintain technology at the most recent version necessary to meet curriculum needs and that operates within the current technology environment.	
Additional software as needed for new subject areas	As curriculum and technology is ever evolving the district needs to be ready to take advantage of programs that allow students to connect to the curriculum in a meaningful way.	Identify curriculum and courses and purchase software that will meet curriculum needs	Identify curriculum and courses and purchase software that will meet curriculum needs. Reassess success of courses and purchase any additional technologies needed to meet curriculum needs. Maintain technology at the most recent version necessary to meet curriculum needs and that operates within the current technology environment.			
Data Driven Decision Making (D3M)	**Enables teachers, administrators, and students to utilize real-time data to affect student outcomes**					
Data Teams/Inform	Allows for the systematic collection of assessment data on students, the analysis of which will support students in learning and teachers in teaching strategies	Complete initial rollout. Train RTI team, math and literacy specialist. Move over CMT and Aimsweb data. Develop basic reports	Train all elementary admin and classroom teachers on basic reports and data input, develop in-depth reports with math, literacy, and RTI teams. Import remaining data from eSchool. Continue inputting CMT and Aimsweb. Teachers input district data.	Continue inputting data. Identify new data needs. Train all data teams on dynamic reports. Train all new admin and classroom teachers. Extend training of classroom teachers as needed. Look at moving Inform to MS and HS.	Expand inform to MS and HS. Complete initial rollout, train RTI team, math and literacy specialist. Move over CMT, Aimsweb, CAPT, and AP data. Develop basic reports.	Train all MS/HS admin and classroom teachers on basic reports and data input. Develop in-depth reports with math, literacy, RTI teams. Import remaining data from eSchool. Continue inputting CMT and Aimsweb. Teachers input district data.

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Aimsweb	Allows the district to conduct scientifically based universal screenings and to track the progress of students needing support	Support access to the Aimsweb program for grade 7 and 8 teams.	Support access to the Aimsweb program for grades 9-12.			
Other screening tools (assessment) as needed	As screening processes become more refined the district needs to ensure that the chosen tool provides the best data possible to teachers and in all relevant areas	Work with RTI team to evaluate other screening tools and their compatibility with network services, eSchool, and Inform as needed				
Core Infrastructure						
Network						
Wired (LAN)	The local area network (LAN) provides network access within each district building	Maintain network hardware replacement cycle (7 years), add additional edge devices as necessary				
Wireless (WLAN)	Wireless local area networks (WLANs) provide wireless network access within an individual building	Maintain network hardware replacement cycle (7 years), add additional access points as necessary, phase in new wireless standards as they become available				
SIF	The Student Interoperability Framework (SIF) is an XML application and software specification that enables disparate educational software systems to share structured data	Maintain existing application integrations and integrate new systems as appropriate				
Fiber (WAN)	The dark-fiber based wide area network (WAN) provides connectivity between district sites and to the internet	Maintain existing fiber links, evaluate bandwidth usage and upgrade as necessary				
SAN	The Storage Area Network (SAN) provides highly-available storage that enables virtualization and greater storage throughput (I/O)	Joint purchase with TOW to expand fast storage (SAS) capacity	Replacement of mid-level storage (SATA) SAN units, upgrading storage capacity in the process	Maintain SAN software, monitor storage needs, consider data deduplication and storage quotas as needed		

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Hardware						
Desktops	Desktop workstations will continue to be used for specific curriculum needs and in locations where they are more cost-effective	Maintain existing 5-year desktop replacement cycle				
Laptops	Laptops provide students with portable access to their learning environment, they are also the primary means of achieving real-time collaboration in the classroom	Maintain existing laptop replacement cycle: K-5 (4 years), 6-12 (3 years); re-evaluate laptop purchases in line with district BYOD specifications	Continue laptop replacement cycle as necessary, offset some laptop purchases with BYOD loaner equipment	Transition remaining laptop purchases to BYOD loaner devices where appropriate, continue BYOD loaner and remaining laptop replacement cycle	Maintain BYOD loaner device and laptop replacement cycle	
Interactive Whiteboards	Interactive whiteboards provide an interactive classroom learning experience	Special education areas, some encore areas; world language, SS, English at HS	Remaining encore areas; remaining world language, SS, English at HS; and active replacement	Review alternatives and active replacement		
Software						
Curriculum Software	Subject-specific software (music, math, literacy)/ Finale, IXL, Teachingbooks	Maintain updated software packages or subscriptions to meet students' needs	Maintain updated software packages or subscriptions to meet students' needs. Ensure all curriculum software is web-based or device-agnostic where appropriate.			
Productivity Software	NoodleTools, Type to Learn, Max Toolbox, Atomic Learning	Maintain updated software packages or subscriptions to meet students' and teachers' needs	Maintain updated software packages or subscriptions to meet students' needs. Ensure all curriculum software is web-based or device-agnostic where appropriate.			
World Language Labs	Virtuoso - Language Lab Software		Upgrade to latest version - lab 2			Upgrade to latest version - lab 1
Personal Learning Plans	Naviance	Connect Naviance MS to HS, work with HS on possibility of emailing out transcripts		Provide additional training as needed for features such as portfolios in Naviance		

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Server						
Virtualization	Server virtualization provides high-availability to all network services	Virtualize core instructional applications (Blackboard, Destiny, Database, Web)	Maintain existing virtual machine, virtualize additional servers where appropriate, maintain 5 year server replacement cycle			
Content Resources						
Digital databases	Includes research databases such as Ebsco, Gale, World Book, Encyclopedia Britannica, and NYT; as well as multimedia databases such as Discovery Education, NBC Learn, and AP Images	Maintain useful databases that provide both still and video images, work with curriculum leaders to identify needs				
iCONN	State of Connecticut's online suite of databases	Expand district promotion of iCONN to include parents and the greater Westport community and provide feedback for additional resources needed to State				
Resources for Internet Safety lessons	Online lesson resources, websites, programs, and videos that provide information at developmentally appropriate levels that support the Internet Safety lessons.	Annually review resources used in Internet safety lessons to confirm they are still available, locate replacements if needed, train new teachers as needed.				
Resources for Social Skills and Development Guidance (e.g., scenario DVDs)	Online lesson resources, websites, programs, and videos that provide information at developmentally appropriate levels that support the social skills and developmental guidance curriculum.	Annually assist in the review of resources used in Social Skills and Developmental Guidance lessons to confirm they are still available, help locate replacements if needed. Pass along resources found at conferences, meetings, and in journals to appropriate teachers.				
Shared Drive Access	Enable students and staff access to shared drives from home	Maintain current system and begin migrating appropriate content to Google Docs/Drive	Evaluate appropriate access solutions based on file type			
Flash drives	Flash drives provide a cost-effective means for students to transport large files to and from school	Evaluate role and alternatives for large file storage				

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Web 2.0 Platforms	Web applications that facilitate collaboration and information sharing, such as wikis, blogs, and forums	Continue to utilize Web 2.0 technologies such as blogs, wikis, and newsgroups for teacher-teacher, teacher-student, and student-student communications, evaluate new technologies as they become available				
Digital Video Distribution System (DVDS), Partial	The current digital video distribution system allows schools without a coaxial cable infrastructure to distribute live video throughout the building.	Maintain existing digital video distribution system, expand as necessary				
Educational Software Systems						
eSchoolPlus (ESP)	eSchoolPlus is the District's student information system, a software platform which provides the authoritative student database, class scheduling and registration, and official record of assessments and grades.	Support HS in use of eSchool gradebook to publish to parents and students. Continue to work with user group on changes necessary for changes in state reporting requirements.		Re-evaluate eSchoolPlus and review other systems. Confirm to stay with or change systems.		
ESP Discipline Module	Area in eSchoolPlus that can collect information for state reporting.	Work with the principals on how best to use this module for state reporting and school climate.	Evaluate efficacy of module, research and implement new software solution if necessary.			
Destiny	Destiny is a library automation system which provides a single district-wide (unified) catalog of library resources	Review all patches and updates and install when timing is best.	Review use of features and reporting. Provide additional training if appropriate	Re-evaluate Destiny and review other systems. Confirm to stay with or change systems.		
Textbook Manager	Textbook manager integrates with Destiny and provides classroom textbook inventory management	Continue to bring additional courses and departments on-board with bar-coding and using Textbook Manager. Look at feasibility of athletics using this for uniforms, etc.				
Blackboard	Blackboard's learning management system provides a centralized platform for the dissemination of classroom content and student/teacher/parent interaction	Pilot possible replacement with one department, one team, one grade level	Summer prep and training on new learning management system, training materials for parents, rollout in fall for teachers and students	First year rollover, follow up training and adjustments	Ongoing training and incorporation of new features	

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
District Communication Platform						
District Websites	Maintain district-wide and school-specific web presence as a standard communication tool.	Move Staples to District platform	Move remaining schools from Bb to current platform, have additional pictures taken, train building webmasters		Maintain district web presence	
Blackboard Connect	Blackboard Connect enables the district to issue mass notifications to the community, through phone calls and email, for varied purposes including emergencies, inclement weather closings, and academic calendar events	Review all patches and updates and install when timing is best.	Re-evaluate Bb Connect and review other systems, migrate to new system if necessary.			
Video Streaming	Provides live streaming of SHS activities, including athletics and BOE meetings	Add archiving of BOE meetings.	Evaluate additional products and add features as necessary.			

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015

WPS - Draft Plan

ED 616

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

Published: November 2011
Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012
Submission to CSDE due June 15, 2012

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Commissioner of Education
Stefan Pryor

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Educational Technology Plan Approval Process

The CSDE and RESC Alliance have updated the Educational Technology Plan template to reflect school district needs and closely align to the National Educational Technology Plan. Please read the educational technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan (see Appendix B). Please follow the steps below so that your plan can be reviewed and approved. Your RESC contact is listed within the template and is ready to help you plan if you require assistance. Appendix A also has resources for you to use to help complete your Educational Technology Plan.

1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
3. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
4. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
    a. Cover Page (page 4)
    b. Technology Plan Preparation Check-Off (page 5)
    c. LEA Federal Grant Program Compliance Form (page 6)
    d. Children's Internet Protection Act (CIPA) Certification (page 18)
5. **Board of Education Approval:** Upon receipt of Superintendent/Director's signature, submit the plan to your local board for approval.
6. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatchetts Hill Road, Old Lyme, CT 06371.
7. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
8. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

** The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness and alignment with the template's requirements.*

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	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:	Westport Public Schools	
LEA Code:	158	
Educational Technology Plan Contact:	Natalie Carrignan	
Phone:	203-341-1217	
Fax:	203-341-1216	
E-mail:	ncarrignan@westport.k12.ct.us	
Address:	110 Myrtle Ave., Westport, CT 06880	
Name of Superintendent or Director:	Dr. Elliott Landon	
E-mail:	elandon@westport.k12.ct.us	
Signature of Superintendent or Director:	Elliott Landon	Date: April 4, 2012
Date Submitted to Board of Education:	May 21, 2012	
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:	Esther Goborski	Date: 4/9/12
RESC Recommendation for Approval:	(Yes) / No / Conditional – BOE Approval	Date: 4/9/12
CSDE Authorization:		Date:

Preparation Check-Off Page

The submitted plan has the following:

- [x] Cover Page
- [x] Educational Technology Plan Preparation Check-Off Page
- [x] LEA Federal Grant Program Compliance Form
- [x] LEA Profile
- [x] Educational Technology Planning Committee
- [x] Vision Statement
- [x] Needs Assessment
- [x] Goal 1
- [x] Goal 2
- [x] Goal 3
- [x] Goal 4
- [x] Goal 5
- [x] Children's Internet Protection Act (CIPA) Certification
- [ ] Optional Reporting* No

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

Natalie Cenon
Signature of Authorized LEA Agent

4/2/12
Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

Westport 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)

X
_____ Is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777].

_____ Will be CIPA compliant by this date. _____

X
_____ Has applied for E-Rate funding.

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: June 15, 2012

Certified by:

Elliott Landon
Signature of Superintendent or Director

April 4, 2012
Date

Dr. Elliott Landon
Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Westport 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?	431
How many of those students were considered technologically literate based on that evaluation?	431
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.	306.5
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	5
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.	328/387
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.	128/171

Policies

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

Online Assessments

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

- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- The students are grouped in clusters of no more than 30 and no less than 10 students.
- The students remain in their own school.

	Desktop/district provided laptops
The maximum number of Grade 4 students who could be accommodated under the above conditions.	150/424
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	35%/99%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	210/275
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	45%/60%
The maximum number of Grade 8 students who could be accommodated under these conditions.	210/275
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	46%/60%
The maximum number of Grade 10 students who could be accommodated under the above conditions.	175/472
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	38%/100%

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
Dr. Elliott Landon	Superintendent	Westport Public Schools
Lisbeth Comm	Director of Secondary Education	Curriculum Developers, 6-12 Administrators and Teachers
Cynthia Gilchrest	Director of Elementary Education	Curriculum Developers, K-5 Administrators and Teachers
Nancy Harris	Assistant Superintendent of Business	Business Operations, State Reporting, Administrative Technology
Natalie Carrignan	Director of Technology and District Testing Coordinator	K-12 Admin and Instructional Technology, Test Reporting and Analysis
Jenn Cirino	Coordinator of ITL	K-12 Teachers and Students
Jonathan Crosby	IT Operations Manager	Technology Department (Program and device management)
Jonathan Gryak	Senior Network Engineer	Technology Department (Infrastructure)
Sharon Silver	Information Systems Manager	Technology Department (Administrative Systems)
John Dodig	High School Principal	Staples High School
Kevin Cazetta	Assistant Principal	Greens Farms Elementary
Julia Roberts	Library Media Specialist	Staples High School/Library Media
Kris Szabo	Middle School Principal	Coleytown Middle School
Mark Mathias	BOE Member	Board of Education
President of Student Assembly (rotating)	President of Student Assembly (rotating)	Students
Jack DeWitt		Community Member/Parent
Jonathan Ewert		Community Member/Parent
Steve Halstead		Community Member
Ross Kudwitz		Community Member/Parent
Tom Manlin		Community Member
Michael Miller		Community Member/Parent
Nick Pissaro		Community Member

The Committee must:

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

The Strategic Technology Committee has been a standing committee for over 12 years. The committee meets annually to discuss progress on the goals outlined in the technology plan, to review the annual technology budget request, and to identify any emerging technology trends that should be explored. In addition to the Strategic Technology Committee, each school has an Information and Technology Literacy (ITL) committee that meets bi-monthly at a minimum. The ITL committee conducts building-based needs assessments of teachers through surveys, interviews, and professional development programs. Each committee also includes an administrator who can provide data on teachers' needs from classroom observations. Each building committee sends at least two representatives to the district Technology Steering Committee which meets three times a year to share progress, best practices, and provide input into the goal setting process. Several staff members serve on all three committees and act as liaisons to ensure communication and alignment between the groups. A student ITL committee is in its fourth year at the high school. A member from the building ITL committee and the district ITL Coordinator are part of the student committee and they bring the student concerns and ideas back to the district Technology Steering Committee. The liaisons also bring specific questions to the students for their feedback.

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.

Westport 2025: Meeting the Global Challenge mission statement - To prepare all students to reach their potential as leaders and innovators as well as life-long learners and contributors to our global community.

The district mission in terms of technology is to support the development and delivery of the district curricula, to provide means for which all students gain a deep understanding of the curricula, and to support the implementation of the Westport 2025 initiative.

Needs Assessment

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

As part of the preparation for writing the technology plan a survey was sent to all teachers and administrators to better understand the districts' current needs and to reflect upon our accomplishments. Several focus groups were convened as a follow-up to the survey. The groups identified several curriculum strengths and weaknesses and provided many suggestions on ways to use technology to address our weaknesses. Finally, a sub-committee of the Strategic Technology Committee met for a series of meetings to discuss how the district may need to change its infrastructure; and how it might utilize digital textbooks, mobile devices, and emerging tools to support curriculum, instruction, learning, and assessment.

Curriculum Integration

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

The Westport Public Schools is a strong school system in terms of curriculum development and technology integration. In 2011 the district began an initiative to bring further depth into the curriculum with a strong focus on the 21st century skills of critical thinking, creative thinking, communication, and global awareness. The initiative is entitled Westport 2025: Meeting the Global Challenge. As part of this initiative the district partnered with Columbia University Teacher's College to develop a "Critical Lens" to use when teachers collaborate on unit development and review. In terms of individual lessons and student work the district is focusing on two sets of strategies whereby students capture their thinking in a visual way and take time to reflect both on their new content learning and on their personal learning

process. The main text resources being used are "Making Thinking Visible" by Richhart, Church, and Morrison and "The Big Think" by Loertcher. One of the challenges in the next year is to continue the implementation of the Westport 2025 initiative so that the "Critical Lens" and thinking strategies are consistently used throughout all grades and all departments. This challenge has been given to a task force that is led by the Director of Secondary Education. Another challenge facing the district is how to *assess* these 21st century skills.

The district continues to align its curriculum to the Common Core standards. It has updated its curriculum review cycle to be one of continuous improvement rather than a rigid 5-year cycle. One of the teachers' requests is to have immediate access to student data in order to make better instructional decisions. Teachers have also requested an easier and less timely manner in which to collect data. Curriculum leaders have requested the ability to analyze the district curriculum in a more systemic and visual manner to facilitate the identification of curriculum strengths and weaknesses. They also desire a way to immediately display updated curriculum to parents and the greater Westport Community. To that end the district will be implementing two web based programs to meet these requests.

The survey respondents and focus groups mentioned specific examples of ways in which teachers are using technology in the classroom such as:

- Interactive Smartboard lessons
- Digital simulations
- Data collection and analysis
- Building of tutorials by teachers and students for students
- Intra-district distance learning opportunities
- Videos and online programs to "flip" the classroom
- Published elementary science and social skills curriculum units in Blackboard

In addition, the groups mentioned the work that the ITL Coordinator has done to highlight best practices of integration through the ITL webpage and wiki, the building level ITL committee wikis, and the ITL blog.

In terms of specific ways in which students are using technology in the classroom, the survey respondents and focus groups mentioned:

- Collaborative writing
- Real-time data collection and analysis
- Extension and relearning of skills
- Video creation
- Online research
- Resource evaluation
- Interactive presentations and digital storytelling

While small strides have been made in using technology to support instruction in small groups, further growth is required. This should include multiple forms of differentiation and individual enrichment or reinforcement of skills. Another area for growth is in helping students, especially at the elementary level, apply the skills learned through the ITL curriculum to multiple projects. As the district continues with Westport 2025 the same care needs to be taken to ensure students can generalize and then apply the 21st century skills learned in multiple instances and disciplines.

Finally, the district continues in its quest to determine the best way to support students in using their own devices within school and in having access to all curriculum resources from home. Over the last three years the tech staff and teachers have found several solutions to allow students to participate in class using their own equipment, albeit in a modified way at times. Students are now able to print from their own computers after authenticating to the network. Several teachers provide students with assistance at the high school level on a daily basis as long as coverage allows. Students can now more easily connect their own computers for presentations to the projector systems in the high school English and social

studies classrooms. They can also connect to their district network drive and to their school's network shares from their personal laptops at school or from home.

The next steps in this plan include:

- Moving the district to its own instance of Google Apps for Educators so all students will be able to compose online on any device they have, and teachers and students will be able to collaborate in real time.
- Identifying curriculum resources that need to be moved from a machine-based install or Flash-based model to a platform-agnostic program or alternative if equivalent in quality.
- Monitoring, piloting, and purchasing e-books, either basal or trade, or e-library collections when they align with the district curriculum and are available to all students on all device platforms.
- Providing full access to the curriculum and curriculum resources to students 24/7 no matter the financial need.

The district level ITL Steering Committee will assess implementation progress in all schools.

Professional Development

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

The district offers professional development activities at both the district and building level. The activities occur before school, after school, and as part of department or faculty meetings. The district provides opportunities for staff to request and develop professional development opportunities based on individual needs at the school and department level. Administrators continually provide feedback on professional development needs, as well, based on their involvement with the Professional Development and Evaluation Process (PDEP). The Coordinator of Information and Technology Literacy then works closely with principals and department chairs to develop additional district wide technology integration training. For example, workshops have been offered to train teachers on the research process and online programs that support students in their project-based learning (PBL) units at the middle school.

During the 2011-2012 school year the train-the-trainer model was used successfully to introduce staff to newly implemented features of the learning management. The district also invested in Atomic Learning, which provides teachers, administrators, and all other staff access to hundreds of hours of tutorial training on a majority of the programs the district uses. Many staff used this as a resource when Office 2010 was rolled out to a number of administrative offices. Other training offered included a six-hour orientation program for new teachers, differentiated workshops on usage of Smartboards, QR codes, Infographics, and new Web 2.0 tools such Fotoflicker.

The focus groups did identify several professional development needs for the next three years. Both teachers and administrators stressed the need for as much time as possible within workshops for hands-on activities that allow for exploration and experimentation. Workshops need to be structured so that the technology tools are seen in a deeper relationship to the curriculum, Westport 2025, and outlined 21st century skills. Many requested that the instructional and administrative offerings be differentiated by district role and skill level, and to be given more choice in which offerings to participate. The focus groups reemphasized how important it is for administrators to have more training on the instructional resources such as Teacher Access Center and Blackboard. One other need uncovered is for a reintroduction of several professional development programs that were offered a couple of years ago in order to reacquaint teachers with many of the still relevant programs and Web 2.0 tools that are in the district.

PD evaluations as well as classroom observations and goal reflections are used to determine the successfulness of the workshops given.

Equitable Use of Educational Technology

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

By consistently maintaining a four to five year computer replacement cycle, students and staff have equitable access to a majority of technology at all schools in the district. It is important to note that teachers and students do not necessarily have access to equipment for as long or as often as they would like. Please see the grid below for details. The district has continued to operate its home computer loan program for students who demonstrate financial need. The next challenge is to provide them with internet access, if needed, as more resources and books are moved online and 24/7 access becomes essential to fully participate in and produce work for class.

Assistive technology tools are provided by Pupil Personnel Services (PPS) for all students as needed. The latest tool to be of great use is the iPad. It is replacing many of the district's augmented communication devices. The PPS staff pilot many different assistive technology devices including iPads and small laptops with students with needs other than, or in addition to, augmented communication. The challenge over the next three years will be finding an easier way to manage applications on devices such as iPads across many buildings and with various individualized settings.

Survey respondents noted the need for more equipment in all buildings, specifically Computers on Wheels (COW) carts to allow more students at each grade level or team to have concurrent access to resources during the same unit of study as their peers. They cited the need for Smartboards in every classroom, *including* special area and special education classrooms, to ensure the equitable delivery of instruction to every student in all subjects.

The only manner in which to guarantee students and teachers have the same amount of access to resources, in terms of time, is to move to a 1-to-1 model. Teachers need to have access to the same equipment and programs as students so they understand how to make full use of them in their classes. Due to funding constraints the district will need to rely on parents providing their children with their own devices to bring to school. The district will need to provide guidance to parents as to which devices will display and work with the curriculum resources and applications purchased by the district.

As more students bring in their own devices new challenges will arise. Every student will need a way in which to submit assignments either through print or electronically, the format of which will be device and application dependent. By standardizing on using web-based programs, all students will be able to complete a project in a very similar, if not precisely equal, manner. Any new programs that the district chooses to use should be developed in HTML 5 to offer the widest range of device compatibility.

The variability in speed, quality, and capability of student devices will engender an uneven playing field. Students may also have greater familiarity and functionality with their self-chosen local programs than others. Because some of the students' devices will simply be "better" than school provide equipment for the sole reason that they are personal devices and not restrained by technical settings that ensure security and reliability in an enterprise environment, their devices will be faster and allow them more minutes a day on their device than someone who borrows a school device. By choosing the lightest, yet reliable, security protocols and desktop settings and keeping the operating system and browser software up-to-date, time can be regained. Finally, access to consistent power sources throughout the day will remain a need until device batteries can last more than six hours.

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	Have access to computers and network resources from their offices. Have VPN option to access network resources from home. Have access to all district web-based resources at home and at school. Have access to computers/Internet from classrooms.
Teachers (preschool)	Have access to computers from their classrooms and can access their personal network drive and all shared drives and dropboxes from home as well as any district web based resource.
Teachers	All teachers have access to computers and network resources in their classrooms and at the high school teachers have access from their offices. All have access to their personal network drive and all shared drives and dropboxes from home as well as any district web-based resource.
Noncertified staff	Access from classrooms and common areas. Access to most district web-based resources.

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)	One or two computers per classroom. Trialing iPads for students with special needs.
Students (elementary)	Three to four computers in each classroom. One to two computer labs in each school. Three to four mobile laptop carts in each school. Fifteen to twenty-five computers in the Library Media Center. All can access their personal network drive and all shared drives and dropboxes from home as well as any district web-based resources.
Students (middle school)	One to two computers in classrooms. At least three computer labs in each school. Twenty computers in each Library Media Center. Each school has a digital music lab. All can access their personal network drive and all shared drives and dropboxes from home as well as any district web-based resource. Limited supervised access after school.
Students (high school)	Two computer labs. Laptop computers on carts. Library Media Center with thirty desktops and fifty laptops; two World Language labs, one Art and Design lab, and one Digital Music lab. All can access their personal network drive and all shared drives and dropboxes from home as well as any district web-based resource. Students who bring laptops in from home can access the limited guest network in school and can print to network printers. .
Students (with disabilities)	Access to appropriate hardware and software in classrooms. Access to computers and assistive devices in resource rooms. . All can access their personal network drive and all shared drives and dropboxes from home as well as any district web-based resource. Depending on the student, some have their own iPad or small notebook.

Infrastructure and Telecommunications

- When evaluating your needs, consider:
    - the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;

- the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
- how E-Rate has allowed the district to improve or increase its technology infrastructure.

The wide area network (WAN) of the Westport Public Schools exhibits a partially connected mesh topology. Three pairs of schools, Coleytown Elementary and Coleytown Middle, Saugatuck Elementary and King's Highway, and Bedford Middle School and Staples High School, are connected by private 10 Gbps fiber links and considered campuses. Dark fiber provides a 10 Gbps connection between each campus and single school to either Staples High School or Town Hall, both of which have connections to the Connecticut Education Network (CEN). Staples High School and Town Hall are connected at 10 Gbps though a dark fiber connection to each site from the Westport Fire Department, a 1 Gbps virtual circuit provided by CEN, and a 1 Gbps path through the Town of Westport's fiber optic network. All locations except Bedford Middle, Long Lots Elementary, and Greens Farms Elementary have multiple WAN connections. HP 5400zl series layer 4 switches, one pair at Staples and Town Hall each, are dedicated to WAN traffic routing. By utilizing the routing protocol BGP, inbound and outbound internet access is automatically load-balanced across both CEN connections. CEN is currently our sole internet service provider, and was recently upgraded, providing additional Internet bandwidth. As the use of internet-based instructional applications continues to increase, an additional ISP will be required to minimize instructional downtime, as will additional WAN connections for the aforementioned locations. The WAN is also used to provide VoIP phone service to all school locations.

The local area network (LAN) at each school or campus consists of multiple network closets connected via 1, 2, or 10 Gbps fiber connections. Network cabling varies, with a mixture of Category 5, 5e, and 6. The majority of devices connect to the LAN at 100 Mbps. Routing for each LAN is handled by a HP 5400zl series Layer 4 switch.

Building-wide wireless local area networks (WLANs) are available at all buildings except at Coleytown Elementary and King's Highway, which are expected to be installed in the 2013-2014 school year. Ubiquitous wireless access is essential to achieving our goal of enabling all students and staff to utilize their own devices for instructional purpose. All WLANs except for Staples High School's are dual-band 802.11n-based networks. As high school staff and students continue to utilize more wireless devices concurrently, the Staples High School wireless network, based on the older 802.11g technology, will need to be upgraded.

All schools have video distributions systems (VDSs), providing the means to encode, distribute, and decode video streams throughout each building. All schools have an analog VDS except for Coleytown Elementary, Long Lots, and King's Highway, which utilize a multicast-based digital VDS. Video broadcast using analog VDSs is viewable only within each building, whereas video broadcast using the digital VDS is viewable from any building in the district. Staples High School has both an analog and digital VDS, as well as a live video stream available via the school's website. As part of the CEN upgrade, we anticipate the ability to stream high-definition video to and from Internet2 and to other districts through CEN, allowing for distance learning opportunities and access to rich video resources for instruction.

With the utilization of CEN for internet access and VoIP for phone service, E-Rate provides limited funds towards district telecommunication costs and infrastructure maintenance, which are primarily funded by local appropriations.

Administrative Needs

- When evaluating your needs, consider:
  - how do administrative (certified and noncertified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and recordkeeping; and
  - the professional development opportunities that are available to administrative staff.

The use of administrative applications permeates all areas of management including student information, maintenance, report cards, finance, personnel, nursing, testing and good services. These programs involve all certified and non-certified staff in one way or another. Report cards are provided to K-12 parents electronically as are all interim progress reports. Middle school students, along with their parents, are able to choose their music and language electives online, reducing the overhead of middle school scheduling. Many of the internal state reporting structures have been refined through processes added to and data uploaded to the student information system. Administrators continue to use the emergency communication system (Blackboard Connect) to send out notices and reminders to parents via email and phone messages. Training is available for new administrators and staff members as needed. All personnel have access to the tutorials on Atomic Learning for just in time training as well.

Over the last three years the district has increased the types of data collected on students. More electronic reports have been written for school personnel for use during grade level and department meetings. The building based Response to Intervention (RTI) teams have methodically rolled out Aimsweb as one method to collect and share student progress. They have also created many spreadsheets with which teachers can aggregate student data. As the types of collected data increase there is a greater need to automate the process. Teachers must be able to run their own reports by class and by individual student and not be dependent on a central data person. As mentioned in the Curriculum and Instruction Needs Assessment, teachers are requesting immediate access to student data in order to make better instructional decisions. Administrators have requested the same access, as well as training on data teams and report creation.

Curriculum leaders have requested the ability to analyze the district curriculum in a more systemic and visual manner to facilitate the identification of curriculum strengths and weaknesses. They also desire a way to immediately display updated curriculum to parents and the greater Westport Community. Training has begun, lead by the two NEASC chairs, on how to best create curriculum mapping templates and how to use the curriculum mapping software.

Administrators have taken an active role in training around Westport 2025. The district has developed a specific Leadership Institute for the summer of 2012 in response to requests for more administrative professional development around 21st century skills. Many administrators will be leading building based Westport 2025 committees beginning in the fall of 2012.

Teachers and students have long since had access to their personal network drives from the school wireless networks and from home. As technology is becoming more sophisticated and a level of security equivalent to the wired network can be maintained in other mediums, access to administrative data needs to increase. By having access to administrative data wirelessly, administrators will be able to access student data more quickly and at any time throughout the school, thereby enabling equal participation in all instructional meetings throughout the school day. And by having access to their personal drives from home they will have the same continuity of access to resources as students and teachers.

The focus groups highlighted some very specific needs to address in the next three years. Administrators need greater access at seeing what teachers, students, and parents see in instructional programs. They need more extensive training in these programs as well as administrative programs. As with teachers, the training and support needs to be differentiated as the abilities and needs are varied.

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
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 Educational 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?
Continue to work towards meeting the goals of the Westport 2025: Meeting the Global Challenge district initiative	Directors of Elementary and Secondary Education, Westport 2025 Core Committee and Task Force	Ongoing	Task Force minutes Faculty meeting agendas PD evaluations
Embed 21st century skills into all content area standards to enhance learning, increase collaboration, innovation, communication, problem solving and creativity.	Directors of Elementary and Secondary Education, Westport 2025 Task Force	Ongoing	Curriculum maps Units of study Student work Class assessments
Share 21st century best practices (e.g. Atlas)	Directors of Elementary and Secondary Education, Department Chairs, Director of Technology	Ongoing	Quality and quantity of units of study and curriculum maps
Continue to train teachers on how to use the district's Critical Lens to prepare and analyze units of study with respect to 21st century skills	Directors of Elementary and Secondary Education Westport 2025 Task Force Department Chairs Curriculum Coordinators	Ongoing	PD agendas and evaluations Grade level and department meeting minutes Units of study
Refine current and develop additional project-based learning opportunities for students that focus on solving problems or challenges while collaborating digitally with a global audience	Directors of Elementary and Secondary Education, Department Chairs	Ongoing (annual projects currently exist at the middle school level) Expansion at the elementary level estimated for 2014	Project design and presentations Quantity and frequency of projects Quality and frequency of audience participation
Continue to review and revise curricula to integrate	Directors of Elementary and Secondary Education,	Based upon the district curriculum revision cycle	Curriculum goals and objectives

technology in ways that advance student understanding and achievement.	Department Chairs Curriculum Coordinators Director of Technology		Student work Class assessments
Provide an online student success plan for every student that includes goals for social, emotional, physical and academic growth and allows for dynamic sharing, enabling timely and effective communication (i.e., Naviance)	Directors of Secondary Education and Pupil Personnel Services, Guidance Department Chair, Manager of Information Systems	July 1, 2013	Program is up and running
Develop an electronic reflective portfolio for sixth-twelfth graders that is connected to student success plans, managed by each individual student, and easily accessible to the student's learning team (teachers, parents, experts, mentors, etc.).	Director of Secondary Education, Department Chairs, Guidance Counselors, Director of Technology	July 1, 2014	Program is up and running
Refine methods of assessing students in technology literacy based on state and national standards	Director of Technology, Middle School Principals	October 1, 2012	Students are assessed in the spring in new manner
Encourage students to use available assessment data to reflect and set learning goals	Building Administrators, Department Chairs, Curriculum Coordinators, Teachers	Ongoing	Students can respond independently to questions regarding their individual learning goals
Expand ways to use technology to extend learning opportunities outside of the typical school day	Department Chairs; Directors of Elementary, Secondary Education, and Technology; Operations Manager	Ongoing	Student participation in activities and lessons after school
Continue to employ resources that support Science, Technology, Engineering, and Mathematics (STEM) initiatives (e.g., Discovery Education Science and Streaming) and their partnerships with science institutions (e.g., Siemens)	Directors of Elementary and Secondary Education, K-12 Science and Math Curriculum Coordinators/ Department Chairs, Computer Science Teachers, Coordinator of Tech Ed, Director of Technology	July 1, 2012	STEM objectives and content are specifically identified as are any needs for additional courses. New courses presented to BOE in spring
Expand STEM into STEAM Science, Technology, Engineering, Art, and	Directors of Elementary and Secondary Education, K-12 Science, Math, and Fine Arts	July 1, 2012	STEAM objectives and content are specifically identified as are any needs

Mathematics initiative)	Curriculum Coordinators/ Department Chairs, Computer Science Teachers, Coordinator of Tech Ed, Director of Technology		for additional courses. New courses presented to BOE in spring
Continue to evaluate the use of online collaborative tools (e.g., Relative Advantages)	ITL Coordinator ITL Staff and Committee Members Department Chairs	Ongoing	Quantity of tools and evaluations in district online resource center
Continue to promote online learning opportunities for all staff and students (i.e., Atomic Learning)	ITL Coordinator ITL Staff and Committee Members Department Chairs Teachers	Ongoing	Training reports
Continue to utilize online resources to collaborate and communicate in a global society and encourage classroom global collaborative projects.	ITL Coordinator Department Chairs ITL Staff and Committee Members	Ongoing	Units of study Specific lesson plans Student work
Collaborate with teachers to ensure that instructional technology enhances learning	ITL Coordinator Department Chairs Curriculum Coordinators Director of Technology	Ongoing	Collect data and stakeholder responses concerning the use of technologies for improving and assessing academics
Vork with teachers on evaluating a BYOD model and how to adapt their presentation materials to take advantage of it	ITL Coordinator Operation Manager Director of Technology	Ongoing	Observation of teachers Student and teacher feedback

Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
2.0 Assessment: Measure What Matters *At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.*	*Goal 2: Assessment* *At all levels, our education system 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 Educational 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?
Continue to use technology to collect meaningful assessment data that informs instruction (e.g., Aimsweb, Inform, Blackboard, CTReports)	Literacy/Math Coordinator; RTI, Literacy, and Math Committees; Directors of Elementary and Secondary Education and Technology	Ongoing	Quantity of and use of data collected RTI, etc meeting agendas Grade level and department meeting agendas
Continue to provide training or teachers and administrators on proper data collection	Literacy/Math Coordinator Director of Technology	Ongoing	Data entered is usable in reports
Continue to provide teachers and administrators support in learning how to use technology-based assessments and data systems to improve instructional practices (e.g., Aimsweb, Inform, eSchool)	Directors of Elementary and Secondary Education Literacy/Math Coordinator Director of Technology	Ongoing	Usage reports RTI, etc meeting agendas Grade level and department meeting agendas
Continue to provide support for teachers and administrators in analyzing multiple data points to make individualized instructional support plans	Literacy/Math Coordinator; RTI, Literacy, and Math Committees; Directors of Elementary and Secondary Education and Technology	Ongoing	Usage reports RTI, etc meeting agendas Grade level and department meeting agendas
Continue to expand use of project-based, technology-enhanced assessments employ rubrics, exemplars, and non-traditional questioning strategies.	Directors of Elementary and Secondary Education Department Chairs Literacy/Math Coordinator ITL Coordinator	Ongoing	Quantity of assessments and assessment materials
Continue to explore scientifically-based,	Literacy/Math Coordinator; RTI, Literacy, and Math	Ongoing	RTI, etc meeting agendas

research-supported assessments using technology (e.g. Aimsweb)	Committees; Directors of Elementary and Secondary Education and Technology		
Continue to support parent portal for viewing assessments and report cards online (i.e., Home Access Center)	Manager of Information Systems Director of Technology	Ongoing	Uptime of portal and usage reports
Expand parent portal to publish teachers' gradebooks for grades 6-12 to both parents and students	Building Principals Department Chairs Manager of Information Systems Director of Technology	July 1, 2012	Gradebooks are available
Explore and pilot using gaming technologies, simulations, and collaborative environments for assessment (e.g., universal design, assistive technology, etc.)	Directors of Elementary and Secondary Education Department Chairs ITL Coordinator ITL Staff and Committee Members	Ongoing	ITL PD agendas, department meeting agendas, Steering Committee minutes, lesson plans, Department meeting agendas, students assessments
Continue to update and enforce practices, policies, and regulations to ensure privacy and information protection	Superintendent Director of Human Resources Assistant Superintendent of Business	Annual updates, ongoing enforcement	Policies are followed No issues are recorded
Continue to update and use district policies that provide guidance to district staff about electronic communication and social networking in relation to privacy, information protection, and acceptable use	Superintendent Director of Human Resources Assistant Superintendent of Business Director of Technology	Tri-annual updates, annual review during a fall faculty meeting	Policies are followed No issues are recorded

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational 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 Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?	

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?
Continue to provide sustainable professional development which furnishes educators with the skills and knowledge to esign learning experiences for students in a 21st century classroom	Directors of Elementary and Secondary Education Professional Development Committee Westport 2025 Task Force	Ongoing	PD descriptions PD attendance reports Units of Study Class lessons
Leverage public/private/nonprofit partnerships to join learning communities focused on technology integration strategies and the development of teachers' and administrators' 21st century skills. (e.g., Teacher's College)	Superintendent Directors of Elementary and Secondary Education Westport 2025 Core Committee Director of Technology	Ongoing	Deliverables from the partnerships PD descriptions Units of Study Class Lessons
Develop district level goals that support the use of technology and are reflected in district, building, administrative and teacher professional development goals and classroom lesson plans	Superintendent Board of Education Directors of Elementary and Secondary Education Supervisors Professional Development Committee	Annually	The goals reflect use of technology
Continue to align professional development activities to district/building standards and/or goals	Directors of Elementary and Secondary Education Building Principals Professional Development	Annually	PD activities can easily be matched to which standard or goal that is being addressed

(e.g., ISTE NETS, NSDC Professional Development Standards, cyber bullying legislation, etc.)	Committee		
Continue to allow access to professional online learning communities that are not inhibited by the district content filter (i.e., Fortiguard)	Senior Network Engineer Director of Technology	Ongoing	All requested website are either open or unblocked as soon as requested.
Assure district Teacher Education and Mentoring (TEAM) plans support the development of initial educators into practitioners who use technology to improve learning, assessment, and instructional practice	Building Principals Supervisors Director of Human Resources	Annually	Analyze plans for descriptions of support and/or accomplishments
Ensure that staff is ready to use, maintain and improve skills for both professional and teaching technologies that support teaching and learning	ITL Coordinator Department Chairs Director of Technology	Ongoing	Staff meetings Formal and informal observations Staff surveys
Provide Continuing Education Unit (CEU) activities that can be shared through webinars or the district learning management system (e.g., Atomic Learning, Blackboard)	ITL Coordinator Director of Technology	August 1, 2012	PD proposals and attendance logs
Provide training to increase competency of teachers and administrators in the National Educational Technology Standards for Teachers (NETS-T) and National Educational Technology Standards for Administrators (NETS-A) and AASL standards.	ITL Coordinator Director of Technology	July 1, 2012	PD proposals and attendance logs Staff surveys
Participate in professional development and utilize resources, such as Discovery Education, iConn, Verizon Thinkfinity, provided by the tate Department of Education	ITL Coordinator ITL Staff and Committee Members Department Chairs Director of Technology	Participation as available	Attendance receipts Usage logs

Update and expand the bank of experts willing to volunteer their time and expertise as classroom resources (e.g., Staples LMS program)	ITL Staff Department Chairs	Ongoing	Quantity of names in database End of year survey on who volunteered
Identify community resources that allow students and educators to have connectivity 24/7	Director of Technology Senior Network Engineer Operations Manager in coordination with Town IT	September 1, 2012	Resources are confirmed as having access or plans are made to bring access to that community resource.
Identify learning resources that can be shared across districts	Director of Technology Department Chairs	October 1, 2012	Usage logs Department meeting agendas
Continue to maintain online resources which include models, sites to visit, conferences, and online PD opportunities. (e.g., ITL tab, Contemporary Literacy Blackboard class)	ITL Coordinator	Ongoing	Uptime of site Conference attendance Site hits Formal and informal observations of use of resources
Support PD by creating times and/or physical/virtual spaces where the staff can collaborate and share	ITL coordinator Professional Development Committee	Ongoing	PD proposal details Documentation of sharing and collaboration
Include a plan of action for adequate planning and implementation and provide a safety net for innovators.	Strategic Technology Committee ITL Steering Committee Building Principals	Annually in September, followed by October budget preparation to support plan	Technology plan is implemented Experimentation by teachers is shared Budget follows plan

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 in-building wireless networks	Senior Network Engineer	Ongoing	Collect usage and bandwidth statistics, expand or upgrade as required
Upgrade wireless network at Staples High School	Senior Network Engineer	September 1, 2012	Verify access upon completion
Install new wireless networks at Coleytown Elementary School and Kings Highway School	Director of Technology (funding) Senior Network Engineer (installation)	September 1, 2013	Verify access upon completion
Identify additional areas within Westport to expand public Wi-Fi access	Director of Technology, Town Department of IT, Office of First Selectman	December 31, 2012	Survey both educational and non-educational Town constituencies
Maintain public Wi-Fi access at existing locations throughout Westport	In cooperation with Town Department of IT	Ongoing	Collect usage and bandwidth statistics
Explore new products to provide better management and security for wireless personal devices	Director of Technology Senior Network Engineer	September 1, 2013	Evaluate available software and hardware solutions, budget for year 2013-2014 as necessary
Provide broadband access to all students with a demonstrated need through current cellular service provider (e.g. , USB Modems)	Director of Technology Superintendent of Schools (policy modification)	September 1, 2012	Use USDA IEG as baseline to identify students, social workers confirm need is met
Continue providing computers for home use to all students with a demonstrated need	Director of Technology	Ongoing	Use USDA IEG as baseline to identify students, social workers confirm need is met
Maintain internal Internet filtering to meet CIPA	Director of Technology Senior Network Engineer	Ongoing	Filtering purchased on yearly basis, online request

requirements and ensure filtering flexibility			system used to monitor filtering performance and to initiate corrective actions as necessary
Continue providing parental access to student achievement through web-based system (e.g., Home Access Center)	Manager of Information Systems	Ongoing	Types of requests put into parent helpdesk
Maintain web presence of District, providing calendars, budgeting information, and live streaming of meetings	Director of Technology Executive Assistant of Superintendent	Ongoing	Use surveys to gauge effectiveness of District web presence
Maintain web-based learning management system (e.g., Blackboard)	Director of Technology Operations Manager ITL Coordinator	Ongoing	Continue to evaluate new systems to find best solution for all stakeholders
Utilize Mass Notification System to disseminate timely information to parents and community members (e.g., Blackboard Connect)	Manager of Information Systems, Superintendent, Principals	Ongoing	Use surveys to gauge effectiveness and desirability of this phone and email based communications tool, monitor parent helpdesk calls
Maintain existing computer hardware replacement cycle: Desktops - 5 Years Laptops (K-5) - 4 Years Laptops (6-12) - 3 Years	Director of Technology	Ongoing	Utilize current inventory to ensure adherence to replacement cycle
Maintain networking equipment replacement cycle - 7 Years	Director of Technology	Ongoing	Utilize current inventory to ensure adherence to replacement cycle
Maintain server replacement cycle - 5 Years	Director of Technology	Ongoing	Utilize current inventory to ensure adherence to replacement cycle
Maintain classroom equipment replacement cycle: Interactive whiteboards - 5-7 Years Projectors: 5 Years	Director of Technology	Ongoing	Consult with department heads on annual basis to ensure appropriate resources are allocated to meet curriculum needs
Devise plan to reduce printing needs	Director of Technology, School Administrators	December 1, 2013	Monitor number of print copies made
Maintain hardware and software inventory	Director of Technology Technicians	Ongoing	Continuously updated
Maintain Redundant Bi-Directional Internet Access 'Networking equipment to provide redundancy is	Director of Technology Senior Network Engineer	Ongoing	Utilize current inventory to determine equipment needed, monitor uptime of system for effectiveness

included in replacement cycle)			
Maintain Intranet Redundancy (Networking equipment to provide redundancy is included in replacement cycle)	Director of Technology Senior Network Engineer	Ongoing	Utilize current inventory to determine equipment needed, monitor uptime of system for effectiveness
Virtualize remaining critical systems to achieve high-availability for all educational and business services	Director of Technology Senior Network Engineer Operations Manager	December 1, 2012	Project complete when remaining servers are virtualized and clustered
Bandwidth Monitoring	Senior Network Engineer	Ongoing	Bandwidth monitored continuously, long term trends are used to determine additional bandwidth requirements
Provide secure, web-based access to home directories and shared resources to all teachers and students	Operations Manager Senior Network Engineer	Ongoing	Continue to evaluate new products and request user feedback to ensure needs are being met
Provide secure VPN access to sensitive data to all administrators	Senior Network Engineer	Ongoing	Monitor usage and budget for additional capacity as necessary
Maintain web-based access to student information system for all teachers and staff (i.e., eSchoolPlus)	Manager of Information Systems Senior Network Engineer	Ongoing	Monitor uptime and service requests
Expand use of individualized, self-paced programs for student assistance in core competencies (e.g. Lexia, IXL)	Director of Technology, Directors of Elementary and Secondary Education	June 30, 2013	Monitor usages reports and student progress
Continue using report generation system within student information system to provide teachers and administrators with routine data (i.e., eSchoolPlus)	Director of Technology, Department Chairs, Directors of Elementary and Secondary Education, Manager of Information Systems	Ongoing	Monitor requests for data through helpdesk system
Deploy the data reporting system Inform to empower teachers and administrators to utilize student data to drive changes in instruction in real time	Director of Technology Coordinator of Literacy/ Math, Directors of Elementary and Secondary Education, Manager of Information Systems	December 31, 2012	Examine in-program usage statistics to determine utilization rates of staff, correlate with student progress
Provide students access to guidance system to enable self-assessment of standardized test results	Manager of Information Systems, Staples Guidance Department Chair	December 31, 2012	Monitor student and parent usage of program

and assist in college preparation (i.e., Naviance)			
Expand role of tablets in assistive technology where cost or instructional efficacies can be achieved	Directors of Technology, Primary, Secondary and Special Education	June 30, 2014	Monitor long-term student progress and cost savings
Provide teachers with the necessary tools and training to record lessons and distribute online (e.g., Atlas, Atomic Learning)	Director of Technology ITL Coordinator	June 30, 2014	Monitor number and quality of lessons posted and use of lessons by other teachers
Implement Google Apps for Education to provide students, teachers, and administrators real-time collaborative tools	Director of Technology Operations Manager ITL Coordinator	July 1, 2012	All teachers and students 3-12 will have active accounts by the end date
Review instructional software utilization and efficacy	Director of Technology, Directors of Primary and Secondary Education	Annually in September	Performed on an annual basis during budget preparation, software budge modified accordingly
Redefine minimum instructional technology needed (i.e. classroom equipment) as an emergent property of curriculum	Director of Technology, Directors of Primary and Secondary Education, Strategic Technology Committee (STG)	July 1, 2012	Initial plan to be implemented by start of next school year, monthly review process will be implemented, annual review by STG
Develop multi-year plan to transition to bring your own device (BYOD) instructional technology model as required by curriculum	Director of Technology, Directors of Primary and Secondary Education, Strategic Technology Committee (STG)	July 1, 2012	Initial plan to be implemented by start of next school year, monthly review process will be implemented, annual review by STG
Continue to utilize state-provided research tools such as iCONN	Director of Technology ITL Coordinator	Ongoing	Promote utilization through ITL steering committees and monitor usage through surveys
Implement multicast connect to Internet2 via CEN to access digital video resources and enable distance learning opportunities	Director of Technology Senior Network Engineer Department Chairs Directors of Elementary and Secondary Education	December 31, 2012	Dependent upon progress of CEN upgrade project
Continue to utilize on-demand video resources such as Skype, uStream, and YouTube for inter-district student collaboration and communication	Director of Technology ITL Coordinator Department Chairs	Ongoing	Record number of sessions where technology was utilized
Continue to utilize Web 2.0 technologies such as blogs,	Director of Technology ITL Coordinator	Ongoing	Monitor usage of tools

wikis, and newsgroups for teacher-teacher, teacher-student, and student-student communications			
Continue providing centralized access to internal, open, and subscription research resources through web-based library automation system	Director of Technology ITL Coordinator	Ongoing	Usage reports
Maintain adequate technician staffing levels to ensure timely maintenance of all end-user equipment	Director of Technology	Ongoing	Monitor service calls, time to completion, and helpdesk activity
Maintain adequate technical support staffing levels to ensure IT infrastructure operability	Director of Technology	Ongoing	Monitor service calls, time to completion, system uptime, and helpdesk activity
Maintain staffing necessary to meet the needs of data collection and state reporting	Director of Technology	Ongoing	Monitor service calls, time to completion, completion of state reports, and helpdesk activity
Maintain staffing necessary to assist with the integration of technology into the curriculum	Director of Technology	Ongoing	Monitor teacher request for assistance, attendance at PD sessions, and helpdesk activity
Utilize per-building technology teachers, ITL chairs, and library media specialists to assist teachers in technology integration	Director of Technology ITL Coordinator, Building Administrators, Department Chairs	Ongoing	Monitor PD sessions offered and helpdesk activity, ITL and faculty meeting agendas
Utilize per-building ITL steering committees to provide professional development as it pertains to technology integration	Director of Technology ITL Coordinator	Ongoing	ITL and faculty meeting agendas
Promote the use of online PD tutorials for self-driven professional development in technology (e.g., Atomic Learning)	Director of Technology ITL Coordinator	Ongoing	Usage statistics
Utilize district-wide ITL structure to pilot new applications of instructional technologies and to disseminate them throughout the district	Director of Technology ITL Coordinator	Ongoing	Results of the pilots
Continue to provide funding for teachers to attend	Director of Technology	Ongoing	PD sessions, faculty meeting and ITL agendas and lesson

instructional technology conferences and workshops			plans that show spreading of knowledge
Continue to utilize professional development days for instructional technology	Director of Technology	Ongoing	Faculty meeting and ITL agendas and lesson plans that show spreading of knowledge
Ensure adequate funding for summer ITL Institute	Director of Technology	Ongoing	Agenda and attendance from ITL summer institute
Share best practices with the state and local RESCs	Director of Technology	Ongoing	Meeting attendance and committee participation
Review Acceptable Use Policies (AUPs) to ensure	Director of Technology Superintendent	Ongoing	Revisions posted on websites
they address changing technologies as they are adopted, including social networking			
Review business procedures to find ways to increase productivity and streamline processes	Director of Technology Assistant Superintendent of Business, Manager of Information Systems	Ongoing	Monitor overall costs, workflow steps and timeframes, and accuracies for increased efficiencies
Maintain district-wide data retention policy	Director of Technology Operations Manager Senior Network Engineer	Ongoing	Monitor data storage logs
Maintain district email archive	Director of Technology Operations Manager Senior Network Engineer	Ongoing	Monitor data storage logs
Continue to provide age appropriate Internet Safety curriculum for students	Director of Technology ITL Coordinator Social Skills Chair	Ongoing	Monitor that lessons are taught
Continue to provide annual Internet Safety workshops for parents	Director of Technology ITL Coordinator Coordinator of PPS	Ongoing	Attendance logs and parent feedback survey

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?
Maintain robust WAN connections to provide equitable access to CEN and other online state resources	Senior Network Engineer	Ongoing	System logs
Share strategies for cost saving and productivity improvement and highlight olicies at the federal, state and local level that may inhibit progress	Director of Technology Assistant Superintendent of Business, Superintendent	Ongoing	Budget savings and rationale
Continue to require chosen student information system to be SIF-compliant	Director of Technology	Ongoing	System is SIF compliant
Maintain SIF Zone Integration Server and expand deployment of SIF agents	Senior Network Engineer Operations Manager Manager of Information Systems, Director of Tech	Ongoing Next expansion July 1, 2013	System logs, new system will be online and available to users
Evaluate web-based, device agnostic alternatives of current instructional software that will increase the ability to facilitate instruction at any time	Director of Technology ITL Coordinator Department Chairs Directors of Elementary and Secondary Education	Ongoing	Student access will increase and more students will be bringing in their own devices
Continue to utilize role-based wireless access to provide appropriate resources anytime, anywhere	Senior Network Engineer	Ongoing	Access logs and helpdesk logs
Expand district promotion of iCONN to include parents and the greater Westport community and provide	ITL Coordinator School LMS In coordination with Westport Public Library	Ongoing	Usage reports

feedback for additional resources needed to State			
Continue surveying of graduates to correlate long-term outcomes with K-12 performance	Guidance Department Chair in coordination of IT Department	Annually	Results shared with Superintendent and Director of Secondary Education
Participate in opportunities offered by the State Department of Education and Tri-State	Directors of Elementary and Secondary Education, Assistant Superintendent of Business, Manager of Information Systems, Director of Technology	Ongoing	Attendance
Partner with CEN staff to propagate robust connection to CEN and Internet2 using Westport as a model and provide feedback to State	Senior Network Engineer Director of Technology	December 31, 2012	Number of districts with access to Internet2 (Westport can then collaborate with them)
Coordinate with the State Department of Education to implement a SIF zone hierarchy, enabling real-time collation of student data throughout Connecticut	Director of Technology Senior Network Engineer Manager of Information Systems	September 2012 - June 2015	More state reports are automatically pulled and less district personnel time is used
Extend online district professional development opportunities to other districts	Directors of Elementary and Secondary Education, Department Chairs, Director of Technology	July 1, 2013	PD syllabus and attendance records
Working with the State Department of Education, create a K-16 forum to facilitate curriculum coordination between K-12 and higher education	Director of Technology Directors of Elementary and Secondary Education	July 2012-June 2015	Amount of relevant curriculum available to students increases
Continue to explore the roles of the various people in the classroom - regular teachers, special education or support teachers, paraprofessionals; determine how they can best support the learning needs of the students (e.g., facilitators vs. lecturers, flipped classrooms)	School based ITL Committees High School Collab Team Math, literacy, and RTI committees Department Chairs Directors of Elementary and Secondary Education	Monthly at committee meetings	Meeting minutes RTI trends going up Classroom lectures online and class discussions dominating in-class time
Continue to explore scheduling models and how they might be adjusted to accommodate distance	Principals Department Chairs Directors of Secondary, Elementary, and Special	Review current instances at each marking period Look at new instances at department chair meetings	Student work Feedback from teachers and students who are participating in programs

learning for gifted students and students with medical needs, authentic audiences, and the sharing of teacher and technology resources	Education, Director of Technology, IT Operations Manager	as need arises	

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, Elliott Landon, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Westport 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):

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

Elliott Landon
Signature of Superintendent/Director

April 4, 2013
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
SDE 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
CETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century	http://www.21stcenturyskills.org/

Skills	
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 Complete? Yes/No	Final 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			
;oal 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