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OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

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

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

An education that is technologically rich produces high school graduates with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.\footnote{Connecticut State Board of Education Position Statement on Educational Technology and Information Literacy, 12/4/04}

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

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences;
- learners and their families must have equal access to tools that support their learning;
- the locus of control for learning must shift from teacher directed to student directed learning;
- learners must master the information literacy skills to access, investigate and apply information;
- every classroom in Connecticut must be connected to the statewide network with access to digital resources and curricula;
- learners must demonstrate their understanding and skills relative to measurable performance standards; and
- technology must be a vital link among the staff, students, parents and the expanded community.\footnote{CAPSS Technology Position Statement, 12/14/01}
This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum development and implementation, professional development, infrastructure, hardware, technical support, software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

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

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

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<tr>
<th>Member</th>
<th>Title</th>
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<tbody>
<tr>
<td>Anderson, Ann</td>
<td>Elementary Teacher</td>
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<td>Boorman, Brian</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Cardella, Sandra</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Charles, Trevor</td>
<td>High School Social Studies Teacher</td>
</tr>
<tr>
<td>Ford, Delores</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Garrity, Jill</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Gohagon, Michelle</td>
<td>Technology Facilitator</td>
</tr>
<tr>
<td>Jukins, Joanne</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Matthews, Steve</td>
<td>Middle School Music Teacher</td>
</tr>
<tr>
<td>Pszczolkowski, Lauren</td>
<td>High School Video Production Teacher</td>
</tr>
<tr>
<td>Roccuzzo, Rosaria</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Shippee-Lopez, Suzanne</td>
<td>Elementary Instructional Support Teacher</td>
</tr>
<tr>
<td>Sinicrope, Ali</td>
<td>Middle School Music Teacher</td>
</tr>
<tr>
<td>Skott, Michael</td>
<td>Director of Technology</td>
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Role of the Technology Committee:

The Technology Committee consists of stakeholders from each school and Central Office. The committee helps to develop the vision & mission of Educational Technology in Middletown Public Schools, as well as measure the progress through regularly meetings during the year. Members of the committee are selected or recruited based on the role that they serve & their interest in technology.

The guiding principle behind our technology plan is that every student should be college & career ready for the 21st Century by the time they leave Middletown Public Schools. This invariably requires the successful use & integration of technology resources in a safe, productive manner. To that end, our Technology plan is a scope & sequence of deployments and implementations we hope to accomplish over the next three years to help the school district reach its’ full potential.
Evaluation:

The technology plan’s effectiveness will be measured by the benchmarks set forth in the plan and evaluated by the committee members and other interested parties. This plan is a living document and ongoing revisions are possible as needs or resources change. The committee intends to use data to help measure the plan’s effectiveness. These data points will include electronic surveys, minutes from data team meetings, anecdotal observation & system usage data. Student work, purposeful use of technology in the classrooms & overall review of exemplary student work, staff using technology will also be used.
VISION STATEMENT

VISION Vitality influences and transforms our instruction to meet the needs of every child through collaboration, focus, and determination in a high quality school system passionate about student achievement.

WE BELIEVE Every child deserves rigorous curriculum, dynamic teaching, and the tools and materials to facilitate learning. High expectations for all children and differentiated learning opportunities will enable students to reach their potential. High quality professional development that is embedded in everyday practice will improve student achievement. Strong parent and community support is essential to our schools and city.

In order to help accomplish this we believe that you must have:

- **Strong Infrastructure:** The foundation of any Enterprise is a stable, secure infrastructure, capable of handling the daily tasks required of it.
- **Quick Technical Support:** Technology is only a useful tool when it works properly. Our goal is to respond to help desk tickets in a timely manner so impacts are minimal. We proactively replace equipment to limit downtime.
- **Relevant Classroom Integration:** Educational Technology workshops throughout the year to help teachers augment teaching, learning and fulfillment of professional responsibilities. Each building also has an Educational Technology Specialist (ETS) to help teachers 1:1.
- **Student Achievement:** Technology supports a rigorous curriculum in which there are high expectations for all learners and instruction is differentiated to meet child’s needs. We are committed to providing students with learning experiences that embed technology and foster 21st Century skills, such as collaboration, critical thinking, communication, and creativity.
- **Information cognizance:** We live in the information age and believe that all staff & students should have the necessary skills to gather viable, reliable information across many different resources in an ethical, safe manner.
NEEDS ASSESSMENT

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

**Curriculum Integration**

- The district curriculum team added a member of the technology department to their regular meetings as a way to have discussions on including technology more within the curriculum that is developed and implemented in the district.
- Curriculum leaders work with technology department to determine age and content appropriate databases used to support learning and instruction.
- PowerSchool and Pearson Inform are allowing for more readily available access to student assessment data as well as an increased ability to analyze student progress on an individual, grade level and district level.
- At district data and curriculum meetings, leaders model how to effectively use a variety of technology tools that can be used to support instruction.
- Teachers will continue to receive training on using Google Apps for Education to access curriculum documentation, understand how it can be used for professional collaboration and instructional purposes.
- We will provide digital training resources for teachers, administrators and additional stakeholders take ownership over their own professional development in the areas of technology specific to their needs.
- The district’s scope & sequence and curricular maps are almost completely redesigned to follow the Common Core Standards. The District Data Team is actively working on this as part of our District Improvement Plan.
- The current procedures for using technology to address any perceived curriculum weaknesses:
  - The district utilizes Pearson Inform to enter & access student data in order to help guide curricular decisions for each student (SRBI). This data includes national assessments that are used throughout the district.
  - We provide network shares for teachers to collaborate on lesson plans & common formative assessments (CFAs) from inside the district; however ability to access & collaborate from anywhere is needed (Google Apps for Education).
  - how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction:
    - Interactive Whiteboards
    - Discovery Education’s United Streaming (9-12)
    - Classroom Performance Systems (Clickers)
    - MOBIs
    - Lexia (district-wide)
    - Aimsweb (3-8)
    - Reading Counts (K-5, certain schools)
    - Virtual High School
    - Microsoft E-Learning / IT Academy (9-12)
    - Read Naturally (7-8)
    - KeyMath (K-8)
    - Document cameras
    - Decartes Cove (6) Math Enrichment
- iPod interactive lessons
- Music composition software
- Kahn Academy
- Video editing
- COWs
- vBrick
- World Language Lab
- Video Conferencing
- BYOT (classroom specific)
- Voicethread
- Athletic module
- Office 2010 / Google Docs
- Online resources / subscriptions
- Type to Learn

- **how students use technology - including ways students presently use technology for purposes beyond practice of skills.**
  - Electronic Portfolios
  - MIDI lab
  - TV/Video production
  - Middle School computer class
  - Choices Explorer (Career/Guidance Dept)
  - GeoSketchPad
  - QuickBooks
  - Kindles (9-12)
  - Virtual High School
  - Naviance (9-12 pending)
  - Microsoft E-Learning/ IT Academy (9-12)
  - Blue Prints (school newspaper) InDesign
  - Middle School Newspaper
  - iCivics.org
  - Web design

- **the current procedures for using technology to address any perceived curriculum weaknesses;**
  - Students participate in NWEA and AIMSWeb testing in reading and math to allow for progress monitoring throughout the school year
  - Elementary schools have purchased instructional support software systems, such as RazLearning, Tumblebooks, Lexia, and PebbleGo, to support the instruction
  - Elementary schools adopted EnVision math curriculum which contains a significant digital component for instruction, learning and assessment
  - Middle schools have implemented STEM programs address needs in the study of science in which technology plays a significant role such as 3D printing, programing and engineering programs.

- **how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction;**
  - At all grade levels teachers have been given presentation tools, including projectors, interactive whiteboards, and document cameras to enhance the instructional process and engage learners.
• Teaches and students at the high school level have begun to use Google Apps for Education to support the learning process, including digital collaboration, feedback, and flipped classroom.
• Teachers access a variety of digital tools such as instructional support software systems to support both large group, small group, and individualized instruction.
• Through the use of Skype and other video conferencing tools, some teachers have begun to make global connections in the areas of math, reading and social studies, to create more authentic learning experiences.

  - how students use technology - including ways students presently use technology for purposes beyond practice of skills.
• The STEM program in grades 4-8 all students to learn content-based applications for technology and expose them to college and career ready skills.
• Secondary students participate in virtual learning through the Virtual High School.
• Secondary students have begun to use Google Apps for Education to collaborate with peers, and teachers to actively engage through the use of apps to support content learning and demonstrating their learning
• The high school offers TV/Video production to students to participate in daily communication and messaging.
• A variety of after school programs, such as robotics and the 21st Century Community Learning Programs, to allow students to explore interests in the area of technology.
• Elementary students have used apps and web-based tools to demonstrate new learning, create and publish original work.

Professional Development
• Teachers receive professional development on specific topics as requested by administrators and/or team leaders.
• District uses the ‘train-the-trainer’ model in which IT department provides professional development on a monthly basis to ETSs on topics specific to instruction and professional responsibilities.
• Training documentation to support the use of technology in the classroom and in within professional roles is posted on the district website, and various training digital training modules.
• Professional development that has been provided includes:
  ○ Using digital tools to improve Parent/Teacher Communication
  ○ Using PowerSchool and PowerTeacher (in various roles)
  ○ Inform: data entry, creating reports, accessing and interpreting data
  ○ Blended Learning
  ○ Introduction to Google Apps for Education
  ○ Twitter for Educators
  ○ IPEVO Interactive Whiteboards
  ○ Mimio Notebook Software and strategies for using it in the classroom
  ○ Mystery Skype
  ○ Edmodo
  ○ Digital Research and Publishing in the Lower Grades

  how will the effectiveness of the professional development activities will be assessed.
• Training documentation to support the use of technology in the classroom and in within professional roles is posted on the district website, and various training digital training modules.
**Equitable Use of Technology**

| Administrators | Please include information about the type and availability of staff access both on and off campus. All technology resources are available both on and off campus for administrators. This includes a laptop, a Smart Phone with Email access, access from the web to PowerSchool and SchoolMessenger and VPN to all district resources from outside the school district. Administrators can also access & edit their webpages (Finalsite) from any location. The Microsoft Home Use Program (HUP) is also available for all staff who want to install Office 2010 on personal computers. Access to Google Apps for Education for shared documents and apps. |
| Teachers (preschool) | All Teachers have access to a laptop computer in their classroom with high-speed internet access. Email is accessible both on and off campus (Outlook Web Access). Teachers can also access & edit their webpages (Finalsite) from any location. The Microsoft Home Use Program (HUP) is also available for all staff who want to install Office 2010 on personal computers. Access to Google Apps for Education for shared documents and apps. |
| Teachers | All Teachers have access to at least one computer in their classroom with high-speed internet access. Email is accessible both on and off campus (Outlook Web Access). Teachers can also access & edit their webpages (Finalsite) from any location. The Microsoft Home Use Program (HUP) is also available for all staff who want to install Office 2010 on personal computers. Access to Google Apps for Education for shared documents and apps. |
| Noncertified staff | All non-certified staff have access to computers from multiple locations throughout the schools. Email is accessible both on and off campus (Outlook Web Access). There are dedicated computers for all office, custodial & cafeteria staff as well. Access to Google Apps for Education for shared documents and apps. |

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

| Students (preschool) | 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. At least one computer per classroom plus 3 laptops assigned to PreSchool. MidTech Voice Output device. No explicit before or after school technology component. |
| Students (elementary) | At least one computer per classroom, plus school computer lab (scheduled) and 1 laptop cart per school. Scholars Academy, Homework club, Count Me In-Math Club, Ascend, Reading Camp, Kid’s Corner, video production club |
| Students (middle school) | At least one computer per class, 2 labs of 25, 2 library lab of 12, 5 laptop carts, 3 labs of 17-24 for technology instruction. Before school-students can visit teacher lab to work on any projects with supervision |
### Students (high school)

Math Academy, Library catalog online, after-school tutoring program, Video production lab, Seasons Federal Credit Union Branch (on campus), Music Technology lab. Access to Google Apps for Education for shared documents and apps.

### Students (with disabilities)

ETS input & MHS: Word-Q (word prediction program) available at MHS Student Achievement Center and on individual student laptops. Some elementary schools have Word-Q installed on a single classroom computer for student use.

Speak-Q (speech recognition software) available on individual student laptops. All students have access to the software and hardware listed above through their teachers, support staff, case managers, etc. to trial.

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**Infrastructure and Telecommunications**

**Infrastructure and Telecommunication**

- the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;
  - We utilize a spoke and wheel topology for our district network, with each school having a direct fiber optic run from each school to Middletown High School. These connections are 1 GB connections upgradeable to 10GB if necessary. This is a leased, managed fiber optic network from Digital BackOffice,
  - District utilizes CEN for internet connectivity which is terminated at Middletown High School;
  - Building LANs are a mix of gigabit and 100 megabit; we plan to replace all switches with gigabit units as budget allows so that all classrooms will be gigabit to the desktop
  - We have installed managed wireless solutions at 8 schools in our district, with plans to complete the final 3 school this coming year. These wireless solutions provide wireless network access to all areas of the school
  - Consolidating & virtualizing servers as upgrades take place.

- the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
  - maintained uptime/accessibility by centralizing mission critical systems (Exchange, Financial, PowerSchool, printing, etc) to a site with backup generator power.
  - The high school has a video distribution system (V-Brick) for VOD & cable television to any computer in the school utilizing the data network (scheduled upgrade to solution to provide same services to all schools)
  - Implemented new web filter (iBoss)
  - We are transitioning our backup solution from Symantec to Barracuda which allows for cloud storage of our backup data.

- how E-Rate has allowed the district to improve or increase its technology infrastructure.
  - With changes to the E-Rate program for the upcoming year, we have been planning on leveraging the changes to allow for network infrastructure upgrades, such as switch upgrades and wireless solutions.

**Administrative Needs**
o administrative (certified and noncertified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and recordkeeping; and
  - PowerSchool
  - ADMINS (Financial & staff attendance data) → AUC
  - SchoolMessenger
  - SharePoint → Google Apps for Education
  - Finalsite
  - Smart Phones
  - Pearson Inform
  - IEPDirect
  - Aimsweb
  - NWEA

o the professional development opportunities that are available to administrative staff.
  - Although the administrators are included in our Educational Technology workshop offerings, specific, targeted technology workshops just for administrators are still an area of need. We have tried to address these training needs by using a small portion of the time during some of the regularly scheduled administrative needs.
  - District curriculum leaders model how to integrate technology at district data and leadership team meetings.
District Goals

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

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

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

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

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

**Goal 6:** Develop a schema of current and future financing requirements to support the LEA’s Technology Plan.
**Goal 1:** Improve student academic achievement through the use of technology in elementary and secondary schools.

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<th><strong>Objective</strong></th>
<th><strong>Strategy</strong></th>
<th><strong>Accountability Measure</strong></th>
<th><strong>Timeline</strong></th>
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<tbody>
<tr>
<td>Students will have educational opportunities to achieve academic success through proven strategies of research-based practices</td>
<td>Develop a procedure for vetting, piloting and adopting software, databases, digital tools, and online subscriptions that will support student learning. When needed adopt software, database, digital tools, and online subscriptions to allow students to support their own learning, and receive enrichment and/or remediation as guided by their teacher. Promote use of available software, databases, digital tools, and online subscriptions to students, teachers, families, and community</td>
<td>Documentation created to guide district, schools, and teachers in the evaluation and adoption of new software, databases, digital tools, and online subscriptions. Increased use of software, digital tools, databases, and online subscriptions available by both students and parents. Implementation and use of GAFE and secondary level, and primary level where appropriate.</td>
<td>Ongoing</td>
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<td>Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE Student Standard for Students 2)</td>
<td>Secondary students continue to take advantage of distance learning activities through their participation in Virtual High School. Use of digital tools and media to interact, collaborate, communicate and publish with peers on activities and projects aligned with content-area curriculum standards and objectives.</td>
<td>Maintain or increase participation in Virtual High School. Students actively engage in collaborative activities with both classmates and/or global peers 3 times per year, or when appropriate. Students demonstrate a deeper understanding of curriculum through collaborating with and/or making global connections.</td>
<td>Ongoing</td>
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<td>Students will demonstrate creative thinking, construct knowledge, use critical thinking skills, and problem solve through making informed decisions by developing innovative products using technology. (ISTE Standard for Students 1 &amp; 4)</td>
<td>Through use of technology students create original work to apply learning, generate new ideas, or as means of personal expression. Students use technology to collect and analyze data to identify solutions and/or make informed decisions using grade/age-appropriate technologies.</td>
<td>Students’ participation district STEM program and other programs focused on using technology to problem solve, think critically and create innovative products increase. Students independently, in small group, or as a class use technology 3 times per year to participate in simulations, create products, collect/analyze, and/or problem solve.</td>
<td>Ongoing</td>
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<td>Students demonstrate a sound understanding of technology concepts, systems, operations and ethical issues related to technology, including being a productive digital citizen. (ISTE Standard for Students 5 &amp; 6)</td>
<td>ETSs and IT department identify technology skills, concepts, and operations that should be taught by grade-level. ETS and IT department make lessons available for classroom use that target identified technology skills, concepts and operations that should be taught at designated grade-level. Schools create student-tech-teams/clubs that provide support/training to teachers and students on technology operations and concepts. IT department makes grade-level appropriate lessons available to schools on the topic of digital citizenship and safety.</td>
<td>Documentation outlining technology skills, concepts, and operations to be taught by grade-level is available to teachers, students, and families. Lessons to support technology skills are available and used by teachers. When possible, schools create student-tech-teams/clubs to promote acquisition of skills Every year students receive explicit instruction on digital citizenship.</td>
<td>Ongoing</td>
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<td>Students apply digital tools to gather, evaluate, and use</td>
<td>A variety of grade-level appropriate sources and media are used to locate,</td>
<td>Students at all grade levels, both independently, in small groups, or with class conduct</td>
<td>Ongoing</td>
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information (ISTE Standard for Students 3)

- Students use explicit instruction on how to assess the validity of digital tools and resources used to gather information.

- Students used collected data to report results, or new learning.

- Students create a product, which can include essays, data charts, images, or multimedia projects, that demonstrate collection of information/data and demonstration of new learning.

- Students receive explicit instruction on how to assess the validity of digital tools and resources used to gather information.

- Students create a product, which can include essays, data charts, images, or multimedia projects, that demonstrate collection of information/data and demonstration of new learning.

- Research using digital tools, including district-provided databases, to support learning.

- Exemplary lessons are available for teachers on how to guide students in assessing the validity of digital tools for research.

- Students create a product, which can include essays, data charts, images, or multimedia projects, that demonstrate collection of information/data and demonstration of new learning.
**Goal 2:** Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

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| Certified teachers, support staff, and administrators will improve their technology competency and use (ISTE Standard for Teachers 3 & 5) | Define and assess technology proficiencies for all staff determined by professional responsibilities and/or instructional needs  
Conduct a technology needs assessment survey for all certified teachers, support staff and administrators  
Provide professional development to ensure that staff at all levels of proficiency have the opportunity to become proficient in using and integrating technology | Document technology responsibilities for specific professional roles  
Technology needs assessment is conducted  
A professional development plan is developed including calendar, facilitators, model, and plan for follow-up is created to allow staff to work toward becoming proficient in the use and integration of technology  
Create a comprehensive online professional development resource so that staff can access training documentation, ask questions, and collaborate with colleagues  
Surveys administered to certified teachers, support staff, and administrators to provide feedback on professional development and their ability to integrate in professional responsibilities | Ongoing |
| Teachers will use knowledge of content areas to appropriately integrate technology into instruction and create experiences for students that allow them to advance their learning. (ISTE Standard for Teachers 1) | Provide content-specific professional development focused on the integration of technology in instruction and to promote student achievement  
Make content-focused free digital resources, including apps, simulations, and collaborative tools, available for teachers to access, review and use for instruction. | Professional development is provided to support integration of technology in instruction and promote student achievement.  
District/school websites publish digital resources for teachers to easily access online | Ongoing |
<p>| Teachers will design and develop authentic learning experiences and       | Provide professional development in creating technology-rich classroom | Professional development is provided so that teachers feel confident in creating | Ongoing |</p>
<table>
<thead>
<tr>
<th>Assessments using a variety of digital tools. (ISTE Standard for Teachers 2)</th>
<th>Technology-rich classroom activities, projects, and performance tasks.</th>
<th>Ongoing</th>
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</table>
| *activities, projects and performance tasks that allow students to apply learning through authentic learning experiences.*  
*Work with curriculum leaders and teachers to provide exemplary classroom activities, projects, and performance tasks.*  
*Share examples of exemplary, technology-rich classroom activities, projects, and performance tasks.* | *Exemplary projects, activities, and performance tasks that embed student-use of technology are created.*  
*Exemplary projects, activities, and performance tasks that embed student-use of technology are shared online for teachers to access and review.* |  |
| Teachers communicate with students, peers, parents and community members using appropriate and relevant digital tools to support student success. (ISTE Standard for Teachers 3) | Provide professional develop and training documents on digital communication tools  
*Schools determine the role and use of social media to communicate with students, peers, parents, and community.*  
*District adopts and implements a new website platform for district, school, and teacher use.*  
*Teachers, support staff, and administrators use collaborative digital tools, such as GAFE, for meetings, data teams, and additional professional responsibilities.* | Professional development is provided and training documents are available to support the relevant use of digital multiple communication tools  
*When appropriate, schools begin to use social media to communicate with students, peers, parents and the community.*  
*District adopts a new website platform for district, school, and teacher use.*  
*Teachers, support staff, and administrators improve the use of collaborative digital tools for professional responsibilities.* | Ongoing |
| Teachers demonstrate, model and promote safe and ethical use of technology with students and peers. | Provide a monthly communication to teachers on acceptable use, creating a positive digital footprint, and ethical practices as they relate to technology.  
*Embed concepts of digital citizenship, and ethical use in all professional development related to technology.* | Monthly communications are provided to teachers, support staff, and administrators on acceptable use and digital citizenship.  
*Digital citizenship concepts are embedded in all professional development related to technology.* | Ongoing |
Goal 3: Ensure that K-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.

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<tr>
<td>Monitor district network to maintain appropriate bandwidth to meet the needs of the individual schools and district</td>
<td>work with Managed Optical Network Provider to monitor bandwidth for bottlenecks.</td>
<td>Get data reports from provider of bandwidth usage</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Maintain and replace older and non-functioning computers</td>
<td>Continue the use of SchoolDude help desk solution for technology incident reporting and management to track issues and reliability of computer models and specific machines.</td>
<td>Maintain a reasonable number of open tickets at any one time (ideally less than 60)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Evaluate needs for staffing for all technology needs for both support and training.</td>
<td>Examine SchoolDude tickets and turnaround time as well as end user training needs as it relates to technology.</td>
<td>Ability of existing staff to provide necessary support in a timely fashion.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Implement the use of Google Apps for Education (GAFE) and use of ChromeBooks.</td>
<td>Through the use of GAFE and ChromeBooks examine cost savings of maintenance, support and software purchases.</td>
<td>Reduction in costs used to increase the ability to purchase more equipment.</td>
<td>9th grade pilot test in 15-16 expand following year pending funding</td>
</tr>
</tbody>
</table>
Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Accountability Measure</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>When appropriate and available, the district will support the use of devices, cloud, and web-based technologies to support the needs of all learners.</td>
<td>Use of Google Apps for Education and web based software as well as Chromebooks, tablets and other educational technology to create an appropriate learning environment for all students. Improve communication between Pupil Services and IT Department so that appropriate and cost-effective technologies are used to support the needs of learners.</td>
<td>Google Apps for Education and web-based technology as well as Chromebooks, tablets and other educational technology are used to create an appropriate learning environment for all students. Pupil Services and IT Department work collaboratively to make appropriate technology usage recommendations to support the needs of learners.</td>
<td>ongoing</td>
</tr>
<tr>
<td>Through the use of GAFE and other relevant applications, district technology and curriculum leaders will explore implementing student-created digital learning portfolios.</td>
<td>Work with teachers from different grade levels and schools to examine options for creating digital portfolios using currently use applications.</td>
<td>Teachers at a different grade levels pilot a variety of digital tools used to create and asses digital portfolios</td>
<td>ongoing</td>
</tr>
<tr>
<td>District will pilot 1:1 Chromebook program to ensure equal access to technology for all learners.</td>
<td>Distribute Chromebooks to all 9th graders in the fall of 2015.</td>
<td>Integration of Chromebooks to classroom lessons by 9th grade teachers.</td>
<td>15-16</td>
</tr>
</tbody>
</table>
Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

<table>
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<tr>
<td>Certified teachers, support staff, and administrators will continue to improve the use of data warehouse and student information systems to monitor student progress and work towards closing the achievement gap.</td>
<td>Expand the use of Inform to include progress monitoring and strategies for intervention</td>
<td>Teachers and administrators ability to review and evaluate data independently</td>
<td>ongoing</td>
</tr>
<tr>
<td>The district will provide necessary resources and support to all students to successfully participate in national, state, and local computer-based assessments.</td>
<td>Continue purchase of computers and Chromebooks to allow for ease of testing and the ability to test more students at one time</td>
<td>More devices available for student testing</td>
<td>Chromebook carts 15-16 additional devices as needed</td>
</tr>
<tr>
<td>The district will monitor technology initiatives to assess needs and impact on student achievement.</td>
<td>Technology department, curriculum specialists, and administrators attend conferences and training on new technologies.</td>
<td>Assessment and possible implementation of new tools for improvement of student achievement</td>
<td>ongoing</td>
</tr>
<tr>
<td>Continue detailed budgeting for technology department to be able to plan for ongoing technology replacements and upgrades.</td>
<td>Detailed spreadsheet budgeting / forecasting by technology department.</td>
<td>Ability to have necessary funds to continue to improve technology across the district</td>
<td>yearly</td>
</tr>
</tbody>
</table>
Goal 6: Develop a schema of current and future financing requirements to support the LEA’s Technology Plan.

<table>
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<tr>
<td>Maintain detailed budget of technology needs and expenses.</td>
<td>Through detailed budgets and advanced planning it helps to see what funds are needed year after year and where funds can be reallocated or increased based on district needs.</td>
<td>Annual budget built using previous year’s budget to limit increases to specific accountable needs and requirements.</td>
<td>yearly</td>
</tr>
<tr>
<td>Make sure that the district is effectively able to use the technology tools available for education and business purposes.</td>
<td>Examine current and next generation technologies for their application and implementation within the district.</td>
<td>Continued upgrade of technology to meet the future needs of the district.</td>
<td>ongoing</td>
</tr>
<tr>
<td>Work with other departments to maintain a single district wide vision for technology use.</td>
<td>Work with all departments as well as stay on top of grant opportunities to continue to fund the necessary technology needs of the district.</td>
<td>All district departments coordinate with Technology department to meet district requirements for technology purchases</td>
<td>ongoing</td>
</tr>
</tbody>
</table>