

**Curriculum Subcommittee Meeting
Wednesday, May 16, 2012 5:30 PM
Central Services**

I. Consent Agenda

A. Prior Minutes

Attachments:

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II. Old Business

A. Technology Committee/Technology Plan

Attachments:

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B. Student Success Plans

C. Math Resources

III. New Business

Curriculum Subcommittee Meeting Minutes for 5-2-12

Present:

Alan Addley
Diane Dugas
Rosemarie Weber
Ben Perron
Lynn Guelzow
Jenny Emery

Start 5:30 pm End 7:00 pm

1. Consent Agenda approved

2. Old Business
 - a. Technology Committee/Plan – plan just completed – reviewed generally by subcommittee, reviewed five goal areas. Will discuss again at next meeting to discuss in further detail after all subcommittee members have had an opportunity to review in depth and receive feedback/questions from Board as a whole
 - b. Committee Charter/Policy Update – review of committee charter will be conducted in conjunction with summer retreat. Administration currently reviewing and updating medication policy

3. New Business
 - a. Curriculum Director's Report – professional development this month on the topic of professional responsibility. Interviews are underway for vacancies. Subcommittee provided with a curriculum calendar for future agenda setting and planning purposes.

Remaining areas of agenda tabled due to lack of time.

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

GRANBY EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015



ED 616

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

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Commissioner of Education Stefan Pryor

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APPENDIX C: Educational Technology Plan Review Guide

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:	Granby Public Schools	
LEA Code:	056	
Educational Technology Plan Contact:	Diane Dugas	
Phone:	860 - 844-5266	
Fax:	860-844-6081	
E-mail:	dugasd@granby.k12.ct.us	
Address:	15B North Granby Road Granby, Connecticut 06035	
Name of Superintendent or Director:	Alan Addley	
E-mail:	addleya@granby.k12.ct.us	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:	May 16, 2012	
Date Approved by Board of Education:		

For RESC/SDE Use Only:

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

Preparation Check-Off Page

The submitted plan has the following:

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

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

Signature of Authorized LEA Agent	Date
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Local Education Agency (LEA) Federal Grant Program Compliance Form

GRANBY 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)

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

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

Date the plan was approved:

OR

Date the plan is to be submitted for board approval: June 2012

Certified by:

Signature of Superintendent or Director	Date
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Printed Name of Superintendent or Director Alan Addley, Superintendent

LEA Profile

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

<i>Educational Technology Literacy</i>	
Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	159
How many of those students were considered technologically literate based on that evaluation?	159
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.	58
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	0
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.	76/129
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.	32/70

<i>Policies</i>
<p>How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?</p> <p>Every year Every other year At least every three years Other: Granby AUP and other related policies are updated as our expectations for the use of technology advance. With a movement toward BOYD we have identified policies and time-lines for revision.</p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p> <p>http://www.policy.cabe.org/granby/</p>

Online Assessments

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

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

The maximum number of Grade 4 students who could be accommodated under the above conditions.	80
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students). Grade 4 students = 167	48%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	80
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).Grade 6 students = 164	49%
The maximum number of Grade 8 students who could be accommodated under these conditions.	50
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students). Grade 8 students = 191	26%
The maximum number of Grade 10 students who could be accommodated under the above conditions.	135
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students). Grade 10 students = 208	65%

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
Diane Dugas	Director of Curriculum	Central Office Administration
Jon Lambert	Technology Director	Technology Department
Carolyn Dei Dolori	Technology	Technology Department, Parent
Joe Jarvis	HS Social Studies Teacher	Educator
Kelly Hayden	Kearns, Primary Special Education Teacher	Educator
Hillary Lambert	Teacher	Educator
Amy Lupoli	Math/Science Consulting Teacher	Educator, Parent
Dave Pickhardt	MS Career/Tech Teacher	Technology Education Educator
Andrew Piro	MS Media Specialist	MS Technology
Laurie Smith	Kelly, Media Specialist	Elementary Technology
Kathy Waddington	Wells, Media Specialist	Elementary Technology
Jeff Mazrek	HS Student	Student
Paul Osypuk	GMMS Principal	Administrator
Anna Forlenza-Bailey	Wells Elementary Principal	Administrator
Ben Perron	BOE Member	Community, Parent

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.

Educational technology committee's role:

Members of the Educational Technology Committee were invited to participate as multiple year committee members that represent a cross representation of invested stakeholders. The members were selected to provide a multi-dimensional perspective on developing and supporting a long range technology plan that will actualize our vision for 21st century global learning.

By asking a broad range of stakeholders from experienced technology users in the classroom and the community to students themselves, it is our intent to glean perspectives that will assist us in not simply creating a document on paper, but creating a technological influence that will grow educational experiences that mirror life and prepare students for college and career readiness in a global society. The committee participants have made a two year commitment and are responsible for attending monthly meetings and engaging in contributions towards the development, monitoring of the implementation, evaluating, and revising of the created plan. As a community that deeply values the importance of preparing students for a global economy, our plan is designed to be a road map that develops a gradual implementation supported by job embedded professional development to build capacity, sustainability, and flexibility accommodating for a changing landscape over time.

Evaluation

Multiple measures will be used to analyze and evaluate the success of Granby's Education Technology Plan. An annual electronic survey will be given to staff, students, administration, and parents. Analysis from professional development feedback and coaching sessions will be utilized to guide ongoing support. Integration of technology standards into the curriculum will be monitored through the curriculum review process as well as the classroom walkthrough process. In addition the Granby Technology Department maintains a log of technology needs and requests which can serve as a valuable source of proactive data.

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.

Vision:

All staff and students will ethically and responsibly integrate technology to continually enhance teaching and learning with a focus on building powerful thinking, effective collaboration, and compassionate contributors. The Granby Schools Community will provide the appropriate tools and training so that all members can improve productivity, manage information, communicate effectively, and become lifelong learners in order to excel in the 21st century as global citizens.

Mission:

1. Educators will utilize the 21st century tool of technology to engage students in meaningful and relevant learning experiences, monitor student progress, and communicate beyond the classroom, which will enable students to become powerful thinkers and effective collaborators connected to a global society.
2. Students will become digitally literate as evidenced by their use of appropriate technology tools/skills to access, organize, analyze, and present information to achieve high learning goals, within a collaborative environment. Students will become engaged learners, critical thinkers, problem solvers, information seekers, and effective communicators in preparation for the ever changing global society.
3. Administrators will facilitate and model the use of technology to inform, advance instruction, communicate, and improve the efficiency of school operations.
4. The Board of Education will provide strategic vision and proactive leadership for district technology integration. The BOE will ensure that policies addressing the responsible and ethical use of technology are in place, oversee coordination of major technology revisions, and seek adequate financing to support the district technology plan.

Needs Assessment

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

Curriculum Integration

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

Curriculum Strengths:

As a district, Granby has embraced a curriculum development process that is inclusive of the full integration of technology standards. The media tech standards are in the process of being unwrapped and powered by grade level and will be provided to each K-12 content curriculum committee for integration into unit development by the beginning of the 2012 -2013 school year. Unit performance assessments are in the process of being (re)designed to be inclusive of the technology performance expectations, in direct alignment with future “Smarter Balance” assessment methods. Students in grades K-4 receive 30 minutes weekly of technology instruction, while students in grades 5 and 6 receive 45 minutes weekly. The technology curriculum includes instruction on how to locate, evaluate, organize, synthesize, and present information using technology. The media specialist and classroom teachers work collaboratively to integrate the application of these skills into classroom application of unit lessons. Since many teachers have a strong desire to integrate technology, and a proficient level of expertise in doing so, the media specialists are frequent collaborators with teachers in curriculum application. In order to support the application of instruction each school is equipped with one or more computer labs. In order for the media specialist to provide instructional support to teachers each media center is equipped with a media tech teaching assistant whose primary responsibility is the oversight of the technical support for hardware. Each classroom is equipped with a white-board, doc-u-cam, and one to three computers.

At the secondary level, students have a wide variety of opportunities to be engaged in learning through technology enhanced curriculum. Numerous courses incorporate technology as a tool for teaching and learning in the 21st century. Annually course selections are reviewed and revised based on interest, demand, and college and career readiness. The Practical Arts Department provides a variety of specific course offerings that allows students an opportunity to explore pathways into technology related fields in prep for post-secondary planning. Throughout the curriculum a wide variety of software and multimedia applications are used to foster powerful thinking, effective collaboration, and to meet the needs of students. The Math Department applies the use of such tools as graphing calculators and geometer sketchpad. Our Computer Science courses teach students to write programs in Java. In our Unified Arts courses students are provided opportunities to engage with 21st century art and music technology via graphic design and digital recording software.

At the secondary level students are engaged in using Google docs to share assignments and receive real time feedback. Many students have access to hand held devices and are bringing them to school, utilizing them to expedite accessing information and for collaborative assignments.

Teachers engage in annual professional development that is facilitated annually by peers based on our curriculum direction and needs assessment of staff.

Curriculum weaknesses:

Granby recognizes the critical role that technology plays in the life of curriculum. Our current on-line system for maintaining curriculum is need of revision. Since it is a home grown system we have the capacity and flexibility to revise the current curriculum management system to meet the required changes we have made to the unit development process. By having all written curriculum located and accessible online all teachers will have equal access (i.e.: regular ed., spec. ed., ELL, etc.)

In regards to actualizing the technology integration we have determined through our curriculum alignment process we must realign our scope and sequence of what is taught in our technology classes offered through our media specialists in grades K-6. This will involve moving instruction of keyboarding from the intermediate grades (grade 4) to the primary grades (grade 2).

In order to support sustainability ongoing teacher training will be required.

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.

Granby provides an initial 6 hours of Web 2.0 professional development at the opening of each school year as a part of teacher and administrators initial 24 total hours of before school professional development training. Professional development training is curriculum driven based on the needs of what teachers need to know and be able to do to implement the units of instruction outlined by the curriculum. In addition, during the course of the school year a variety of Web 2.0 offerings are provided after school, during grade level or department meetings or mutually agreed upon times. The content of these offerings are driven by professional development feedback forms given to staff after each session where suggestions are made or by specific teacher/administrator request. Professional development is provided by a district technology specialist, media specialists, and dynamic professional peers who are willing to share their passion and expertise with their colleagues.

Unfortunately, given the significant focus of our district vision and mission for 21st century learning we have not made learning available for adults 24/7. There is a need to create online learning communities and tools so that professionals can have access at their convenience and resources can be shared.

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.

Granby had made a significant commitment to bringing technology to the students and staff across the school system. In order for there to be effective use “human capital” has been deployed to support implementation. We have curricular and IT support staff that assist teachers and students to use technology to its fullest potential. All district purchased computers are networked, have internet access, and are equipped with Microsoft Office application.

Primary School:

- All classrooms are equipped with teacher computers, interactive whiteboards, internet access, and a computer dedicated to student use
- Classroom lessons include integrated technology at varying degrees
- Students have 30 minutes weekly of instruction on the use of computers in a computer lab
- Each school is equipped with a computer lab with 28-30 computers, SMART Board, and projection system. Teachers have access to digital flip cameras and other multimedia tools.

Intermediate Schools

- All classrooms are equipped with teacher computers, interactive whiteboards, internet access, a vBrick intranet broadcast system, and at least one computer dedicated to student use.
- The intermediate schools have two computer labs each which are used for small group and whole class lessons and internet access.
- Teachers in the intermediate schools have access to tablets such as Kindles, Kineo tablets, and iPads for specialized and targeted instruction.
- Students have access to online resources such as encyclopedias and databases, online software such as Glogster and Voicethread, and technology production devices such as Flip cameras, Kodak digital cameras, microphones, broadcast equipment, and iPads along with instructors and training in their use.

Middle School

- All classrooms are equipped with teacher computers, interactive whiteboards, Internet access, and at least one computer dedicated to student use
- The middle school has two instructional computer labs equipped with 28-30 computers and printing access.
- The media center is equipped with 20+ computers, a projection system, and access to digital tools such as flip cameras.

High School

- All classrooms are equipped with teacher computers, interactive whiteboards, internet access
- Student access to computers is inconsistent due to scheduling limitations
- 6 computer labs are available for student use at various times throughout the day, with a total of approximately 150 computers dedicated to student use
- A variety of specialized, content specific, technology tools are available in classrooms for students and teacher use
- The media center is equipped with 29 computers dedicated for student use. In the media center there are flip cameras available for students to borrow. There is also access to large, online, subscription based databases that are available in school and out.

The high school has six computer labs with a minimum of 25 computer stations. These labs are used for scheduled classes and for all staff to reserve for classroom applications. The media center is equipped with 29 computers. Printers, scanners, and digital cameras are available in each lab and SMART Boards™ are utilized in four labs and several classrooms for instructional purposes. Several math classrooms are equipped with Mimeos to “capture” instruction, demonstrations and practices for uploading to a teacher’s web page. The science labs are equipped with laptops for student use. This year, a new Mac lab was installed in the art graphics lab to provide students opportunities to produce graphic art products using Mac software.

Students with a wide variety of special needs have access to a similarly wide variety of specialized assistive technology tools. In addition to touch screens, voice activated software, communications devices, and switches are available. Refer to the assistive technology matrix provided in the appendix of this plan.

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	All have internet access, a desktop or laptop computer, iPad, and cell phone
Teachers (preschool)	All have internet access, a desktop or laptop computer, interactive whiteboards
Teachers	All have internet access, a desktop or laptop computer, interactive whiteboards
Noncertified staff	All have internet access, access to a desktop or laptop computer, interactive whiteboard

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)	Each teacher has a computer, 2 computers, iPads for special needs students
Students (elementary)	Minimum of 1 - 4 student computers per classroom, 6 to 8 media center computers, 2 computer labs, some after school access, msc. tablets, Kindles, etc.
Students (middle school)	1 - 4 student computers per classroom, 2 full computer labs, tech ed computer lab, some supervised after school access is available
Students (high school)	Some classroom student computers, 5 computer labs, full media center computer lab, 1 mobile laptop lab, some tablets, iPads, some supervised access before and after school
Students (with disabilities)	Granby accommodates each special needs student individually with appropriate assistive technology based on needs; special services dept. has started utilizing iPads as well.

Infrastructure and Telecommunications

Network:

The Board of Education building connects the school district to the Connecticut Education Network (CEN) for internet service. Each school building is wired with category 5, 5e, or 6 cabling and is connected back to the Board of Education building at Gigabyte speed or better via school/town-owned fiber. Wired computers and devices connect at a speed of 100MB or better. Wireless "Hot Spot" devices connect at a speed of 54 Mbps or better.

Telecommunications Infrastructure:

Digital telephone services to the Board of Education building are shared with the town and town municipal complex. Stand-alone IP or analog PBX digital telephone systems serve each of the schools. The carrier is the same for all school buildings. Each phone system operates independently from one another.

Video Infrastructure:

Analog video distribution systems are in place at the primary, middle, and high school. Digital systems are in place at the 2 intermediate schools. Each system operates independently of the data network and each another.

Effectiveness:

The network infrastructure is meeting most needs in the current computing environment. Plans are in place to upgrade the network and server backbone speeds to 10 Gbps and to cover each school building wireless to support a BYOD / 1 to 1 program. The telephone system at the high school is near end of life. Legacy analog e video distribution systems at the primary, middle, and high school are underutilized due to the availability of video content from the internet and the lack of integration with the data network(s) and classroom projection systems.

E-rate Improvements:

Each year the district seeks e-rate funding for services. Reimbursement for telecommunications and web hosting are currently the only qualifying services.

Administrative Needs

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

Granby's administrators use technology on a daily basis for a variety of purposes. Since Granby employs a Data Analyst our information system is able to be customized to our needs. Therefore, administrators access student demographic and performance data which is key to their instructional leadership on a regular basis. Longitudinal data is gathered, analyzed, and disseminated on a regular basis to inform instruction, decision making, and make projections.

Use of Technology, Data and Instructional Decision Making:

Recent changes in our data management system, SIMS (Systems Information Management System), due to testing protocols and refinement in Universal screenings, as well alignment to our district achievement goal, have provided administrators and staff with access to color coded data, graphs, and charts on a wide array of student level data including but not limited to:

- Standardized tests such as: CMT, CAPT, SAT, PSAT, etc.
- District benchmark assessments: DRA II, Dibels, MAZE, DRP, Writing Prompts, Math assessments
- Attendance
- Behavior
- Demographic Information

The refined data management system allows administrators and teachers easy access to pertinent information needed to make informed decisions. Continued emphasis on efficient data analysis and the understanding of how to triangulate data is an emphasis of ongoing professional development to meet the needs of our students.

Student Information System:

Granby uses a combination of PowerSchool and homegrown systems to manage student data. A data analyst supports administrators and staff with design, analysis, scheduling, grading, demographic, and performance data.

Finance, Transportation, Food Services, Security, Facilities Management, Pupil Services and Health Services:

Each of the above listed departments utilizes technology data to maximize efficiency and effectiveness of the program. Administrators interface with all aspects of each of these on a daily basis.

Administrative Professional Development

As a community that values learning 24/7, and in administrative positions that requires access to information 24/7, administrators are moving toward increased use of hand held devices. With an increase in Web 2.0 applications there is a need to provide administrators with specific technology training related to their intended application in addition to full filling the needs of supporting instructional use in the classrooms. Professional development needs of administrators are identified annually through our evaluation system or as new technology or demands deem it appropriate.

Plan Implementation

LEA Technology Goals and Strategies

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

Goal 1: Engaging and Empowering Learning Experiences
Goal 2: Assessment
Goal 3: Connected Teaching and Learning
Goal 4: Infrastructure for Teaching and Learning
Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

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

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
All teachers will acquire new technology skills annually, through peer coaching and/or professional development.	Administrators, teachers, media specialists, technology integration specialist	Annual professional development and ongoing coaching cycles	Annual teacher technology proficiency assessment, professional development feedback forms.
All curriculum documents will include integrated technology standards and application of technology in some performance assessments.	Curriculum subcommittees	2012-2014 revisions ongoing	Tech standards included in all curriculum documents Unit reflections, and student work samples
All teachers will develop and implement technology infused lessons and activities in their classrooms. (as specified according to integrated standards within curriculum documents)	Administrators, teachers, media specialists, technology integration specialist	2012-2015 Ongoing	Classroom observations, lesson plans, walkthroughs
All students, including those with disabilities and those who are economically disadvantaged, will have opportunities to use technology for authentic learning experiences. <ul style="list-style-type: none"> Allocate technology equipment to special needs students 	Curriculum committees, Classroom teacher Resource teacher Director of Pupil Services	2012-2015 Ongoing	Classroom observation, student work samples, student questionnaire As indicated on IEP

Goal 2: Assessment

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

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>Restructure SIMS Information Management System/PowerSchool for continuum to 12th grade (in house data management system) to assist in utilizing assessment data in our PLC work as part of the continuous improvement conversation.</p>	<p>Data Manager with input from Director of Curriculum, Administration and building leadership teams</p>	<p>2012-2013 2013-2015 as necessary</p>	<p>Ease of access and frequency of use Management System data being used to monitor student achievement for the SRBI process.</p>
<p>Utilize AIMSweb and other online progress monitoring tools for identified interventions to increase data driven decision making regarding student learning</p>	<p>Special Education teachers, literacy specialists, math/science specialists, administrators</p>	<p>2012-2013 Implementation</p>	<p>Implementation and progress monitoring data of struggling learners.</p>
<p>Implement Student Success Plan software (Naviance) (Currently implemented in grades 9-12, adding to grades 6-8)</p>	<p>Teachers, Principals, Administrators, Social Workers, Guidance Counselors, Parents</p>	<p>2012-2013 Implementation</p>	<p>Established profile/account for all students in grades 6-8. Quarterly review of student goals and ongoing reflections and additions to profile.</p>
<p>Establish and create technology based assessments for each grade level in core content areas.</p>	<p>Technology Specialists, Curriculum committees, media specialists, technology integration specialist, teachers Kindergarten - Grade 12</p>	<p>By 2012-2014</p>	<p>Data analysis of performance assessments, rubrics,</p>

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>3.0 Teaching Prepare and Connect <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p>
<p><i>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?</i></p>	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Develop categorized, online resources for teachers	Media Center Specialists, Technology Integration Specialist	Fall 2012, update annually	Technology Committee monitoring system
Establish instructional technology leaders	Building Administrators	2012 - 13 school year	Feedback from building principals
Provide technology training time to teachers	Curriculum Director, Building Administrators Media Center Specialists, Technology Integration Specialist	Annually and job embedded 2012-2015	Online survey to teachers PD feedback Coaching feedback
Support opportunities for teachers to use technology to share best instructional strategies and reflections regarding teaching their impact on teaching and learning.	Principals, literacy/math/science specialists, media specialists and teachers.	Annually	Reflective feedback from teacher to teacher, with teaching specialists/coaches and with principal, change in practice, Walkthrough's
Implement, enhance, and promote online learning communities for teachers and students	Instructional Technology Leaders, Literacy Specialists, Math/Science Specialists, Teachers	Ongoing	Monitoring systems embedded within online tools, survey results, associated rubrics, annual survey
Introduce and promote new technology through modeling and coaching	Instructional Technology Leaders, Media Center Specialists, Technology Integration Specialist	Ongoing	Technology Committee monitoring system

Goal 4: Infrastructure for Teaching and Learning

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

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>Continue to maintain the district technology equipment replacement schedule.</p> <p>Expand the infrastructure to increase internet access to support devices for academic use:</p> <ul style="list-style-type: none"> Increase bandwidth and redundancy by adding the necessary network equipment, servers, and wiring in each school building Expand staff and student network access and mobility through wireless network coverage in all school buildings(3 year deployment) <p>Increase access to resources:</p> <ul style="list-style-type: none"> Move data/applications to a more web-based model and/or cloud storage model accessible via the Internet <p>Secure the tech environment.</p> <p>Allow staff and students to utilize their own device for learning. Provide for those students who are unable to participate.</p> <p>Continued support and classroom improvements to better accommodate 21st century learning.</p>	<p>Superintendent of Schools/Board of Ed / Technology Department</p>	<p>2012-13</p> <ul style="list-style-type: none"> wiring, network switch, and server upgrades high school and middle school Wireless network upgrades to cover all 7-12 classrooms and common areas Policy changes and allow BYOD as an option to all staff, students grades 7-12 Web-enable applications <p>2013-14</p> <ul style="list-style-type: none"> wiring, network switch, and server upgrades intermediate schools Wireless network upgrades to cover all 3-6 classrooms and common areas Allow BYOD as an option to students grades 5,6 <p>2014-2015 Grades K - 2</p> <ul style="list-style-type: none"> wiring, network switch, and server upgrades Wireless network upgrades to cover all K-3 classrooms and common areas Allow BYOD as an option to students grades 3,4 <p>2015-2016</p> <ul style="list-style-type: none"> K -2 devices TBD 	<p>Evaluate progress of projects annually. Measure technology access and use through assessment, tech committee</p>

Goal 5: Productivity and Efficiency

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

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?
Complete the restructuring process of adding final media specialist to Kearns Primary School	Superintendent/Curriculum/Technology/Board of Ed Approval	Summer 2012	All schools will have media specialists, media specialist schedule to accommodate all grade level classes within a building
Restructure media specialist schedule to provide instructional coaching of media literacy's to classroom teachers	Director of Curriculum, Administrators, Media Specialists	Fall 2012	Review of schedules, surveys, teacher feedback.
Explore, expand, and implement alternative methods of instructional delivery (ex. Flip classroom, online credit recovery, etc.)	Director of Curriculum, Teacher Leaders, Teachers	Annually	Curriculum will evaluate the model
Increase student access to technology by expanding opportunities through BYOD	Superintendent/Curriculum/Technology/Board of Education	2012 -2013 grades 7-12 2013-2014 grades 5-6 2014-2015 grades 3-4 2015-2016 K-2	Measure through monitoring the progress of the wireless projects, district assessment of use, equity, and integration
Utilize State and regional resources such as CREC, CEN, etc. as partners in learning and collaboration	Technology Department, Administration, Teacher leaders	TBD Ongoing	Annual data usage report
Increase use of Google Doc's and other on-line sharing sites	Technology integration specialists, media specialists, teacher leaders, teachers, students, administrators	gradual increase of use across the grades ongoing	Teacher and student surveys

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

 LEA

<input checked="" type="checkbox"/>	My LEA/agency is E-Rate compliant; or
<input type="checkbox"/>	My LEA/agency is not E-Rate compliant. (Check one additional box below):

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

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

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

Signature of Superintendent/Director	Date

Appendices

Appendix A: Educational Tech Planning Resources

Educational Technology Planning

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

or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Educational Tech Plan:
Double click on this file to open

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

Appendix B: Evaluating Your Plan

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

The Committee

An exemplary plan:

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

The results:

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

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

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

The Needs Assessment

An exemplary plan:

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

The results:

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

Goal 1.0 Engaging and Empowering Learning Experiences

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

An exemplary plan:

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

The data:

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

The results:

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

Goal 2.0 Assessment

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

An exemplary plan:

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

The results:

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

3.0 Connected Teaching and Learning

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

An exemplary plan:

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

The results:

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

4.0 Infrastructure for Teaching and Learning

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

An exemplary plan:

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

The results:

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

5.0 Productivity and Efficiency

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

An exemplary plan:

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

The results:

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

Educational Technology Plan Review Guide

Name of District:

District Contact:

Email

Phone:

	RESC	Final	additional information required/comments
	Complete? Yes/No	Complete? Yes/No	
Cover Page: Superintendent or Executive Director Signature			
Cover Page: Board of Education Date Submitted			
Cover Page: Board of Education Date Approved			
Educational Technology Plan Preparation Check-Off: Agent Signature			
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature			
LEA Profile			
Technology Committee			
Vision Statement			
Needs Assessment			
Goal 1: Engaging and Empowering Learning Experiences			
Goal 2: Assessment			
Goal 3: Connected Teaching and Learning			
Goal 4: Infrastructure for Teaching and Learning			
Goal 5: Productivity and Efficiency			
CIPA Form: Superintendent/ Executive Director Signature			
Questions/Comments			
(print) Name of RESC Reviewer			
<p>Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:</p> <p style="text-align: center;">Cathy Bradanini Connecticut LEA Educational Technology Plans LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371</p>			