

CONNECTICUT STATE DEPARTMENT OF EDUCATION

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2006 – June 30, 2009



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) P.L. 107-110

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dr. Betty J. Sternberg
Commissioner of Education

IT IS THE POLICY OF THE CONNECTICUT STATE BOARD OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE DISCRIMINATED AGAINST UNDER ANY PROGRAM INCLUDING EMPLOYMENT, BECAUSE OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, NATIONAL ORIGIN, ANCESTRY, MARITAL STATUS, SEXUAL ORIENTATION, MENTAL RETARDATION AND PAST/PRESENT HISTORY OF MENTAL DISORDER, LEARNING DISABILITY AND PHYSICAL DISABILITY.

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OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

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

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

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

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

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

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.

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

² CAPSS Technology Position Statement, 12/14/01

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

1. Complete your local technology plan using the template that follows on pages 5-21.
2. Once completed, your local technology plan must be reviewed by your RESC before submission to the CSDE. Submit *two hard copies* of your plan by April 15, 2006, to the following RESC staff for an initial review:

RESC Region	Staff	Phone	Fax	Email
ACES	Josh Smith	203-407-4454	203-407-4590	jsmith@aces.k12.ct.us
CES	Esther Bobowick	203-365-8883	203-365-8878	bobowice@ces.k12.ct.us
CREC	Scott Nierendorf	860-524-4042	860-246-3304	snierendorf@crec.org
EASTCONN	Jane Cook	860-455-0707	860-455-0691	jcook@eastconn.org
Education Connection	Sean Kavanaugh	860-567-0863	860-567-3381	kavanaugh@educationconnection.org
LEARN	Kirsten Hoyt	860-434-4800	860-434-4871	khoyt@learn.k12.ct.us

3. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off as recommended for approval on the cover page by the appropriate RESC staff, submit a hard copy and a CD-ROM version of your plan by June 30, 2006, for final review/state certification.

Send to:

Arthur Skerker
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

4. Upon review and approval by the CSDE, a letter of approval/state certification will be sent by the CSDE to the Superintendent of Schools with a copy to the educational technology plan contact.

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2006-June 30, 2009

District/Agency:	Enfield Public Schools	
District Code:	049	
Technology Plan Contact:	Joanne D. Kneiss	
Phone:	860-272-5282	
Fax:	860-272-5284	
Email:	jkneiss@enfieldschools.org	
Address:	Enrico Fermi High School, 124 N. Maple St. Enfield, CT 06082	
Name of Superintendent:	Dr. John Gallacher	
Email:	jgallacher@enfieldschools.org	
Signature of Superintendent:		Date:
Date Submitted to Board of Education:	5/23/2006	
Date Approved by Board of Education:	5/23/2006	

For RESC/SDE Use Only:

RESC Regional Reviewer:	CREC -- Scott Nierendorf	Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
SDE Authorization:		Date:

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- CIPA Certification

Signature of Authorized LEA Agent

Date

LEA Federal Grant Program Compliance Form

Enfield Public Schools

Name of Local Education Agency (LEA), i.e. School District, Consortium or Charter School submitting this plan. If Consortium, list all members in the space below.

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

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

The applying agency (check all that apply)

[x] is compliant with the provisions of the Children's Internet Protection Act (CIPA). [Elementary and Secondary Education Act (ESEA) P.L. 107-110, Section 2441]

_____ will be CIPA compliant by this date. _____

[x] has applied for E-Rate Funding for FY 2006.

The LEA's comprehensive 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: _____

Certified by:

Signature of Superintendent

Date of Signature

[Dr. John Gallacher]
Printed Name of Superintendent



LEA Profile

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the State to establish priorities in the provision of resources to districts. The SDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN) and additionally, the capability of each district to access online versions of the CMT and CAPT.

LEA NAME: Enfield Public Schools	
<p>If CMT and CAPT are administered online at some point in the future, certain testing conditions would be desirable at every school. Ideally these include the following:</p> <ul style="list-style-type: none"> ▪ All of the students in each grade level have access to the state assessment at the same time; ▪ Students are grouped in clusters of no more than thirty and all have access to the assessment at the same time (<i>classrooms with only one or two computers would not be appropriate for testing</i>); ▪ Students remain in their own school; and ▪ The computers have high-speed internet access. <p>Your completion of the chart below will help the CSDE to better understand the state’s technical readiness for online testing.</p>	
Maximum number of grade 4 students who could be accommodated under the above conditions (216 lab machines in the district. 24 maximum students, many of these machines are old and in need of replacement.)	<u>216</u>
Percentage of grade 4 students who could be accommodated under the above conditions (number accommodated/total number of grade 4 students) Based on class size and 9 elementary schools, only one of three classrooms could be tested at a time.	33%
Maximum number of grade 6 students who could be accommodated under the above conditions Elementary schools have one lab that connects to the internet. Computers listed in Grade 4 are currently used by all grades. No additional machines are available for this grade.	0
Percentage of grade 6 students who could be accommodated under the above conditions (number accommodated/total number of grade 6 students)	0%
Maximum number of grade 8 students who could be accommodated under these conditions	75
Percentage of grade 8 students who could be accommodated under the above conditions (number accommodated/total number of grade 8 students)	14%
Maximum number of grade 10 students who could be accommodated under the above conditions.	250
Percentage of grade 10 students who could be accommodated under the above conditions (number accommodated/total number of grade 10 students)	54%

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TECHNOLOGY PLANNING COMMITTEE

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

Member	Title	Constituency Represented
Bruce Barmak	Vice Principal Enfield High School	Enfield Public Schools Administration
Guy Bourassa	Technology Department Chair K-12	Technology/ Teachers
Kathleen Bridges	Business Department Chair	Enfield Public Schools High Schools
Andrea Brinnel	Special Education Coordinator	Pupil Services Enfield Public Schools
Donna Corbin-Sobinski	Enfield Board of Education	Enfield Board of Education – Secretary
Christopher Drezek	Business Manager	Enfield Public Schools
Dr John Gallacher	Superintendent of Enfield Public Schools	Enfield Public Schools
Ellie Goldberg	Principal Enfield Street School	Enfield Public Schools Administration Pre K through 6
Mary Henderson	Secondary Curriculum Director	Enfield Public Schools Administration Grades 7 through 12
Bruce Hargraves	Secondary Technology Teacher	Technology/ Teachers
Mark Hines	Secondary Technology Teacher	Technology/ Teachers
Chuck Johnson	Enfield Board of Education	Board of Education and Parent
Joanne Kneiss	Technology Coordinator	Enfield Public Schools
Tim Neville	Principal JFK Middle School	Enfield Public Schools Administration/Grades 7 through 9
Barry Scott	Elementary Technology Teacher	Technology/ Teachers

Long-term role of the Committee:

- *Write a description of the 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 technology vision statement.*
- *Develop a technology needs assessment.*

Committee selection:

Many individuals both internal and external to the Enfield Public Schools were asked if they would be interested in serving on the committee. All individuals that volunteered were accepted to the group. The individuals listed below represent teachers, administrations, and board of education members, who have an interest and commitment to the technology needs of the Enfield Public Schools District.

The long-term role of the Technology Planning Committee is to:

- Develop a technology plan that will enable parents, educators, students, and staff of the Enfield Public School District to benefit from the investment in technology.
- Meet quarterly to review new and existing technology initiatives.
- Review technology priorities and budget.
- On an annual basis, update the 2006-2009 Technology Plan to insure that for students and staff it supports :
 - the development of a student appropriate technology tool set.
 - technology embedded curricula.
 - distance learning opportunities.
 - access to and participation in electronic networks for materials, training, communication and assessment.
 - data driven decision making and analysis of student performance.
 - electronic medium resources.
 - technology as a link among students, staff, parents and the community.

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 technology plan.

Provide Enfield Public School students and staff with the technology resources necessary to support fully integrated technology in curriculum and administrative objectives.

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

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

Professional Development

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

Equitable Use of Technology

- *Things to consider when evaluating your needs:*
 - *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.*

Needs Assessment Method:

The Enfield Public Schools used a variety of methods to include teacher and student input into our technology plan. Teachers with e-mail accounts were polled with for their input through several requests. Their feedback was incorporated into all areas including vision and goals. In addition, all students and teachers were afforded the opportunity to participate in an on-line survey regarding technology. The survey of over forty questions drew comparisons to national averages and included assessment of teacher/student technology skills, the impact and professional responsibilities of technology and analysis of national technology trends. Survey results were made available to all staff and used in the process of determining future technology acquisitions and staff/professional development.

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	On Campus: Email, Internet, Student Database, Financials and Human Resources, Electronic Resources. Off Campus: Email and Electronic Resources.
Teachers (pre-school)	On Campus: Internet and Electronic Resources. Off Campus: Electronic Resources.
Teachers (elementary)	On Campus: Internet and Electronic Resources. Off Campus: Electronic Resources.
Teachers (middle grade 7 and 8)	On Campus: Email, Internet, Electronic Resources, Grade book. Off Campus: Email, Electronic Resources, Grade book.
Teachers (secondary)	On Campus: Email, Internet, Electronic Resources, Grade book. Off Campus: Email, Electronic Resources, Grade book.
Non-certified staff	On Campus: Email, Internet, Student Database, Financials and Human Resources, Electronic Resources, other resources needed to perform their jobs. Off Campus: Email and Electronic Resources.

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

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (pre-school)	Internet, Electronic Resources, Specialized curriculum software.
Students (elementary)	Internet, Electronic Resources, Specialized curriculum software. Also available to LEAPS after school program.
Students (middle school)	Internet, Electronic Resources, Specialized curriculum software.
Students (high school)	Internet, Electronic Resources, Guidance software, Specialized curriculum software. Virtual High School on campus and off campus access to student portal. Off campus: Cox Communications script writing video and editing projects for television and classroom usage. Robotics club. Asnuntuck Community College Courses provide credits for both High School and College.
Students (with disabilities)	Adaptive Equipment i.e. Intelikeys. Internet, Electronic Resources, Specialized curriculum software, and Specific SPED software.
Students (all)	After School: Enfield Public Library Internet, Electronic Resources and projects.
Adult Education	Internet, Electronic Resources, Distance Learning Internet Courses, Specialized curriculum software.
Alternative Education Program	Internet, Electronic Resources, Specialized curriculum software.

Infrastructure and Telecommunication

- Things to consider when evaluating your needs:
 - the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;
 - the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
 - how E-Rate has allowed the district to improve or increase its technology infrastructure.

Administrative needs

- *Things to consider when evaluating your needs:*
 - *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.*

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The goals listed below are the State Goals as identified in the State Technology Plan (*draft of new plan is expected to be available by September 2005*). The LEA technology plan should be aligned to the State Plan and include the State Goals. The LEA may include any additional goals that apply to their technology plan.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.

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

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

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

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

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.

The following must be addressed:

- o Describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched-based successful practices;
- o Describe how the LEA will meet the Student Computer Technology Competency Standards;
- o Describe how the LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement; and
- o Describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.

Enfield Public Schools has identified timelines as follows:

Phase 1: July 1, 2006 through June 30, 2007

Phase 2: July 1, 2007 through June 30, 2008

Phase 3: July 1, 2008 through June 30, 2009

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
#1. The district will develop a 4-8 curriculum in compliance with State of Connecticut framework for computer use for students.	District teams will review CT State student standards, and adopt/adapt as needed.	4-8 curriculum is complete and presented to each school leader.	Ongoing.
#2. The district will develop a PreK-3 curriculum in compliance with State of Connecticut framework for computer use for students.	District teams will review CT State student standards, and adopt/adapt as needed.	PreK-3 curriculum is complete and presented to each school leader.	Phase 2 and ongoing.
#3. The district will assess the 8 th grade competency standards.	District will use standards outlined in Computer Technology Curriculum to produce student portfolios.	8 th grade portfolios assessment includes word-processing skills, spreadsheet utilization, web site development and drawing integration. Checklist technology skills by technology integration specialist and content assessment by regular classroom teacher.	Phase 1 and ongoing
#4. The district will develop a PreK-12 implementation strategy to place technology necessary to support curriculum integration in every classroom.	District teams will review CT State student standards, and adopt/adapt as needed. Funding will be reviewed. (requested in December and reviewed in June of each year).	Progress regarding classroom curricular support to be documented in the review.	Reviewed and ongoing each year.

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

The following must be addressed:

- o Describe how the LEA will provide all teachers, (including library-media specialists, bilingual and ESL teachers, special and alternative education teachers) non-instructional staff, principals and administrators, incentives to become technologically competent;
- o Describe how the LEA will monitor staff technological literacy. Indicate how the LEAs monitoring of technological literacy impacts professional development;
- o Describe how the LEA will provide specific research-based professional development opportunities to all staff; and
- o Describe how the LEA will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
1. The district will continue to conduct ongoing system wide needs assessment, focusing on the skills of teachers and administrators.	1. Completed Gates Foundation assessment. 2. Completed Net Day Speak Up. 3. An online survey will be adapted from the CREC survey.	1. Reviewed and assessed results, compare against future results. 2. Reviewed and assessed results. 3. Data will be collected and presented to school leaders.	1. Complete. Ongoing. Phase 1.
2. Assist staff in purchasing laptops and other technology equipment for personal and professional use. This objective is performed in conjunction with the Town of Enfield efforts.	1. Employee assistance with payroll deduction. 2. Make available information about discounts for educators. 3. Microsoft School Agreement Software discount.		1. Ongoing 2. Ongoing. 3. Ongoing.
3. Encourage online coursework for degree programs.	Continue to allow courses to count for salary increases. Share recommended providers.	Submit proof of completion to HR director.	Ongoing. Post annually.
4. Encourage teachers to attend conferences, workshops, and to visit agencies such as New England Assistive Technology.	Provide funding for technology training.	Data will be collected and shared with administration. Staff will be required to share new learning.	Ongoing.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
5. Provide technology related professional learning operatives for teachers, administrators and other staff.	Provide multiple options for staff to increase competency and earn CEUs. 1. Testing to demonstrate competency. 2. Various in-service in usage of hardware, software, and integration of curriculum using technology. 3. Cooperative development with technology teacher and staff members in lesson plans or unit development.	1. Application of technology in instruction and management of instruction. 2. Review of teachers' professional learning evaluation forms following professional development in-service. 3. Lesson plans and units developed.	Ongoing.
6. The district will investigate forming consortiums with other neighboring districts.	Contact Somers, East Windsor, Suffield, and Windsor Locks to coordinate.	Consortiums formed and continued.	Phase 1

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

The following must be addressed:

- o *Describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN);*
- o *Describe how the LEA will ensure continued maintenance and support of existing infrastructure and end user technology; and*
- o *Describe the specific provisions the agency intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level.)*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
1. Improve infrastructure and connectivity within the schools.	The district will seek additional funding from a variety of sources. Apply for statewide infrastructure funding. Apply for ERATE. Apply for other grants as available.	Application submitted by due date.	Ongoing
2. Reassess present Technology Department personnel structure and Increase programmer/analyst position from 1 to 2	Budget monies for additional personnel. Continue support of current products and additional products that are added to support Administrative and student needs. Provide backup for the current position	Improve customer support timeliness. Support additional local, state and federal reporting.	Phase 1
3. The District will upgrade to the appropriate, most current version of the Windows platform and Apple OS X platform in all buildings.	Provide funding through budget process	Installation of appropriate, most current MS Windows and Apple upgrades in all schools	Phase 1

Goal 4: Ensure that PreK-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.

Items that need to be addressed:

- o *Describe how the LEA will ensure that students with special needs will have those needs addressed through technology;*
- o *Describe how the LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability;*
- o *Describe how the LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement; and*
- o *Describe how the LEA will ensure equal access to all students, teachers, staff and administrators.*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Enhance curriculum through the use of hardware/software and other technology resources.	Computer Technology Department Chairperson will provide input to Directors of Curriculum, present to District Curriculum Council, and advise curriculum planning teams on a regular basis.	Technology 4-8 curriculum. District wide inventory of resources used. Collaborating with technology teaching staff and teachers.	Phase 1 and ongoing
Developing alternative authentic assessments utilizing technology to show content mastery.	Alternative authentic assessments are included in the Computer Technology curriculum, grades 4-8, and revised curricula in other subject areas, PreK-12	Increase the number of students that graduate life skill levels. Increase student performance on the CAPT and CMT tests.	Ongoing
Develop vehicles for alternative access to content, curriculum resources, and instruction.	Explore distance learning opportunities such as Virtual High School. Use hardware/software to provide students with disabilities to access to learning. Use Assistive/Augmentative technology evaluations for students with special needs as recommended through the PPT process.	Semester review of credits earned. Staff training on use of "Intelli-Keys". Additional site-licenses for "Board Maker". Contracting with CREC for Assistive/Augmentative evaluations.	Ongoing Phase 1 Ongoing Ongoing
Provide the necessary tools so that students in every grade and building have equitable access to technological resources.	Develop long term strategic planning and purchasing plan Develop professional development plans that assure shared experiences and training. Maintain membership with New England Assistive Technology (NEAT) market place.	Plan is on file and accessible. Evaluation rating sheets are reviewed. Membership is maintained.	Phase 1 Phase 2 Ongoing

Develop authentic assessments to show grade eight content mastery in computer technology.	Review and revise authentic assessments rubric for the Computer Technology curriculum grade 8. Develop an interdisciplinary assessment rubric for integration of technology across the curriculum.	Increase the number of students that pass the grade eight portfolio assessment in computer technology. Work with the individual departments on technology assessments within their disciplines. Starting with the English department and their I-Search Project.	Phase 1 Ongoing Phase 1 Ongoing
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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.

The following must be addressed:

- Describe how the LEA will evaluate and make changes to this plan on a yearly basis;
- Describe how the LEA will provide access for students to take on-line tests, when available, that facilitate their involvement and the compilation of results;
- Describe how the LEA will provide professional development to enable teachers and administrators to use data from the CMTs, CAPT and district- or classroom-based formative and summative assessments to improve instruction;
- Describe how the LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed; and
- Describe how the LEA will implement technology initiatives to improve student achievement.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Evaluate and make changes to this plan	Meet quarterly with technology planning committee to assess goals within the plan	Yearly the plan will be revised to reflect progress	Ongoing.
Provide assessment for student technology proficiency.	Grade 8 Determine the rubric assessment needs for testing and assess current resources. Provide a rubric for other Grades based on data collected for Grade 8.	Data is collected and analyzed. Provide for Grade 8 efficiency. Process continues to support effective learning in all grades.	Phase 1. Phase 2.
Provide professional development to enable teachers and administrators to use students' test data to improve instruction.	Provide easy access to statistical and individual student data. Provide instruction on data interpretation.	Instruction targets student areas needing improvement.	Ongoing.
Provide professional development to support all staff needs.	Provide an appropriate training areas based on staff needs. Provide timely instruction on topics that relate to effectively performing their jobs.	Training lab supported by technology staff. Review of staff's professional development evaluation form. Revise training as needed.	Ongoing.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Provide the electronic resources necessary for administrative staff to support students within our district.	Develop and Maintain Data Management systems and Data Mining solutions that support student education today and in the future:	Electronic Data is transferred to the state of CT on time. Student attendance, report card, progress report, and transcript information is available according to Board of Education policy.	Ongoing.
	Implement Special Education software package -- IEP Plus.	Access and usage of computerized Individual Education Plans (IEPs).	Ongoing.
	Initiate an Online Personnel Tracking System	Easier access to candidate information. More timely response to	Phase 1.
	Continue to add functionality to Student record keeping system.	Student information is readily available for communication and analysis.	Ongoing.
	Teacher Access.	Teachers have access, training and usage of a new technology tool set to assist student measurement.	Phase 2.
	Parent and Student Access.	Parents and students have access, training and usage of communications tool set to assist their children.	Phase 3.

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

The following must be addressed:

- Describe how the LEA will meet current and future funding requirements to support plan implementation;
- Describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security; and
- Describe how the LEA will meet current and future funding requirements to keep the technology updated.

Introduction:

In order to establish a more stable funding plan over time and to ensure the continuous upgrade, we are looking into leasing of technology equipment, and the phase-in of new leases. Replacement of technology equipment will be driven by district-wide inventories and records from the work-orders on problematic equipment.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Establish a leasing plan for upgrading technology equipment.	Lease hardware according to a 3-year cycle.	Maintenance of a 3-year leasing plan.	Phase 1 and ongoing.
Establish a replacement cycle of all existing hardware, using ongoing data from inventories and work orders.	Continue to maintain a district-wide inventory. Consolidate all technology purchases into one district budget. Continue to use a work-order database to track on-going problems with equipment.	Inventory Budget Work-Order records	Phase 1, ongoing and yearly.
Establish a replacement cycle of peripherals (LCD's, overheads, DVD players, Smart Boards etc.)	Maintain a level budget category for replacements.	BOE Budget	Yearly
Support curriculum needs of students that require new and existing technology resources.	Review request, determine feasibility, funding, priority and implementation.	New curriculum initiative is used by students.	Yearly
Reorganize technical support to enable adding an additional district-wide programmer.	Provide funding in budget.	Technology will support implementation of existing and additional applications. State and federal reporting issues will be supported more quickly.	Phase1
Add an additional technology curriculum specialist to the teaching staff.	Provide funding in budget.	Improved curriculum integration through regular and consistent teacher support	Phase 2
Identify funding and resources	Capital Improvement Account Grant funding – Infrastructure Grant, Title IID, etc. BOE Budget Technology wish list for	Define and support capital expenditures Apply for and use grant funding Establish a level of funding which supports the current	Annually

	donations.	levels and planned improvements to technology	
Update and review technology policy and administrative regulation as necessary.	<p>Interact with the Policy Review Committee.</p> <p>Implement Policy for approval with Board of Education.</p> <p>Educate appropriate individuals regarding policy and administrative regulations.</p> <p>Enforce Policy and Administrative Regulations.</p>	Policy and Administrative Regulation needs are met.	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p>



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

The following must be addressed to qualify for participation in E-Rate Program:

- o Clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
- o A professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
- o An assessment of the telecommunications services, hardware, software and other services that will be needed to improve education or library services;
- o A sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development and other services that will be needed to implement the strategy; and
- o An evaluation process that enables the school or library to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise.

(As you look at the above list, you will note that a number of these items should have already been addressed in Goals 1-6. If so, please reference your page numbers for those items. For those items not already discussed, please use the space below.)

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

Objectives/Activities/Strategies	Monitoring and Evaluation Procedure
<p>Phase 1.</p> <p>Request funding assistance from all possible sources available including Federal, State, local and private resources by means of grants and entitlements such as ERATE to support any of the following initiatives:</p>	
<p><u>1. Improve Infrastructure</u> <u>Continue efforts to insure that the network is upgraded and maintained to support the thirteen schools within the district at optimum service levels as needed to support the educational needs of all students within Enfield Public Schools.</u></p>	<p><u>Connections to the services of Enfield Public Schools and the Connecticut Education Network are maintained to all areas as needed on a daily basis.</u></p>
<p><u>Continue the process of installing internet capable workstations in each area for student and staff instructional, communication, and administrative usage.</u></p>	<p><u>33% per yr over 3 years.</u> Plan is on file at Enfield Public Schools: Enfield Public Schools Three Year Replacement and Equity Plan 2006-2009.</p>
<p><u>Continue the process of installing internet capable workstations in administrative area for staff administrative support instructional and communication usage.</u></p>	
<p><u>Continue the process to upgrade and replace computers that no longer support current software needs.</u></p>	
<p><u>2. Circuits: Support current access and increase the number of connections for instructional access to the internet access for all students, teachers and staff as well as adding additional functionality and connection to the Connecticut Education Network to support what ever bandwidth that is needed for student's learning success. We will need to continuously add services as need to maintain sufficient telecommunications resources to meet identified needs.</u></p>	<p><u>Monitor usages of telecommunications resources for accessing educational services</u></p>

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<p><u>3. Cellular phone services: Improve timely communications. Support current and expansion costs as needed.</u></p>	<p>Support communications as needed for the operations of Enfield Board of Education. <u>Monitor usage of telecommunications resources.</u></p>
<p><u>4. Long-Distance Services: Improve timely communications. Support current and expansion costs as needed.</u></p>	<p>Support communications as needed for the operations of Enfield Board of Education.</p>
<p><u>5. Telephone Services: Improve timely communications. Support current and expansion costs as needed.</u></p>	<p>Support communications as needed for the operations of Enfield Board of Education.</p>
<p><u>6. Emerging Technologies: As technologies that support the educational needs for students emerge, strive to provide the financial and organizational changes and support as needed.</u></p>	<p>Support emerging technology when possible for the operations of Enfield Board of Education.</p>
<p>Improve Education Services: See Goal 1 in this plan. <i>Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.</i> See Goal 3 in this plan. <i>Ensure that PreK-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.</i> See Goal 4 in this plan. <i>Ensure that PreK-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.</i> See Goal 8 in this plan.</p>	
<p>Professional Development: See Goal 2 in this plan. <i>Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.</i></p>	
<p>Evaluation Process: See Goal 5 in this plan. <i>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.</i></p>	
<p>Budget Considerations: See information above regarding Erate. See Goal 6 in this plan. See Goal 8 in this plan. See Annual Budget for years: 2006-2007 in this plan. <i>Develop a schema of current and future financing requirements to support the LEA's Technology Plan.</i></p>	

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Objectives/Activities/Strategies	Monitoring and Evaluation Procedure
<p>Phase 2.</p> <p>Request funding assistance from all possible sources available including Federal, State, local and private resources by means of grants and entitlements such as ERATE to support any of the following initiatives:</p> <p>1. Improve Infrastructure Continue efforts to insure that the network is upgraded and maintained to support the thirteen schools within the district at optimum service levels as needed to support the educational needs of all students within Enfield Public Schools.</p> <p>Continue the process of installing internet capable workstations in each area for student and staff instructional, communication, and administrative usage.</p> <p>Continue the process of installing internet capable workstations in administrative area for staff administrative support instructional and communication usage.</p> <p>Continue the process to upgrade and replace computers that no longer support current software needs.</p> <p>2. Circuits: Support current access and increase the number of connections for instructional access to the internet access for all students, teachers and staff as well as adding additional functionality and connection to the Connecticut Education Network to support what ever bandwidth that is needed for student's learning success. We will need to continuously add services as need to maintain sufficient telecommunications resources to meet identified needs.</p> <p>3. Cellular phone services: Improve timely communications. Support current and expansion costs as needed.</p> <p>4. Long Distance Services: Improve timely communications. Support current and expansion costs as needed.</p> <p>5. Telephone Services: Improve timely communications. Support current and expansion costs as needed.</p> <p>6. Emerging Technologies: As technologies that support the educational needs for students emerge, strive to provide the financial and organizational changes and support as needed.</p>	<p>Connections to the services of Enfield Public Schools and the Connecticut Education Network are maintained to all areas as needed on a daily basis.</p> <p>33% per yr over 3 years. Plan is on file at Enfield Public Schools: Enfield Public Schools Three Year Replacement and Equity Plan 2006-2009.</p> <p>Monitor usages of telecommunications resources for accessing educational services</p> <p>Support communications as needed for the operations of Enfield Board of Education. Monitor usage of telecommunications resources.</p> <p>Support communications as needed for the operations of Enfield Board of Education.</p> <p>Support communications as needed for the operations of Enfield Board of Education.</p> <p>Support emerging technology when possible for the operations of Enfield Board of Education.</p>
<p><u>Improve Education Services:</u> See Goal 1 in this plan.</p>	

<p><i>Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum.</i></p> <p>See Goal 3 in this plan.</p> <p><i>Ensure that PreK-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.</i></p> <p>See Goal 4 in this plan.</p> <p><i>Ensure that PreK-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.</i></p> <p>See Goal 8 in this plan.</p>	
<p><u>Professional Development:</u></p> <p>See Goal 2 in this plan.</p> <p><i>Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.</i></p>	
<p><u>Evaluation Process:</u></p> <p>See Goal 5 in this plan.</p> <p><i>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.</i></p>	
<p><u>Budget Considerations:</u></p> <p>See information above regarding Erate.</p> <p>See Goal 6 in this plan.</p> <p>See Goal 8 in this plan.</p> <p>See Annual Budget for years: 2007-2008 in this plan.</p> <p><i>Develop a schema of current and future financing requirements to support the LEA's Technology Plan.</i></p>	

Objectives/Activities/Strategies	Monitoring and Evaluation Procedure
<p>Phase 3.</p> <p>Request funding assistance from all possible sources available including Federal, State, local and private resources by means of grants and entitlements such as ERATE to support any of the following initiatives:</p> <p>1. Improve Infrastructure Continue efforts to insure that the network is upgraded and maintained to support the thirteen schools within the district at optimum service levels as needed to support the educational needs of all students within Enfield Public Schools.</p> <p>Continue the process of installing internet capable workstations in each area for student and staff instructional, communication, and administrative usage.</p> <p>Continue the process of installing internet capable workstations in administrative area for staff administrative support instructional and communication usage.</p> <p>Continue the process to upgrade and replace computers that no longer support current software needs.</p> <p>2. Circuits: Support current access and increase the number of connections for instructional access to the internet access for all students, teachers and staff as well as adding additional functionality and connection to the Connecticut Education Network to support what ever bandwidth that is needed for student's learning success. We will need to continuously add services as need to maintain sufficient telecommunications resources to meet identified needs.</p> <p>3. Cellular phone services: Improve timely communications. Support current and expansion costs as needed.</p> <p>4. Long Distance Services: Improve timely communications. Support current and expansion costs as needed.</p> <p>5. Telephone Services: Improve timely communications. Support current and expansion costs as needed.</p> <p>6. Emerging Technologies: As technologies that support the educational needs for students emerge, strive to provide the financial and organizational changes and support as needed.</p>	<p>Connections to the services of Enfield Public Schools and the Connecticut Education Network are maintained to all areas as needed on a daily basis.</p> <p>33% per yr over 3 years. Plan is on file at Enfield Public Schools: Enfield Public Schools Three Year Replacement and Equity Plan 2006-2009.</p> <p>Monitor usages of telecommunications resources for accessing educational services</p> <p>Support communications as needed for the operations of Enfield Board of Education. Monitor usage of telecommunications resources.</p> <p>Support communications as needed for the operations of Enfield Board of Education.</p> <p>Support communications as needed for the operations of Enfield Board of Education.</p> <p>Support emerging technology when possible for the operations of Enfield Board of Education.</p>
<p>Improve Education Services: See Goal 1 in this plan. <i>Improve student academic achievement through the use</i></p>	

<p><i>of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum.</i></p> <p>See Goal 3 in this plan.</p> <p><i>Ensure that PreK-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.</i></p> <p>See Goal 4 in this plan.</p> <p><i>Ensure that PreK-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.</i></p> <p>See Goal 8 in this plan.</p>	
<p><u>Professional Development:</u></p> <p>See Goal 2 in this plan.</p> <p>See Goal 8 in this plan.</p> <p><i>Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.</i></p>	
<p><u>Evaluation Process:</u></p> <p>See Goal 5 in this plan.</p> <p><i>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.</i></p>	
<p><u>Budget Considerations:</u></p> <p>See information above regarding Erate.</p> <p>See Goal 6 in this plan.</p> <p>See Goal 8 in this plan.</p> <p>See Annual Budget for years: 2008-2009 in this plan.</p> <p><i>Develop a schema of current and future financing requirements to support the LEA's Technology Plan.</i></p>	

Goal 8 : Additional District Goals (Optional)**Use of technology to improve communication between school district and home. Use of listserv, distribution of online newsletters etc.**

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Provide frequent and timely communications.	Continue the distribution of newsletters, notices and forms through Email and website access.	Students, Staff, Board of Education and others receives frequent and timely communication.	Ongoing.
	Upgrade the current version of Finals site. Improve communications between the student, teacher and parent.	Review number of hits on the website. Provide questionnaire on website to request feedback regarding communication. Review feedback.	Phase 2.
	Continue to maintain a database of materials for students needs on the website.	Review feedback from parents and others regarding materials.	Ongoing.
	Review and Implement additional products that provide communications and curriculum support for teachers, students and parents. I.e. home work assignments, interim progress reports and final grades.	Review feedback from parents and others.	Phase 2.
	Upgrade the current phone and voice mail system which is at end of life to new technology such as Voice Over Internet Protocol.	Review proposals and implement a solution that is acceptable to Erate financing. The solution should be shared with the Town for cost savings yet billing and other components need to focus on Erate funding.	Phase 1 and Phase 2.
	Implement a Common Communications Area for Information distribution to the community through usage of a Telecommunications Teleconferencing Center.	Location for Live televised Board of Education Meetings. Support Distance Learning for Students. Support Professional Development. Support Emergency Management communications to the community regarding students.	Phase 1, 2 and 3 as funding is available.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Improve Security in buildings throughout the district.	Establish a Subcommittee to review safety procedures and make recommendations for the Enfield Public School District.	Security in the district is improved through the implementation of subcommittee recommendations.	Phase 1 and ongoing.

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2006-2007

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency’s plan.
- Note: At least 25% of the funds allocated to an LEA through the *Title II-D ED Tech Program*, must be allocated for professional development activities. (*Current estimates indicate that Title II D funding will be reduced by ~40% in 2006-07 year from the 2005-06 level.*)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your district/charter coordinates or aligns the other federal, state, local funds with district/charter consolidated plans and/or individual schools' School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Technology acquisition					\$66,000		Perkins Grant: \$23,200 Board of Education Budget: \$788,936 Town of Enfield Board of Education Budget Erate Match \$85,000 State of CT infrastructure grant \$148,000
Professional development		\$2,584					Perkins Grant: \$2,340 IDEA Grant: \$4,000
TOTAL		\$2,584			\$66,000		\$1,051,476

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency’s plan.
- Note: At least 25% of the funds allocated to an LEA through the *Title II-D ED Tech Program*, must be allocated for professional development activities. *(Current estimates indicate that Title II D funding will be reduced by ~40% in 2006-07 year from the 2005-06 level.)*
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your district/charter coordinates or aligns the other federal, state, local funds with district/charter consolidated plans and/or individual schools' School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Technology acquisition				Town of Enfield Board of Education and any available grants: \$250,000	\$88,000		Perkins Grant if still available: \$23,200 Grant or Board of Education Budget: \$70,000 Board of Education Budget: \$988,000 Town of Enfield Board of Education Budget Erate Match \$112,000 Apply for State Technology Grant for infrastructure if available Estimate: \$150,000
Professional Development							Perkins Grant if still available: \$2,340 IDEA Grant: \$4,000
TOTAL				\$250,000	\$88,000		\$1,249,476

Technology Funding Sources and Costs

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency’s plan.
- Note: At least 25% of the funds allocated to an LEA through the *Title II-D ED Tech Program*, must be allocated for professional development activities. *(Current estimates indicate that Title II D funding will be reduced by ~40% in 2006-07 year from the 2005-06 level.)*
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your district/charter coordinates or aligns the other federal, state, local funds with district/charter consolidated plans and/or individual schools' School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Technology acquisition				Town of Enfield Board of Education and any available grants: \$250,000	\$110,000		Perkins Grant if still available: \$23,200 Grant or Board of Education Budget: \$988,000 Town of Enfield Board of Education Budget Erate Match \$140,000 Apply for State Technology Grant for infrastructure if available Estimate: \$150,000
Professional Development							Perkins Grant if still available: \$2,340
TOTAL				\$250,000	\$110,000		\$1,303,540

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, need to be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, Dr. John Gallacher, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Enfield Public Schools
LEA

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

<input type="checkbox"/>	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.

**<http://www.ed.gov/legislation/ESEA02/pg37.html>

Signature of Superintendent/Director

Date

APPENDIX A: Educational Technology Planning Toolkit

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

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.state.ct.us/sde/board/ed_technology.pdf
National Educational Technology Plan	http://www.nationaletechplan.org/default.asp
CT Educational Technology BLOG	http://cteducationaltechnology.blogspot.com/
CT Administrator Technology Standards	http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf
CT Teacher Technology Competencies	http://www.state.ct.us/sde/dtl/technology/CTTct.pdf
CT PreK-12 Computer Technology Competency Standards for Students	http://www.state.ct.us/sde/dtl/technology/StudentCompv2.pdf
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=#30930
<i>SETDA Toolkit</i> contains resources for eLearning, 8th Grade Technology Literacy Assessment and technology - embedded curriculum development.	http://www.setda.org/Toolkit2004/evaluation_07_resources_readings.htm#assessment
CAPSS E-Learning Position Statement	http://www.capss.org/E-learningpositionpaper.doc
CAPSS Educational Technology Position Statement	http://www.capss.org/CAPSStechnologypositionstatement2.pdf
E-Rate Central	http://E-Ratecentral.com
A Guide For Assessing Technology	http://nces.ed.gov/pubs2003/2003313.pdf
A Critical Issue: Developing a School or District Technology Plan	http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te300.htm
Educational Technology Planning	http://www.tcet.unt.edu/tek-plan.htm
NCrtec; Leadership and Learning with Technology	http://www.ncrtec.org/pd/llwt/
Southwest Educational Development Laboratory	http://www.sedl.org/pubs/tec26/flash.html
<i>Profiler</i> ; free online technology assessment tool and tutorial	http://profiler.hprtec.org/
<i>enGauge</i> ; a framework for effective technology use and planning	http://www.ncrel.org/engage/
ICT Literacy Skill maps	http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33
Interactive School Technology and Readiness Assessment	http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&CFID=1752780&CFTOKEN=91033516

APPENDIX B: Technology Plan Review Guide

Technology Plan Review Guide

Reviewer _____ LEA _____

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

I _____ verify that _____ has successfully completed all of the requirements as stated in the
 Signature of Reviewer Name of LEA

technology plan template.