

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**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

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Submissions to RESCs for review due before March 9, 2012  
Submission to SDE due June 15, 2012

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

## Commissioner of Education Stefan Pryor

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## Educational Technology Plan Approval Process

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

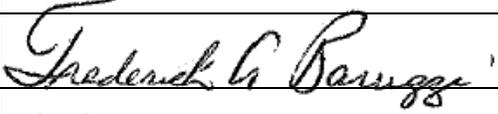
1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review\*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial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

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

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	<a href="mailto:hgunther@aces.org">hgunther@aces.org</a>
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	<a href="mailto:bobowice@ces.k12.ct.us">bobowice@ces.k12.ct.us</a>
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	<a href="mailto:dcasey@crec.org">dcasey@crec.org</a>
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	<a href="mailto:jcook@eastconn.org">jcook@eastconn.org</a>
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	<a href="mailto:costa@educationconnection.org">costa@educationconnection.org</a>
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371	<a href="mailto:vsodano@learn.k12.ct.us">vsodano@learn.k12.ct.us</a>

# Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Mansfield Public Schools	
LEA Code:	078	
Educational Technology Plan Contact:	Jaime Russell, Director of Information Technology	
Phone:	860-429-3383	
Fax:	860-429-3379	
E-mail:	russelljl@mansfieldct.org	
Address:	4 South Eagleville Road, Storrs CT 06268	
Name of Superintendent or Director:	Frederick Baruzzi	
E-mail:	mboesupt@mansfieldct.org	
Signature of Superintendent or Director:		Date: <b>6/5/2012</b>
Date Submitted to Board of Education:	<b>5/10/2012</b>	
Date Approved by Board of Education:	<b>5/10/2012</b>	

For RESC/SDE Use Only:

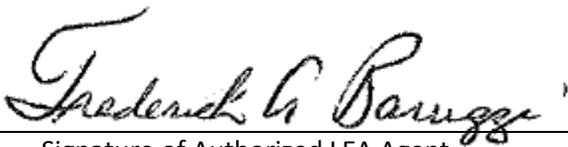
RESC Regional Reviewer:		Date: <b>3/14/2012</b>
RESC Recommendation for Approval:	<input checked="" type="radio"/> Yes / No / Conditional	Date: <b>3/14/2012</b>
CSDE Authorization:		Date:

## 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

**6/5/2012**

Date

# Local Education Agency (LEA) Federal Grant Program Compliance Form

**Mansfield Public Schools, Mansfield CT**  
**Local Education Agency Submitting this Plan**

*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)

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

\_\_\_\_\_ will be CIPA compliant by this date. \_\_\_\_\_

XXX has applied for E-Rate Funding for FY 2011.

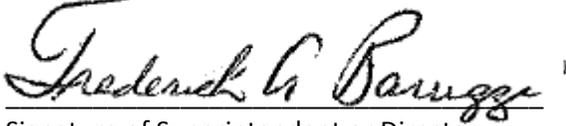
The LEA's comprehensive technology plan must be approved by the local board of education.

Date the plan was approved: \_\_\_\_\_

**OR**

Date the plan is to be submitted for board approval: \_\_\_\_\_

**Certified by:**



Signature of Superintendent or Director

6/5/2012

Date

Frederick Baruzzi, Superintendent of Schools

Printed Name of Superintendent or Director

## LEA Profile

**LEA NAME: Mansfield Public Schools, Mansfield CT**

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.

<b><i>Educational Technology Literacy</i></b>	
<b>Questions</b>	<b>Your District's Numbers</b>
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2010-11 school year?	131
Based on that evaluation, how many of those students were considered technologically literate?	119
How many hours of technology related professional development were offered to certified educators in 2010 -11? <i>(Include 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.)</i>	100.4
How many hours of technology related professional development were offered to administrators in 2010-11? <i>(Count only those pd hours offered specifically for administrators.)</i>	22.5
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest terms; 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. )</i>	140/140
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)</i>	NA

<b>Policies</b>
<p>How often are your Acceptable Use Policy and other technology-related policies updated (Please check one below)?            ___ Every year ___ Every other year <u> X </u> At least every three years ___ Other: _____</p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p> <p><a href="http://www.mansfieldct.gov/content/11150/13915/11152/13050/13048/17888/default.aspx">http://www.mansfieldct.gov/content/11150/13915/11152/13050/13048/17888/default.aspx</a></p>

## Online Assessments

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

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

Maximum number of Grade 4 students who could be accommodated under the above conditions.

60

Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).

60/160

Maximum number of Grade 6 students who could be accommodated under the above conditions.

141

Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).

141/128

Maximum number of Grade 8 students who could be accommodated under these conditions.

136

Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).

136/128

Maximum number of Grade 10 students who could be accommodated under the above conditions.

NA

Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).

NA

## 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.

### The Committee must:

- *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; and*
- *develop a technology needs assessment.*

The Mansfield Public Schools have had a Technology Planning Committee for the past sixteen years. The Committee's formal name is, "The Mansfield Public Schools District Technology Committee." The District Committee's membership includes classroom teachers, the building Technology Coordinators, the District Library Media Specialist, certain school administrators, the District Information Technology Director, the Superintendent of Schools, and a member of the Board of Education. Members contribute to meeting discussions, evaluating progress on implementing technology and the technology plan, and assists with the implementation of technology and the technology plan. Additionally, the Superintendent and Information Technology Director also serve as Co-Chairs of the Committee and are responsible for taking and distribution of the minutes, chairing the meetings, and organizing the Committee. Additionally the District Committee took the lead role in creating this technology plan. Working in conjunction with the Community Review and Development Team (see below) the committee created the LEA's vision statement and other sections of the plan.

The recruitment of the membership of the District Committee is facilitated by the members of the Committee and purposely includes representation from both the elementary and middle grades and from different classroom, technology, and administrative positions in the District. Membership is voluntary and all staff members are invited for consideration. The specific names and titles of the members are listed below.

Member	Title	Constituency Represented
Susan Irvine	Teacher	Southeast Elementary School
Doug Perkins	Teacher	Mansfield Middle School
Fred Baruzzi	Superintendent	Mansfield Public Schools
Jaime Russell	IT Director	Mansfield Public Schools
James Griffith	Technology Coordinator	Mansfield Middle School
James Hendricks	Teacher	Southeast Elementary School
Jeff Cryan	Principal	Mansfield Middle School
Sharon Cline	Special Education Teacher	Mansfield Middle School
Linda Robinson	Library Media Specialist	Mansfield Public Schools
Mark La Placa	Chairperson	Mansfield Board of Education Member

Candace Morell	Asst. Principal	Mansfield Middle School
Rachel Leclerc	Director of Special Education	Mansfield Public Schools
Steve Sokoloski	Technology Coordinator	Mansfield Elementary Schools
Karen Lefevre	Parent and Teacher	Annie E. Vinton School and Mansfield Middle School

Additionally, there is a Community Development and Review Committee that allows us to seek even wider community input for as we construct revisions to our Technology Plan. Specifically the members of the Community Development and Review Committee contributed to the creation of the vision statement submitting several changes to the District Committee that were adopted in the final plan. The members of the Community Committee are listed below:

<b>Community Development and Review Committee:</b>		
<i>Sue Audette</i>	<i>Community Member</i>	<i>Mansfield</i>
<i>Barbara Hunter</i>	<i>Teacher</i>	<i>Mansfield Middle School</i>
<i>Lynn Reedy</i>	<i>PK-12 Tech Integrator</i>	<i>Stafford Schools</i>
<i>Deb Adamczyk</i>	<i>Principal</i>	<i>Goodwin Elementary School</i>
<i>Monique Brown</i>	<i>Teacher and Parent</i>	<i>Southeast Elementary School</i>
<i>Nancy Cantara</i>	<i>Teacher</i>	<i>Goodwin Elementary School</i>
<i>Kathleen Dinan</i>	<i>Community Member</i>	<i>Mansfield</i>
<i>Norma Fisher-Doiron</i>	<i>Principal</i>	<i>Southeast Elementary School</i>
<i>Ann Kouatly</i>	<i>Librarian</i>	<i>Windham High School</i>
<i>Jim Palmer</i>	<i>Principal</i>	<i>Vinton Elementary School</i>
<i>Carol Phelps</i>	<i>Teacher</i>	<i>Vinton Elementary School</i>
<i>Anne Rash</i>	<i>Community Member</i>	<i>Mansfield</i>
<i>Chauncy Rucker</i>	<i>Professor of Education</i>	<i>UConn</i>
<i>Judy Shay</i>	<i>Reading/Language Arts Consultant</i>	<i>Mansfield Public Schools</i>
<i>Bill Simpson</i>	<i>Community Member</i>	<i>Mansfield</i>
<i>Dale Truman</i>	<i>Community Member</i>	<i>Mansfield</i>
<i>Mary Truxaw</i>	<i>Assistant Professor</i>	<i>UConn</i>
<i>Michael Young</i>	<i>Associate Professor</i>	<i>UConn</i>
<i>Leslie McDonough</i>	<i>MPL Library</i>	<i>Mansfield</i>
<i>Robert Olsen</i>	<i>Director of IT Woodstock Public Schools and Parent</i>	<i>Mansfield</i>
<i>Lynette Braunhardt</i>	<i>Teacher</i>	<i>Lebanon Middle School</i>

The District Committee schedules one meeting per month during the school year. The District typically uses video conferencing so that there is one room in each school building from which members can attend and participate in the meeting. In some cases, the Committee will choose to meet only in one location without video conferencing if the

meeting's agenda is better served by meeting with everyone physically in the same room. All of the aforementioned scheduling and logistics will continue into the future.

The District Committee's role for the Technology Plan is to support the drafting, implementation, and evaluation of the plan. Specifically, all Committee members have draft copies for review and input so that they may contribute to the revising of the plan and Committee meeting time is used to discuss revisions and make input decisions. As part of the District process for creating the Technology Plan the District Committee seeks input from the Community Committee and also seeks input from all staff levels by circulating draft copies and incorporating suggested revisions.

Beyond creating the Technology Plan, the Committee members contribute time to promoting implementation of technology and being an advocate with their respective colleagues and buildings. Finally, the Committee evaluates the success of technology through evaluation strategies that include observation of students, interaction with staff, and helping with the Needs Assessment tasks (see the Needs Assessment section of this document for further specifics).



## 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.

### **Mansfield Public Schools Technology Plan**

This technology plan serves as a touchstone for continued technology planning in the Mansfield Public Schools. Planning is an ongoing process, and this document will require continuous monitoring and evaluation. This plan reflects our commitment to the use of technology for student and teacher learning. The realization of this vision will largely depend upon the level of Mansfield's on-going financial commitment to technological development.

It is essential that all students in the Mansfield Public Schools learn to use technologies as powerful, versatile tools for enhancing their learning and creative expression across disciplines. We will promote excellence among students and teachers in the following ways:

- **Students will become a community of learners using technology.**

Students will focus on meaningful knowledge and learning by connecting the classroom to the world via computer-based telecommunications, distance learning, and other interactive media. Encouraging the participation of parents, businesses, schools and colleges, libraries, and other community partners in the learning process will strengthen cooperation among students, teachers, and the community at large. Students will obtain wisdom and judgment in using technology, preparing them for responsible, productive citizenship and further learning.

- **Students, teachers, and staff members will become information literate.**

Technology has been a catalyst in increasing the amount of information available and the way that information is accessed. Schools will help students, teachers, and staff develop strategies to effectively access, evaluate, and synthesize information resources. This is the basis for authentic learning in modern education. It also clear that the use of technology in society and education continues to evolve and change. Current trends indicate that access to information is becoming more personal, mobile and cloud based. Access to complex data and powerful analytical tools, is available to devices that fit in a pocket or a backpack, and can connect to the information from anywhere. A challenge of the plan is to incorporate technological changes into our vision of students and staff becoming information literate in a cloud based computing society.

- **Teachers and staff members will become active learners using technology.**

Working together, teachers and staff will continually extend their professional skills and knowledge as described by state and national standards. Through readings, course work, conferences, online offerings and telecommunications with colleagues, they will gain access to information in their fields and identify new strategies to improve student learning. A corps of experts from education and the private sector will help train and support teachers using technology in their classrooms.

- **Instruction will use technology to engage students and address their goals and interests.**

Schools will encourage an atmosphere that celebrates student work. Students will acquire deep understanding of important subject matter by using technology to access repositories of information, and will synthesize representations of the deep understandings. Schools, transformed into technology-based learning centers, will offer equitable access to students, their families and the community at large.

- **Technology will enhance administrative efficiency.**

Mansfield educators and staff members will increase internal school communication and professional dialogue, thereby decreasing isolation. Effective use of human resources in the administration of pupils, staff, budget, and programs will increase efficiency. Technology will reduce mundane clerical tasks, allowing teachers to focus on educating children. Technology will facilitate coordination among the Mansfield Public Schools and other town agencies, Region 19, and other educational institutions.

- **Technology will improve assessment.**

The use of technology will enhance the assessment of student learning and instructional programs. Using computers to collect and analyze student work will afford timely and meaningful evaluation, as assessment becomes an on-going part of the instructional process.

Consistent with these key elements of our vision, the Mansfield Public Schools endorse the recently articulated state and national standards and guidelines for educational uses of technology developed by federal and state government agencies and commissions. Taken together with locally developed policies, they serve as foundation documents to our plan. These documents are included available at the following web page:

<http://www.mansfieldct.gov/content/11150/13915/11152/13050/13048/17888/default.aspx>

## 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

- *When evaluating your needs, consider:*
  - *current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;*
  - *how curriculum strategies are aligned to state standards;*
  - *the current procedures for using technology to address any perceived curriculum weaknesses;*
  - *how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and*
  - *how students use technology - including ways students presently use technology for purposes beyond practice of skills.*
- The District is committed to integrating technology into instruction. A significant strength for our District is the fact that technology instruction is a part of all curricular areas and is not a “stand-alone” content area. Students develop their computer proficiency in all classes, which aids students in seeing technology as a genuine learning tool. This approach also allows all staff to participate in technology integration. Also among our strengths is our classes’ use of technology in a variety of settings. Computer labs, laptops and virtual workstations support individual computer use for students and provide access within classrooms. Large-screen projection devices allow for whole-class instruction. A third strength is our integration of a variety of software packages into student learning. All students use a common suite of software to support learning that includes Microsoft Office and the Internet. Additionally, our technology coordinators and classroom teachers identify content-specific software that support individual subject areas. A final strength is the frequency with which students use technology as an interdisciplinary tool. Teachers regularly design lessons that require students to use technology to complete projects and assignments involving multiple subject areas. The primary weakness we are currently addressing is how to better ensure that our limited technology resources are available to each classroom at the best time to meet curricular objectives and student learning. Staff surveys, team meetings, professional development activities, and technology steering committee meetings provide a process for assessing our strengths and weakness in curriculum integration.
- The Mansfield Public Schools have aligned local subject area curriculum to goals and objectives expressed in the Connecticut state frameworks. Every five years, each of our curriculum areas completes major reviews of the curriculum. Additionally, the District’s technology learning objectives for students are aligned to the Connecticut Prekindergarten through Grade 12 Computer Technology Competency Standards for Students. Through the course of this 2012-2015 Technology Plan, the districts recognizes the need to adjust the technology goals and objectives to match the new Connecticut State Technology plan, and national standards such as NETS for Students, Teachers and Administrators. As final adoption of these documents and standards are still pending in Connecticut, it is prudent to pursue this re-alignment after state adoption. Additionally it is assumed that as Connecticut adopts Common Core State Standards for curriculum, our local curriculum process will reflect that state level change, and thus role of technology in supporting this change will be incorporated into our curriculum process.
- Technology is used to address curriculum through three primary means. First, our curriculum has been made electronic in web format and in internal file storage. This includes our technology learning objectives for students, which are available to all staff in electronic format. Second, teachers use electronic mail and shared network folders (e.g. we have a large library of SMART Board lessons accessible to all staff) to collaborate on curriculum. Finally, our faculty uses online resources to support curriculum revisions and address weaknesses.
- Teachers regularly integrate technology into their lessons. One method that our faculty employs is to teach research skills using the Internet and online databases. Another example is our teachers provide math instruction using function and graphing capabilities in spreadsheets. A third method is the use of word processing software to support instruction in editing, grammar, and writing. A fourth example is the

use of multimedia presentation and visual mapping software and projectors / monitors for delivering information to the whole class in a manner that addresses multiple senses. A fifth example is our teachers show students a variety of perspectives and sources when studying content by providing students with global materials accessed from the Internet. A sixth method is the use of collaboration software such as video-conferencing, online discussion groups to deliver both synchronous and asynchronous learning. A final example is using multimedia and online tools to foster experiential, exploratory, and creative learning and problem solving.

- Our students frequently use technology for learning. One method our students use is editing and revising their writing with word processing software to further develop their written thoughts and refine their writing and grammar skills. Another example is using multimedia software to present their ideas in a synthesized manner to both small groups and large audiences. A third method is developing their analytical skills by examining data using spreadsheets and databases. A fourth example is completing research projects by gathering online resources from across the globe that broadens their access to sources of information and different perspectives. A fifth method is the use of visual mapping software to organize their notes or ideas to support individual learning. A final example is the use of simulation software to experience the decision making process and explore the outcomes caused by different personal choices.

## Professional Development

- *When evaluating your needs, consider:*
  - *the process the LEA uses for assessing the technology professional development needs of teachers, administrators and noncertified staff;*
  - *the technology professional development activities that have been offered to teachers; and*
  - *how the effectiveness of the professional development activities will be assessed.*
- The District monitors staff technology literacy by CEU records, formal and informal observations by school administrators, and observed performance in technology-related training activities. Feedback on the effectiveness of professional development activities is collected through end of activity surveys in the Protraxx System before CEU's are granted. The Professional Development Committee and Administrative Council reviews feedback and results from staff surveys, assessments, and technology professional development activities to monitor staff technology literacy.
- Technology professional development is offered within District and outside of the District. This professional development is often integrated with larger curricular and training goals.. Some examples include:
  - On-site training for the usage of Pearson student data systems by Pearson training partners both onsite and by webinars.
  - District-wide two-day computer training for paraprofessional staff covering aspects of various software applications as well as SMART Boards and Document Cameras.
  - Selected certified staff participates in technology training conferences including CECA/CASL, NHISTE, ISTE National Conferences, MassCue, EdCampNYC /CT and EduconPhilly.
  - Selected certified staff participates in the EASTCONN Technology Council.
  - The District includes many technology professional development sessions in its Professional Development strands. Topics have included SMART Boards, Discovery Streaming, Podcasting, Web 2.0 tools, Webpage Creation, PhotoStory, Blogging, Quia, Moodle, online research, and more.
  - Participation with the Stafford Public Schools in an online afterschool webinar series about Web 2.0 technologies called "PD in PJ's".
  - SMART Document Camera training for teachers in grades K-8 to support the implementation of the new elementary math program.
  - Assistive technology training both onsite for specific technologies and at conferences and workshops for general awareness of emerging technologies.
  - Local training by on-staff computer technology coordinators for certified and non-certified staff. Topics have included teacher digital cameras and scanners, creating documents with Microsoft Office, Inspiration visual mapping software, spreadsheets and databases, Quia, Student Response System, Student Information System, using online resources and, creating web pages in the Districts web page system.

## Equitable Use of 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.*
- The District strives to ensure that technology availability is equitable among all staff and students.
- On an annual basis, the Administrative Council strives to maintain equity per staff and per student between schools. An example of this commitment is that funding is approximately equally divided between grades PK-4 and grades 5-8.
- The matrices below lists technology available at all times:

**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 administrators have access to technology appropriate to their position. This includes but is not limited to desktop or laptop computer access, email and calendaring through Microsoft Exchange accounts (including web-based email). Administrators also have access to the school network for file storage, access to the Internet through CEN, access to Financial, Personnel, Professional Development, Special Education, Security and Student Information Systems. The district supports access to services such as Pearson Power School and Inform, Protraxx, AESOP, IEP Direct, and AUC Financials for use by administrators. Administrators have access to school websites and can modify information such as calendars and public information through their staff. Administrators also have access to a private Wikispace, a Moodle site and a Google Apps for Education site maintained by the district. The district supports Discovery Education Streaming services and administrators have access to the library card catalog, which is Internet based. Selected administrators are supported with access to cell phones. Additionally, administrators have access to most services through remote connections for work away from the school buildings. The District also has a licensing agreement that allows staff to purchase very inexpensive copies of Microsoft Office for home use as long as staff is employed by the District.
Teachers (preschool)	All preschool teachers have access to technology appropriate to their position. This includes access to a classroom computer, email and calendaring through Microsoft Exchange (including web-based email), access to the network for file storage, access to the Internet through CEN, access to Personnel, Professional Development, Special Education, and Student Information Systems. The district supports access to services such as Pearson Power School and Inform, Protraxx, AESOP, and IEP Direct. The district supports Discovery Education Streaming services for all certified and administrative staff and preschool teachers have access to the library card catalog which is Internet based. Preschool teachers have access to school websites and can modify individual and team web pages. Additionally Preschool teachers have access to most services through remote connections for working from home. Preschool teachers also have access to a private Wikispace, a Moodle site and a Google Apps for Education site maintained by the district. The district also has a licensing agreement that allows staff to purchase very inexpensive copies of Microsoft Office for home use as long as staff is employed by the district.
Teachers	All teachers have access to technology appropriate to their position. This includes access to a classroom computer and/or laptop computer, email and calendaring through Microsoft Exchange accounts (including web-based email), access to the school network for file storage, access to the Internet through CEN, access to Personnel, Professional Development, Special Education, and Student Information Systems. The District supports access to services such as Pearson Power School and Inform, Protraxx, AESOP, IEP Direct, and AUC Financials when appropriate. Teachers have access to school websites

	<p>and can modify individual and team web pages. Additionally teachers have access to most services through remote connections for working from home. Teachers also have access to a private Wikispace, a Moodle site and a Google Apps for Education site maintained by the District. The district supports Discovery Education Streaming services for all certified staff and teachers have access to the library card catalog which is Internet based. Approximately 95% of all K-8 classrooms and computer labs have projection devices connected to the main classroom computer and connect to a SMART Board. Approximately 70% of classrooms with SMART Boards have document cameras. The District also has a licensing agreement that allows staff to purchase very inexpensive copies of Microsoft Office for home use as long as staff is employed by the district.</p>
Noncertified staff	<p>All Noncertified staff members have access to technology appropriate to their position. This includes access to a classroom computers, email and calendaring through Microsoft Exchange accounts (including web-based email), access to the school network for file storage, access to the Internet through CEN, access to Personnel Systems. The district supports access to services such as Pearson Power School and Inform, Protraxx, AESOP, IEP Direct, school web pages and AUC Financials for noncertified staff when appropriate. Noncertified staff members also have access to a private Wikispace, a Moodle site and a Google Apps for Education site maintained by the district where appropriate. Approximately 95% of all K-8 classrooms and computer labs have projection devices connected to the main classroom computer and connect to a SMART Board and are used by noncertified staff when appropriate. The District also has a licensing agreement that allows staff to purchase very inexpensive copies of Microsoft Office for home use as long as staff is employed by the district.</p>

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

	<p>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.</p>
Students (preschool)	<p>The Mansfield Public Schools host preschool programs within existing elementary school buildings and every preschool student has access to the same building level and classroom level resources described for the PK-4 students. At the time of this plan submission, preschool classrooms across the district do not have access to classroom based SMART Boards and data projectors, however equipping these classrooms is in the planning stage and is contingent on budgetary support.</p>
Students (elementary)	<p>At the K-4 level all students have access to high speed internet access from both wired and wireless connections in all buildings. All school buildings support a 20+ seat computer lab, a media center connected to online cataloging systems and connections to Discovery Education Streaming. All classrooms have multiple computers for use as student work stations over 99% of student work stations connect to the Internet. In all PK-4 academic classrooms (including Computer Labs, Art, Enrichment and Music), students are instructed through the use of data projectors, SMART Boards and Smart document cameras (90% coverage) with the following exceptions: two special education resource rooms, and a new Kindergarten classroom that was created for this academic year. The district is supporting the use of virtualized multipoint workstations as a pilot program in grade 3-4 and the use of mobile technology such as laptops, where appropriate to increase student access to technology.</p> <p>All PK-4 schools provide academic support and remediation activities as part of their school year program. These programs have both before school and afterschool components (e.g., Books and Breakfast, Afterschool Academies) and when appropriate these programs take advantage of classroom, media center and computer labs. The district partners with independent entities that provide before and after school care. These entities gain access to the Internet through the public side of the school Wi-Fi network and make it available to students in their programs to complete homework. The district, where appropriate, also makes software licensed for home use available to students. An example of this type of programming was an innovative summer program where select teachers provided academic activities that student grade 3-8 accessed online over the summer.</p>

Students (middle school)	At the 5-8 level all students have access to high speed internet from both wired and wireless connections. The middle school supports three 20+ seat computer labs, a media center connected to online cataloging systems and connections to Discovery Education Streaming. All classrooms have multiple computers for use as student work stations. All student work stations connect to the Internet. All academic classrooms, including Computer Labs, Art, Enrichment, Music, students are instructed through the use of data projectors, SMART Boards and Smart Document cameras (50% coverage). Five hundred and fifty work stations, including 200 virtualized multipoint workstations, are utilized in academic classrooms along with mobile technology such as laptops to increase student access to technology. The Middle School enhances the classroom curriculum by the use of Student Response Systems as well as electronic Class Pads which allow teachers to wirelessly interact with SMART Boards. The middle school provides after-school activities including academic support and remediation as part of their school year program. Robotics is included in the 7 <sup>th</sup> grade curriculum and robust robotics activities are encouraged as in-school and after-school activities. The district, where appropriate, also makes software licensed for home use available to students such as WikiSpaces, Quia, Moodle, and Discovery Education. An example of this type of programming was an innovative summer program where select teachers provided academic activities that students, grades 3-8, accessed online over the summer.
Students (high school)	NA
Students (with disabilities)	All students with exceptionalities have access to the district's technology resources as described in other parts of this section of the technology plan. Additionally, The Mansfield Public Schools support students with exceptionalities through the district's support programs and through the district Special Education process. Examples of support include (but are not limited to) individual adaptive equipment such as touch screens, touch pad devices, hearing augmentation devices, switch controls for mouse movement, communications boards, ruggedized laptop computers, Bluetooth headsets, software with adaptive features and software that is made available to the student at home by way of Internet subscriptions. Through in-house expertise and outside consultants, where appropriate, the district strives to provide support to adaptive technologies articulated through the PPT/IEP process and/or as designated through other student support structures (e.g. Early Intervention Program, 504 accommodations, English Language Learners)

## Infrastructure and Telecommunications

- *When evaluating your needs, consider:*
  - *the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;*
  - *the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and*
  - *how E-Rate has allowed the district to improve or increase its technology infrastructure.*
- The current technology infrastructure of each school includes:
  - Every instructional and administrative space has CAT-5 or CAT-6 data wiring to support a minimum network connection of 100 Mbps.
  - Every school building is connected through the Board of Education and Town Hall Data Center (where the District's CEN connection is located) by a 1 gigabyte single-mode fiber-optic connection.
  - With the fiber based infrastructure described above, the District is very effective in meeting the data, video, and telecommunications needs of the schools. All three of these services are highly reliable with minimal downtime and widespread usage by staff and students.
  - The District operates a consolidated data center at Mansfield Middle School. The data center is virtualized and operates in concert with the Board of Education / Town Hall data center for redundancy of some services and data backup. The PK4 Schools have small onsite servers that support security needs for the buildings and provide back-up services

in power emergencies. The weather emergencies in late 2011 were a proving point for the robust nature of the infrastructure. Specifically, during both Hurricane Irene and Winter Storm Alfred, services such as email, file and print access, wireless connectivity and student data services were maintained to every location that had emergency power.

- The fiber based infrastructure and consolidated data center has allowed the district to pursue virtualization technologies and we have been able to centralize student data systems to all schools, staff email, data back-ups, file storage, print services, and district wide access to academic software such as Type to Learn and Read Naturally. The infrastructure also provides reliable access to subscription services that support staff and students such as Discovery Education, Follet Library On-line Cataloging, Protraxx Professional Development services, AESOP Attendance Tracking, and Pearson Inform.
- Every building offers wireless access both for school-based connections to the internal data network, and guest access to the Internet from “bring your own” devices.
- Every instructional space has coax wiring to support connections to local video cable channels at the PK-4 level and to a school video head-end with local cable access at the 5-8 level.
- Over the last few years the district has had a goal of providing interactive whiteboard technologies in all appropriate classrooms. Almost all instructional spaces have data projectors and SMART Boards to allow for streaming video visible to an entire classroom. The last remaining instructional spaces without interactive whiteboards are in the planning stages pending a review of instructional appropriateness, physical room limitations and funding.
- Every instructional and administrative space has access to high-speed Internet through the building LAN. Each school has fiber-optic connections to the Connecticut Education Network (CEN). All Instructional spaces have multiple data drops, the actual number depending on room size and use.
- Every instructional and administrative space has access to an outside phone connection and voicemail.
- All staff has access to Outlook based e-mail accounts which can be accessed via the Internet.
- All schools have access to building based web sites, accessible via a web-based interface. Office staff through the web based system have access to a parent notification system, web based calendars, and the school’s homepage for posting information.
- All staff has access to individual and grade level team pages for posting links and homework assignments.
- The District supports access to quality audio and video conferencing servers.
- All schools have a security system that controls building access through security cameras, and electronic doors. This system uses the data infrastructure for centralized management and monitoring.
- The District is part of a cooperative effort of the Town of Mansfield and Regional District 19 to provide remote access to the school network from outside the school buildings.
- The District applies for E-Rate funds annually and effectively uses available E-Rate funds to support the Districts telecommunications and data access. E-Rate funds provide a key portion of the funding to make the aforementioned telecommunications possible.
- The District has extended limited VOIP telephone service at each building. Additionally, each building has its own non-VOIP digital phone system providing telephone service and voicemail in every instructional space and administrative office.
- The District supports the infrastructure with human resources as well. Working in cooperation with the Town of Mansfield and Regional District 19, all Information Technology resources have been consolidated and federated under the leadership of one Director of Information Technology. Under this cooperative arrangement, all three entities share staff, technical expertise, leverage knowledge and work together on purchasing decisions. While the individual entities have different budgetary processes and sometimes have to act individually, the unified overview allows great economies of scale and synergy of effort when possible. Remote access for staff and wireless access for both internal and public users are two examples of infrastructure that would not have happened but for this cooperative structure.

## 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.*
- Administrative staff currently access electronic data to assist in decision making, student information system reporting, communication tools, information gathering, and record keeping, in the following ways:
  - Town-wide Email service accessible to users from Outlook or the Internet.
  - Pearson Power School, Power Teacher, Power Lunch and Pearson Inform software program for student administrative functions. Additionally the district has committed to a school improvement model that embraces the SRBI/RTI process and Professional Learning Communities (PLC's) as change agents to use student data to inform instruction. From an administrative point of view, the adoption of Pearson Inform as the technology to provide data analysis has been transformative. The District is at the beginning of this initiative, but district administrators, curriculum support staff and classroom teachers have made great strides clarifying our district processes, viewing student learning through the lens of data, and placing data analysis at the center of school based discussions. The Administrative team sees the technology tools that have been brought on board to look at student performance as central to their understanding of school based performance, district based performance and classroom level practice. The district could not have made its current progress without the technology pieces being central to process. The administrative team has backed the commitment with robust professional development opportunities at the administrative, curriculum coordinator, office worker and classroom teacher levels. This process will continue over the life of this technology plan and supporting this district wide effort will be a major piece of technology going forward at the administrative and classroom level.
  - Some functions such as K-4 report cards, Title 1 reporting and Physical Education reporting are handled by Filemaker databases.
  - The Follett Library System at all School Libraries to track borrowing and foster interlibrary loans.
  - Websites for all schools and the Board of Education.
  - Windows operating software and Intel based hardware as the preferred platform for office areas.
  - The Microsoft Office suite of programs as the standard for administrative work and office productivity (Microsoft Word, Excel, Access, and Power Point, Outlook and Internet Explorer).
  - Connections for all school offices to the Town WAN to provide for all office personal with connections to the Internet, Town Finance Services, Personnel Services, and Special Education IEP Services.
  - Windows 2008 R2 Advanced Server with Active Directory as the file server operating system for Local Area Networks (LANs).
  - Voicemail at all four schools.
  - Audio and video conferencing accessible at all four schools.
  - Electronic record keeping and cashiering of Food Services.
  - A video retrieval/distribution system at MMS.
  - Facility scheduling/calendaring software.
  - Health services record keeping.
  - Electronic collection of students' daily x-block choices at the Middle School.
  - An online "ticket" system for Facility Maintenance and Technology Help requests.
  - District Administrators also have access to several communication tools to share information with parents, the local community and the wider world. Examples of these systems are the QNotify system where parents opt in to receive general news and emergency news from the individual schools delivered by email and text messaging. The District partners with many local media outlet systems for notifications on school closings and delays where community members can opt in to receive email or text alerts. The District has also implemented the eAlert feature of PowerSchool that can autodial and deliver a recorded message to contact phone numbers provided by parents as part of enrollment. Additionally the school websites offer a Google based calendar that can be subscribed to by RSS feed, and a News and Announcements section that features information on current school happenings. The News and Announcement parts of the web site can be subscribed to by RSS and are automatically archived into a "documents center" where community

members can browse through past postings if they missed an announcement. The District at the BOE level, as part of the Town of Mansfield web services posts, agenda's, meeting minutes and important District information (i.e. current calendars, parent handbooks, enrollment information, health information, and information on job opportunities and packets of information for prospective job candidates) on their section of the town website and community members can go back in time to view documents.

- The District provides regular and ongoing professional development opportunities for administrative staff through the District's professional development plan. In recent years, notable examples include:
  - Multiple sessions of on-site and webinar training for the use of Pearson Power School and Inform products.
  - Professional Development Strands with multiple technology offerings.
  - Local technical support and training as needed for administrative staff.
  - Additional technologies available to administrators include remote access to the desktop, VOIP teleconferencing, and wireless access.

## **PLAN IMPLEMENTATION**

### *LEA Technology Goals and Strategies*

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

**Goal 1: Engaging and Empowering Learning Experiences**

**Goal 2: Assessment**

**Goal 3: Connected Teaching and Learning**

**Goal 4: Infrastructure for Teaching and Learning**

**Goal 5: Productivity and Efficiency**

## Goal 1: Engaging and Empowering Learning Experiences

National Tech Plan	State Tech Plan
<p><b>1.0 Learning: Engage and Empower</b></p> <p><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><b>Goal 1: Engaging and Empowering Learning Experiences</b></p> <p><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><b>What will your district do over the life of this local Tech Plan to ensure that learning experiences are empowering, engaging, and supported by digital tools?</b></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?
<p>1.1 Review and revise current student technology instructional goals and objectives to conform to evolving state and national standards (NETS-S) pending adoption of CT State Technology Plan and inclusion of NETS and CT standards.</p>	<p>District Technology Committee, Administrative Council, Mansfield BOE, Summer Curriculum Committees</p>	<p>6/30/2015</p>	<p>Adoption by BOE as revision to Mansfield Tech Plan.</p>
<p>1.2 Continue support for existing and expand options for online learning through subscription based services accessed on the Internet. Current examples include, but are not limited to Follett Library systems, Discovery Education, Read Live, Alexis, Quia, Study Island, and Raz-Kids. Criteria</p>	<p>District Technology Committee, Administrative Council, and District Curriculum Committees</p>	<p>Annually through budget process 5/1/2013-15</p>	<p>Teacher and Administrator monitoring of student data. Decision making on adoption or continuance through budget process.</p>

<p>for expanding services would include cost, connection to curriculum and standards, availability to students 24/7/365, teacher management and ease of providing teachers and administrators with student performance data.</p>			
<p>1.3 Continue support for and expansion of use of in-house systems that foster online, project based, and cooperative learning both for professional learning communities (PLC) and student learning. (e.g. existing district Moodle, Private Wikispace, Google Apps site, web pages and blogs)</p>	<p>IT Staff</p>	<p>Annually through budget process.  5/1/2013-15</p>	<p>Annual review of projects and offerings that use such services by District Technology Committee, Curriculum Councils and Administrative Council</p>

## Goal 2: Assessment

National Tech Plan	State Tech Plan
<p><b>2.0 Assessment: Measure What Matters</b></p> <p><i>Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p><b>Goal 2: Assessment</b></p> <p><i>Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p><b>What will your district do over the life of this local Tech Plan to ensure that technology is used for assessment?</b></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>2.1 Expand IT Staff knowledge of technical support for Pearson suite of student information systems, and student performance systems through internal team work, and external training (NEPUG, Power School University, regional PD offerings)</p>	<p>IT Director, IT Staff, Administrative Council, District Pearson Team</p>	<p>Annually as part of budget process and professional development plans of staff</p> <p>12/1/2012-15 (budget) 6/1/2013-15 (individual PD review by staff members and administrators)</p>	<p>Reports to Administrative Council, District Technology Committee and BOE, by individual staff members and district Pearson Team.</p>
<p>2.2 Expand staff knowledge of the use of Pearson student information systems and student performance systems by PD Strand Training, Building Level Staff meetings, online FAQ files, online repositories of training materials and just in time coaching.</p>	<p>IT Director, IT Staff, Administrative Council, District Pearson Team</p>	<p>Annual PD Strand Offerings 9/1/2012-15</p> <p>Selected Building Level Staff Meetings (various) 9/1/2012-15</p> <p>Ongoing posting to web resources (various) 7/1/2012-15</p>	<p>Protraxx Evaluation System</p> <p>Submissions and feedback collected at <a href="mailto:Inform@mansfieldct.org">Inform@mansfieldct.org</a></p> <p>Online surveys coordinated by District Pearson Team.</p> <p>Existence of local resources on web pages.</p>
<p>2.3 Support District</p>	<p>Administrative Council,</p>	<p>To be determined by</p>	<p>Evidence of successful</p>

<p>efforts to transition to Smarter Balanced Assessments by maintaining and expanding capacities for online assessments, including robust Internet connections multi-seat computer labs, wireless connections, adaptive equipment for online testing for Special Education students and virtual student workstations.</p>	<p>IT Staff, Curriculum Coordinators</p>	<p>timeline established by Smarter Balanced Assessment Consortium (SBAC).</p> <p>2013 – Pilot Year 2014-15 First SBAC Based assessments</p>	<p>participation in the SBAC process and completion of online assessments in pilot program (2013 and implementation (2014-15), by way of Administrative reports to BOE.</p>
<p>2.4 Support District efforts to transition to Smarter Balanced Assessments by providing technology support and training to district teams involved in transition planning, pilot programs and implementation of online testing.</p>	<p>Administrative Council, IT Staff, Curriculum Coordinators</p>	<p>To be determined by timeline established by Smarter Balanced Assessment Consortium (SBAC).</p> <p>2013 – Pilot Year 2014-15 First SBAC Based assessments</p>	<p>Evidence of successful participation in the SBAC process and completion of online assessments in pilot program (2013 and implementation (2014-15), by way of Administrative reports to BOE.</p>
<p>2.5 Provide technology support for District teams engaged in adoption of Student Success Plans.</p>	<p>MMS and District Administration, Guidance Counselors, MMS Staff, IT Staff, and Curriculum Coordinators.</p>	<p>Ongoing through June 2015; exact timeline to be determined by MMS and District Administration Team.</p>	<p>Evidence of all students contributing content for an individualized Student Success Plan during grades 6 - 8. Note that this will continue with the student into High School (grades 9 – 12).</p>
<p>2.6 Support District efforts to</p>	<p>Administrative Council, IT Staff, Curriculum</p>	<p>Ongoing building based plans, building based</p>	<p>Reports of progress at staff meetings.</p>



## Goal 3: Connected Teaching and Learning

National Tech Plan	State Tech Plan
<p><b>3.0 Teaching: Prepare and Connect</b>  <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><b>Goal 3: Connected Teaching and Learning</b>  <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><b>What will your district do over the life of this local Tech Plan to ensure that educators are prepared to teach 21<sup>st</sup> Century learners and are connected to technology resources that support teaching and learning?</b></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?
3.1 Continue to include technology as a yearly BOE District Level Goal and to include the BOE Goal as a reference point for individual professional development plans.	BOE, Superintendent, Administrative Council and District PD Committee.	9/1/2012-15 Annually as part of adoption of BOE Goals and subsequent development of individual staff PD Plans.	Inclusion in BOE minutes. Review of staff PD plans by Administrative Council.
3.2 Continue to include technology offerings as part of the District PD strands.	BOE, Superintendent, Administrative Council and District PD Committee.	Annually as part of the District PD process: May – PD Strand proposed and approved. June - Staff selection of PD offerings Oct, NOV, Mar – District PD days.	Feedback through Protraxx feedback system reviewed by Administrative Council and Professional Development Committee.
3.3 Continue to develop staff expertise in using the Pearson suite of products for instructional decision making as part of the SRBI/RTI process by providing direct support to Building Level Data Teams, and PLC's through PD Strand	IT Staff, District Pearson Committees	PD Strand Offerings as above and just-in-time coaching at staff and team meetings and email based help desk.	Feedback through Protraxx system for strands. Administrative Council and District Pearson Tem review of progress.



## Goal 4: Infrastructure for Teaching and Learning

National Tech Plan	State Tech Plan
<p><b>4.0 Infrastructure: Access and Enable</b>  <i>All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.</i></p>	<p><b>Goal 4: Infrastructure for Teaching and Learning</b>  <i>All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.</i></p>
<p><b>What will your district do over the life of this local Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</b></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>4.1 Continue funding support for cooperative arrangements between District, Town, and Region 19 for shared staff, and cooperative purchasing where appropriate.</p>	<p>IT Director, Administrative Council, Building IT Coordinators</p>	<p>Annually through district budget cycle (2013-15)</p>	<p>Budget adoption that supports the action steps.</p> <p>Reports to District Tech Committee, Administrative Council and BOE articulating successful joint ventures.</p>
<p>4.2 Continue funding support for existing infrastructure (fiber connections, virtualized data centers, wireless network) and a replacement cycle that allows end-of-life retirement of equipment and adoption of improved technology as the cycle progresses.</p>	<p>IT Director, Building IT Coordinators, IT Staff</p>	<p>Annually through district budget cycle (2013-15)</p>	<p>Budget adoption that supports the action steps.</p>
<p>4.3 Continue funding support for existing computer workstation 5 year replacement cycle (including virtualized workstations.)</p>	<p>IT Director , Administrative Council , Building IT Coordinators</p>	<p>Annually through district budget cycle (2013-15)</p>	<p>Budget adoption that supports the action steps.</p>

<p>4.4 Continue funding support for replacement cycle of SMART Board systems and associated peripherals.</p>	<p>IT Director, Administrative Council, Building IT Coordinators,, PK-8 Library Media Coordinator</p>	<p>Annually through district budget cycle (2013-15)</p>	<p>Budget adoption that supports the action steps.</p>
<p>4.5 Monitor, support and participate as appropriate in the ongoing Town and BOE decision process to build two new PK-4 schools or renovate existing schools.</p>	<p>IT Director, Administrative Council, Building IT Coordinators, PK-8 Library Media Coordinator</p>	<p>Spring 2012 and ongoing depending on action of boards</p>	<p>A building plan adopted by the Town and approved by voters.</p>
<p>4.6 Evaluate emerging technology options such as tablet based computing and bring your own device options.</p>	<p>IT Directory, Building Technology Staff, Teachers</p>	<p>Annually through district budget cycle (2013-15)</p>	<p>Pilot programs established at PK-4 level and at MMS.</p>
<p>4.7 Evaluate emerging virtual technologies (especially in light of possible building projects) to provide better redundancy in the data center, and less costly student workstations.</p>	<p>IT Director, Building Technology Staff, Teachers</p>	<p>Spring 2012 and ongoing depending on action of boards</p>	<p>Virtual workstations established in Grades 2, 3, 4 classrooms and Enrichment by 2015.</p> <p>Split data center core with decentralized hosts and SANS established by 2015 (as part of a building project or using rack space at Town Hall).</p> <p>Establishment of long term plan to provide end of life replacement to PK-8 wireless system (Spring 2013).</p>
<p>4.8 Participate in a joint RFP with the Town and R19 for wireless replacement project.</p>	<p>IT Director, Building IT Staff</p>	<p>From 9/1/2012 and ongoing</p>	<p>Complete wireless replacement plan by 2014-15.</p>

## Goal 5: Productivity and Efficiency

National Tech Plan	State Tech Plan
<p><b>5.0 Productivity: Redesign and Transform</b>  <i>Our education system at all levels 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><b>Goal 5: Productivity and Efficiency</b>  <i>Our education system at all levels 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><b>What will your district do over the life of this local Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</b></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?
5.1 Continue support for existing online systems that contribute to productivity and efficiency such as Protraxx, AESOP, IEP Direct and Pearson suite of products.	Administrative Council through budget process.	Annually through budget adoption cycle (2013-15)	Ongoing use of existing systems and reports generated by such services.
5.2 Refine internal processes for QContent web system and expand use by school offices and staff	IT Staff, District Web Team, Administrative Council	Refine current procedure by 1/1/2013  Provide staff guidelines by 5/1/2013	Evidence of success will be increased and diversified content on teacher/team web pages and development of school elements such as document center.
5.3 Evaluate and support the process of converting PK-4 phone system to VOIP based systems as part of new school building/renovation projects.	IT Staff, Town Committees	Ongoing as town process develops (9/1/2012-2015)	Evidence of success will be deployment of VOIP systems at PK-4.
5.4 Evaluate and expand where appropriate the use of web based curriculum for students especially	IT Staff, Administrative Council, PK-8 Teaching Staff	Ongoing 2012-15 as opportunities and budget support evolve	Reports to District Technology Committee on ongoing curriculum expansion. Evidence of success will be year

offerings that can be reached 365/24/7 as blended learning opportunities, remedial services or extensions to classroom activities.			over year increases in use of web based curriculum.
5.5 Evaluate the process by which existing QContent web pages could be offered in a format conducive to display on mobile devices.	IT Staff	Evaluate (2012-13) Launch if possible 9/1/2013	Evidence of success will be web pages on mobile devices or documentation of decision to forgo the format through District Technology Committee reports.
5.6 Convert existing Remote Access system to a terminal services solution allowing certified staff to work from outside the school building without dependence on their classroom machine.	IT Staff	Launch 9/1/2012	Evidence of success will be switch over to online system, staff-help documents and feedback on staff surveys as new system is rolled out.
5.7 Monitor ongoing changes in the mobile device ecosystem. Evaluate current infrastructure (wireless capability, security) and modify as necessary to accommodate the use of mobile devices and a Bring Your Own Device option for staff & students. Adopt protocols and procedures for use within a BYOD pilot program.	IT Staff, MMS Administrative team and Staff	Evaluate through 2012-13 school year  Launch pilot program 9/1/2013	Reports to District Tech Committee on evaluation process and development of protocols for BYOD.  Evidence of success will be the establishment of a BYOD pilot program.
5.8 Evaluate and support ongoing district process for replacing the discontinued Limelight Online testing portion of Pearson suite, with alternative Pearson product or	Administrative Council, District Pearson Team	Evaluation of replacement products (9/1/2012-1/1/2013)  Launch of replacement product Spring 2013  Development of online	Evidence of success will be the election of alternative product, implementation of the product and the presence of district wide online tests by 2015.

other 3 <sup>rd</sup> party software.		district based tests Spring 2013-2015	
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## 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](http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf).

I, Frederick E. Baruzzi \_\_\_\_\_, certify that one of the following conditions (as indicated below) exists in

Name of Superintendent/Director

Mansfield Public Schools, Mansfield CT

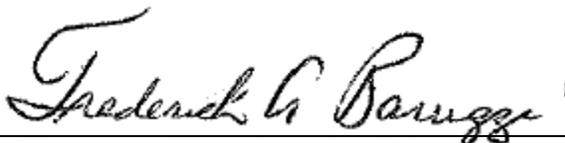
LEA

- My LEA/agency is E-Rate compliant; or  
 My LEA/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.

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



Signature of Superintendent/Director

6/5/2012

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

## ***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:**

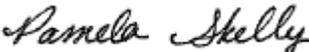
- Selects a balanced standing committee of stakeholders who research new trends and technologies.
- Assists the district in developing a culture which supports innovations.
- Develops by-laws for committee membership, which include details such as defined roles, terms of service, expectations, etc.
- 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: Mansfield Public Schools District Contact: Frederick Baruzzi Email: mboesupt@mansfieldct.org  
 Phone: 860-429-3383

	RESC	Final	
	Complete? Yes/No	Complete? Yes/No	additional information required/comments
Cover Page: Superintendent or Executive Director Signature			
Cover Page: Board of Education Date Submitted			
Cover Page: Board of Education Date Approved			
Educational Technology Plan Preparation Check-Off: Agent Signature	Yes		
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature	Yes		
LEA Profile	Yes		
Technology Committee	Yes		
Vision Statement	Yes		
Needs Assessment	Yes		
Goal 1: Engaging and Empowering Learning Experiences	Yes		
Goal 2: Assessment	Yes		Very strong!
Goal 3: Connected Teaching and Learning	Yes		
Goal 4: Infrastructure for Teaching and Learning	Yes		Thorough!
Goal 5: Productivity and Efficiency	Yes		
CIPA Form: Superintendent/ Executive Director Signature	Yes		
Questions/Comments			
I have reviewed the plan for alignment and completeness and provided feedback to the district.			
Pamela Skelly			March 14, 2012

(print) Name of RESC Reviewer

Signature of RESC Reviewer

Date

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

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