

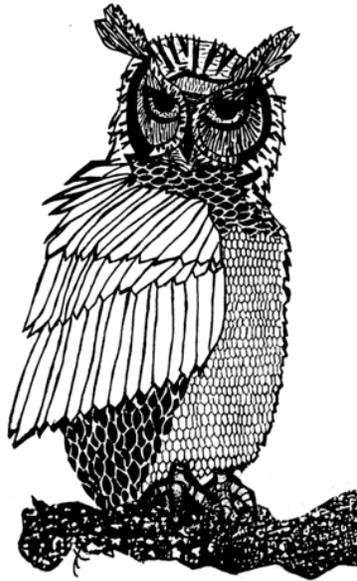
DRAFT - March 26, 2012

Woodbridge School District

Beecher Road School

Educational Technology Plan

July 1, 2012 – June 30, 2015



Woodbridge School District
40 Beecher Road
Woodbridge, CT 06525

Cover Page

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

District/Agency:	Woodbridge School District	
LEA Code:	167	
Educational Technology Plan Contact:	Rick Wood	
Phone:	203.389.2195	
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E-mail:	RCWood@woodbridgeps.org	
Address:	40 Beecher Road	
Name of Superintendent or Director:	Dr. Gaeton Stella	
E-mail:	GStella@woodbridgeps.org	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

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

Preparation Check-Off Page

The submitted plan has the following:

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

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

Signature of Authorized LEA Agent

Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

Woodbridge School District Local Education Agency Submitting this Plan

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

School districts, consortia or charter schools (LEAs), who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

Yes
_____ 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. _____

Yes
_____ Has applied for E-Rate funding.

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

Date the plan was approved: _____

OR
Date the plan is to be submitted for board approval: _____

Certified by:

Signature of Superintendent or Director

Date

Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Woodbridge School District

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

Educational Technology Literacy

Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	N/A
How many of those students were considered technologically literate based on that evaluation?	N/A
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	29
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	0
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	68/75
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	N/A

Policies

How often are your Acceptable Use Policy (AUP) and other technology-related policies updated? **At least every three years**

Insert a link to your district's AUP below if it is stored on the Web:

<http://www.woodbridge.k12.ct.us./subsite/brs/page/library-technology-center-acceptable-use-138>

Online Assessments

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

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

The maximum number of Grade 4 students who could be accommodated under the above conditions.	78
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	83%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	78
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	67%
The maximum number of Grade 8 students who could be accommodated under these conditions.	N/A
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	N/A
The maximum number of Grade 10 students who could be accommodated under the above conditions.	N/A
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	N/A

Planning Committee

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

Member	Title	Constituency Represented
Rick Wood, Chair	Technology Coordinator	Library Tech Team
Larry Hurwitz	Technology & Assistive Technology Specialist	
James Crawford	Technology Specialist	
Lori Patrick	Library Media Specialist	
Dr. Gaeton Stella	Superintendent of School	Administration
Sheila Haverkamp	Director of Special Services	
Sheila McCreven	Member	Board of Education
Steve Fleischman	Vice Chair	
Faculty Members – Faculty forums		Faculty
Parents and Community members – Parent Forum		Parents & Community

The Committee must:

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

The Woodbridge School District employed a modified approach to Technology Plan Development during the 2011 – 2012 school year. The Library Technology Team consisting of four teachers were charged with convening focus groups with all Woodbridge School District constituents to address the various aspects of this Technology Plan.

The Team first conducted two surveys of the faculty and staff and held two open sessions with faculty and staff to discuss current issues in technology as they relate to the school and to discern major needs and goals for the next three years.

The Team held a three-hour evening presentation and open discussion with parents and community. Major technology issues facing students were discussed and goal areas identified.

The Team held two meetings with representatives of the Board of Education and Administration to review the results of the faculty and staff and parent discussions and to set forth the goals for this technology plan.

The Team convened on multiple occasions to draft the plan. The plan was reviewed with the administrative representatives and published for review and comment by all constituents.

Vision Statement

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the educational technology plan.

In keeping with the spirit of the Woodbridge School District Mission Statement, technology is fully integrated into the teaching, learning, and working environments of our Beecher Road School Learning Community.

As lifelong learners, members of this learning community use technology ethically and responsibly

- to locate, access, analyze, evaluate, organize, and apply information,
- to design and develop products, systems, and environments to solve problems innovatively,
- to express themselves creatively, and
- to communicate and collaborate effectively.

Beecher Road School Learning Community members are prepared to lead in an ever-changing, information-rich global society.

Needs Assessment

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

Curriculum Integration

When evaluating your needs, consider:

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

Review

- Data was gathered through teacher survey and open meetings with the faculty.
- Students have access to computers in the classroom (limited) and full class access in 4 locations in the building.
- Software selection and access hampered by need for professional development
- Increased use of personal devices for students in need
- Beginning of use of web based storage and document sharing
- Increased use of online resources such as Discovery Tools
- Widespread use of SMART Boards in classrooms for instruction
- Use of document cameras to show opaque objects, display student work, and enhance versatility of the white board
- Listening stations in primary classes are obsolete

Needs

- Teacher training in implementation of software
- Faster startup time in fall for accounts
- Consistent time to meet with grade level teams/PLCs to discuss ways to integrate technology
- More access to computers in the classroom
- Increased use of iPads, iPods, and other personal digital devices in the classroom
- Software to support and extend the curriculum
- Development of an instructional resource website / More access to curricular materials in and out of school (home)
- Provide alternate access to text for all students in need
- Access to web-based applications and storage for all students and faculty
- Interfaces for gathering of data in PE and Science
- Digital reporting systems for parents
- Updated listening centers for primary students

Professional Development

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

Review

- The district completed a survey of teachers' use of technology in the classroom in the spring of 2011. The survey asked about the teachers' use of technology in the classroom, knowledge of software uses, access to technology for planning, teaching and student learning in the classroom.
- Certified staff and administration completed a survey in the spring of 2011 about professional development needs of the certified staff. The survey looked at the faculty's perceived level of technology competency and needs for future professional development.
- The district has provided Tech Academy courses to meet the basic needs of certified and non-certified staff. The courses were organized to specifically meet the needs of the non-certified staff during teacher conference days.
- At the conclusion of each Tech Academy the participants are required to provide evaluation of the course and are provided an option for requesting future courses in any area of technology.
- Technology consultation and support is available to teachers for individual projects and in support of individual technology needs
- Tech "help videos" are created to common user issues.

Needs

- Time for future PD during faculty meetings
- Time for full training before roll-out of major technology advances
- Completion of Technology competency assessments by administration and non-certified staff
- Training for central and main office staff for effective use of technology for data management
- More frequent training of TA and Office staff for efficient use of technology
- Need for future PD on efficient means of record keeping and data collection for teachers and Office staff

Equitable Use of Educational Technology

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

Review Student Access

- Classroom Computers - All classrooms have 2 to 4 computers each
- Technology Center - Computers for 2 full classes plus independent students, faculty, and staff. Assistance is available to all users.
- Library Media Center - Computers for 1 full class
- Grade 5 & 6 Computer Lab - Computers for 1 full class. Scheduling and organization of the Lab is managed by Grade 5 & 6 Teachers.
- Mobile devices - The District is piloting the use of mobile devices in the classroom.
- All students have equal access to technology in the school.

Review Faculty & Administration Access

- All faculty and administrators are provided mobile computers with seamless wireless access throughout the school building.
- Some administrators have iPads, and smartphones.
- Noncertified staff have access to desktop computers in school and access to email outside of school.
- Students with needs have access to mobile computers, iPads, iPods, computers with touch screens, speech recognition, and many other assistive technologies.

Needs

- Maintain current replacement plan for computers, infrastructure and other technology
- Expand access to technology resources in the classrooms

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.*

Review

The school has a direct OC-3 fiber optic connection to the Connecticut Education Network. The central backbone of the internal network is 1Gb Ethernet utilizing fiber optic connections between switching closets. All classroom and office spaces have multiple 100Mb Ethernet. All lab computers connect at 1 Gb directly to the central switches. All classroom computers connect at 100Mb. The entire school is covered by a managed 10Mb wireless system updated in 2011.

The District maintained Email server is in the process of being phased out as the District converts to a cloud-based system for email and apps. File Servers provide individual user accounts for students, faculty, staff, and administration and backup faculty and administration mobile computer systems. A firewall, web filter, and SPAM filter protect the connection to the Internet. Web filtering is granular by grade level. E-Rate has been used to offset telecommunications service fees. The District uses hosted services for the District website, student information system, IEP management system, library circulation system, and health record management system. The fiscal management system is shared with the Town offices.

The internal cable system for video is minimally used as the District has moved to digital distribution of video via the data network.

Needs:

Network Assessment: Throughout the year, the district experiences network service slowdowns during peak use. A network assessment should be conducted.

Administrative Needs

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

Review

- Current limited use of Pearson PowerSchool for basic record keeping and demographic data
- IEP Direct and AIMS Web are used for data management of special needs and assessment
- Teacher created short term spreadsheet systems for data analysis

Needs

- Centralizing and standardizing data entry and management for all related systems: nurse; library; computer network; student information; lunch system; ProTrax; ...
- Telecommunications system is out of date; messages should be available through text and voice; current limited number of outside lines; automated systems for reporting absences;
- Need for longitudinal data collection that is sharable, accessible, and teacher friendly
- CMT data as well as in school assessments should be accessible to PLCs
- Migrate data system storage to online services
- Online purchasing - paperless
- Intensive professional development for office staff, administration, teachers, and TA's is needed in all management systems
- District website should be reorganized to represent one school - easier navigation
- Training of staff in Google Applications to foster greater collaboration and communication

Parent involvement

- Provide a parent portal for student progress in PowerSchool
- Parents should have the ability to input student information online, to report absences, to schedule conferences, to conduct transactions for field trips and after school programs, and to make purchases online.

Plan Implementation

National and State Technology Goals

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>

Goal 1: Engaging and Empowering Learning Experiences - Action Plan for Access

Determine the variance in access to technology and Internet services for students and faculty outside of school and address issues of equitable access.

Steps	Responsibility	Timeline	Measurement
Survey students and teachers to determine Internet access outside of school	Library Tech Team	Year 1 Then annually	Annually review results of surveys
Develop strategies to ensure that students can complete school work at home 1. Explore free or reduced access from local services 2. Explore local venues with free access	Tech Committee Faculty Administration	Year 1	Annually review list of alternatives and low cost ISP's

Provide cloud-based access to applications and document storage for faculty, staff, and students that allows for integrated access by class, grade, and school.

Steps	Responsibility	Timeline	Measurement
Introduce Google Apps for Education to Faculty and Staff, providing Professional Development in the use of apps for professional use	Library Tech Team Administration	Year 1 Then annually	Review records of PD provided and accounts established Annually survey faculty professional use aligned with NETS for Teachers
Provide professional development in the use of Google Apps for Education in teaching and learning	Library Tech Team Administration	Year 1 On-Going	
Provide access to Google Apps for Education for students	Library Tech Team Faculty	Year 2 On-Going	Review introductions, lessons, and students' access

Goal 1: Engaging and Empowering Learning Experiences - Action Plan for Resources

Provide access to differentiated information at the point of need to promote individualized, self-facilitated learning.

Steps	Responsibility	Timeline	Measurement
Provide access to information at the point of need <ul style="list-style-type: none"> Increase use and availability of mobile technologies 	Library Tech Team Administration BOE	Year 1 On-going	Annually review access to mobile devices Survey faculty
Provide differentiated resources <ul style="list-style-type: none"> Train teachers in techniques for locating, integrating, and managing online resources and mobile apps. <ul style="list-style-type: none"> Provide professional development in detailed techniques for locating and evaluating resources Provide professional development in use of specific resources and applications Provide quality online resources <ul style="list-style-type: none"> Establish grade-appropriate criteria aligned with standards and curriculum for selection of resources and apps Evaluate digital resources and content and select resources to be used Adopt a centralized system for sharing digital curriculum resources 	Library Tech Team Curriculum Coordinators Faculty	Year 1 On-going	Review PD schedule Survey faculty Annually review lists of resources provided Annually review sharing system and make recommendations for modifications
<ul style="list-style-type: none"> Update filtering policies and management to allow students access to designated resources 	Library Tech Team Administration BOE	Year 1 Every 3 years	Review Policy Survey faculty to determine access

Goal 1: Engaging and Empowering Learning Experiences - Action Plan for Expression

Integrate technology to promote original creative expression through writing, arts, music, video, invention, performance, publishing, and other means

Steps	Responsibility	Timeline	Measurement
Review and revise the <i>Beecher Road School Library Media and Technology Performance Indicators for Students</i> to match current school curriculum	Library Tech Team	Year 2	Publish the document
Provide for regular collaboration among classroom teams, specialists, and technology specialists for the purpose of integrating technology tools into all areas of creativity	Administration	Year 2 On-Going	Review <ul style="list-style-type: none"> schedules of meetings lists of projects sample projects
Provide training for teachers in the use of a wide variety of applications (local and online) for creative expression	Library Tech Team Administration	Year 2 On-Going	
Provide access and instruction for students in a wide variety of applications for creative expression	Library Tech Team Classroom Teachers	Year 2 On-Going	

Goal 1: Engaging and Empowering Learning Experiences - Action Plan for Audience

Provide authentic audiences for student work

Steps	Responsibility	Timeline	Measurement
Develop guidelines for student publication <ul style="list-style-type: none"> Adopt policies that provide the ability for the school to share student work but continue to provide privacy of student information Develop protocols for posting of student works Develop criteria for quality of student work to be posted 	Library Tech Team Administration BOE Teachers	Year 1 Annually	Annually review policy, protocols, and criteria Annually survey faculty on use and effectiveness of policy, protocols, criteria
Expand systems for sharing of student work within the school <ul style="list-style-type: none"> Provide in-school displays of student-created digital works Provide in-school network-based source for students to share their works for viewing and use by their peers Provide professional development in use of internal digital services for sharing student works 	Library Tech Team Teachers	Year 2	Review PD Schedules List display points Review list of students works shared
Utilize the district website and other online services to share student works with parents, community, and the world <ul style="list-style-type: none"> Develop the district website for sharing of student works Select appropriate online services for sharing of student works Provide professional development in use of digital services for sharing student works 	Library Tech Team Teachers Administration Office Personnel	Year 3	Review secure site to determine extent of use by faculty, students, parents Review PD Schedule Annually review list of approved online services

Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i>	Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i>

Goal 2: Assessment - Action Plan

Investigate and select appropriate digital assessments to support student learning.

Steps	Responsibility	Timeline	Measurement
Convene a committee of all administrators and curriculum leaders to: <ul style="list-style-type: none"> Determine specific assessment needs Develop strategies for selecting assessments Develop a methodology for sharing and evaluating results 	Administration Teachers BOE	Year 2 Annually	Review Committee Schedule and Needs Assessment Publish results
Establish routine assessment schedule using selected assessments.	Administration Teachers	Year 3	Review schedule

Goal 3: Connected Teaching and Learning

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

Goal 3: Connected Teaching and Learning - Action Plan for Professional Development

Develop a long-range plan for technology integration training

Steps	Responsibility	Timeline	Measurement
Engage teachers in professional development activities that create excitement for embedding technology into the 21st Century classroom	Professional Development Committee	Year 1 On-going	Review PD Schedule Survey teachers to determine effectiveness
Develop teacher leaders in a variety of methods of technology integration and provide mentoring for all teachers	Administration Library Tech Team	Year 2 On-Going	Faculty complete self-assessment based on NETS for Teachers
Provide digital professional development resources to support all areas of technology		Year 3 On-Going	Review digital PD used by teachers

Goal 3: Connected Teaching and Learning - Action Plan for Teacher Evaluation

Review and plan for the digital component of professional development and teacher evaluation

Steps	Responsibility	Timeline	Measurement
Review the capacity of ProTraxx to manage the District needs for tracking professional development and teacher evaluations	Administration Professional Development Committee	Year 3 On-going	Publish review results
Develop plan for digital management of professional development and teacher evaluation	Administration Professional Development Committee	Year 3 On-going	Publish plan

Goal 4: Infrastructure for Teaching and Learning

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

Goal 4: Infrastructure for Teaching and Learning - Action Plan

Maintain sufficient infrastructure to support the technology needs of students, faculty and administration.

Steps	Responsibility	Timeline	Measurement
Ensure access to digital technologies through routine maintenance, replacement, and improvement of infrastructure, hardware, and systems that support the educational program.	BOE Administration	On-going	Review system logs. Review maintenance records. Review system specifications and requirements for compatibility and scope. Annually review personnel and staffing records to assure adequate personnel Survey faculty and staff on effectiveness of support
Continue to improve the infrastructure necessary to maintain connectivity to the Connecticut Education Network.	Library Tech Team	On-Going	
Revise and implement the Integrated Data Architecture Plan to ensure future interoperability of all systems.		Year 3	
Continue to provide the Technical Support Staff, Technology Integration Specialists, and service contracts necessary to continue efficient operations and effective use of technology for academic and business needs.		On-Going	

Goal 5: Productivity and Efficiency

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

Goal 5: Productivity and Efficiency - Action Plan for Data Management

Adopt a common longitudinal data collection system to simplify and standardize student

Steps	Responsibility	Timeline	Measurement
Coordinate with Administration, Curriculum Committees and Coordinators to: <ul style="list-style-type: none"> Identify and address goals in the school improvement plan. Identify data points that can be used at the classroom level to improve instruction. Identify data points that can be used by the District to improve operations. Identify which data points will be collected by which tool. 	Data Leadership Team Administration	Year 1	Publish list of data points
Assess and select the system to provide a common longitudinal data collection system		Year 1	Publish selection criteria Identify system
Develop strategies for implementing the system across the school constituents including administration, faculty, office personnel, and parents		Year 3	Publish implementation plan with strategies
Provide for effective fiscal management through the use of technology.		On-going	Annually survey personnel on effective use of fiscal tools Annually review fiscal management systems

Goal 5: Productivity and Efficiency - Action Plan for Parent - Teacher Communication

Adopt a teacher / parent portal for communication and reporting

Steps	Responsibility	Timeline	Measurement
Expand the District / School website	Administration Library Tech Team	Year 1 On-going	Review traffic analytics and data
Develop a Communication and Reporting Leadership Team to <ul style="list-style-type: none"> Assess and select the system to provide a parent portal Develop strategies for implementing the system across the school constituents including administration, faculty, office personnel, and parents Coordinate with the District's revision of student report cards 	Administration Teachers	Year 2	Publish strategies Review digital report card
Utilize PowerSchool as appropriate to provide home - school connection		Year 3	

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, Gaeton Stella, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Woodbridge School District
LEA

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

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

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

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

 Signature of Superintendent/Director

 Date

Educational Technology Plan Review Guide

Name of District: Woodbridge School District District Contact: Rick Wood Email RCWood@woodbridgeps.org
Phone: 203.389.2195

	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			
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature			
LEA Profile			
Technology Committee			
Vision Statement			
Needs Assessment			
Goal 1: Engaging and Empowering Learning Experiences			
Goal 2: Assessment			
Goal 3: Connected Teaching and Learning			
Goal 4: Infrastructure for Teaching and Learning			
Goal 5: Productivity and Efficiency			
CIPA Form: Superintendent/ Executive Director Signature			
Questions/Comments			
I have reviewed the plan for alignment and completeness and provided feedback to the district.			

(print) Name of RESC Reviewer

Signature of RESC Reviewer

Date

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

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