



**COOPERATIVE
EDUCATIONAL
SERVICES**

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To: Dr. Sal Corda, Superintendent Norwalk Public Schools
From: Esther Bobowick, Director of Professional Development Services
Date: June 11, 2009
Re: Tech Plan Review

Enclosed please find a copy of your Tech Plan and the Connecticut State Department of Education (CSDE) Educational Tech Plan Template/RESC Review Form. Congratulations! I have reviewed your Tech Plan and I'm recommending it for approval. Remember that you need to submit the following to complete this process:

1. a "hard copy" of your tech plan,
2. a CD-ROM version of your tech plan,
3. a copy of the RESC Review Form, and
4. a statement of your board's approval of your plan

Please send items 1-4 directly to the CSDE by mail.

These items are due by June 15, 2009.

Other requirements:

1. Make sure that the superintendent's original signature in blue ink appears on BOTH the cover page and the E-rate page
2. If your board approves your plan after you have submitted it to the state, please forward a statement of your board's approval, or a copy of the minutes, to Karen Kaplan at the CSDE to be included in your file.

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

CSDE has reorganized since the Ed Tech Plan Template was sent to districts, so please submit your Tech Plan to Karen Kaplan at CSDE. Her contact information is:

Karen Kaplan
Connecticut State Department of Education
165 Capitol Avenue—Room 215
Hartford, CT 06106
(860)-713-6781
karen.kaplan@ct.gov

If you have any questions, please call me at C.E.S. (203)-365-8850, or e-mail me at bobowice@ces.k12.ct.us. Good luck with the implementation of your tech plan.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2009 – June 30, 2012



ED 616

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

Published: August 2008
Submissions to RESCs for review due before March 9, 2009
Submission to SDE due June 15, 2009

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan
Commissioner of Education

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

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OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

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

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

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

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

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

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

² CAPSS Technology Position Statement, 12/14/01

This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum development and implementation, professional development, infrastructure, hardware, technical support, software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

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

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

1. Complete your local technology plan using the template that follows on pages 5-21.
2. Once completed, your local technology plan must be reviewed by your Regional Educational Service Center (RESC) before submission to the Connecticut State Department of Education (CSDE). Submit *two hard copies* of your plan by March 9, 2009, to the following RESC staff for an initial review.

RESC Region	Staff	Phone	Fax	Email
ACES	Barbara Haeffner	203-407-4418	203-407-4590	bhaeffner@aces.org
CES	Esther Bobowick	203-365-8883	203-365-8878	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	860- 246-3304	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	860-455-0691	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	860-567-3381	jcosta@educationconnection.org
LEARN	Karen Urgitis	860-434-4800	860-434-4837	kurgitis@learn.k12.ct.us

3. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off by your Superintendent or director and by the RESC reviewer*, submit the plan to your local board for approval.
4. Once the plan has received local board approval, submit a hard copy and a CD-ROM version of your plan by June 15, 2009, for final review/state certification.

Send to:

Arthur Skerker
Connecticut State Department of Education
165 Capitol Avenue – Room 215
Hartford, CT 06106

5. Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the superintendent.

* *The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness. Once a plan has received the RESC reviewer's signature (and your board's approval) it is ready for submission to the state.*

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012

District/Agency:	Norwalk Public Schools	
LEA Code:		
Technology Plan Contact:	Ralph Valenzisi	
Phone:	203-854-4039	
Fax:	203-854-4140	
Email:	ralphv@norwalkps.org	
Address:	125 East Avenue, Norwalk, CT 06852	
Name of Superintendent or Director:	Salvatore J. Corda, Ph.D	
Email:	corda@norwalkps.org	
Signature of Superintendent or Director:	<i>Salvatore Corda</i>	Date: 5/27/09
Date Submitted to Board of Education:	March 3, 2009	
Date Approved by Board of Education:	March 17, 2009	

For RESC/SDE Use Only:

RESC Regional Reviewer:	<i>Esther Bobrowska</i>	Date: 6/11/09
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting

Salvatore J. Corda

Signature of Authorized LEA Agent

6/4/09

Date

LEA Federal Grant Program Compliance Form

Norwalk Public Schools

Local Education Agency (LEA) 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)

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. _____

_____ has applied for E-Rate Funding for FY 2008.

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

Date the plan was approved: March 17, 2009

OR

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

Certified by:

Salvatore J. Corda
Signature of Superintendent or Director

5/28/09
Date

Salvatore J. Corda, Ph.D

Printed Name of Superintendent or Director

LEA Profile

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the 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.

LEA NAME:	Norwalk Public Schools
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?	756
Based on that evaluation, how many of those students were considered technologically literate?	292
How many hours of technology related professional development were offered to certified educators in 2007-08? (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.)	39.5
How many hours of technology related professional development were offered to administrators in 2007-08? (Count only those pd hours offered specifically for administrators.)	14
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? (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.)	158/550
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? (Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)	75/300

When filling out the table below, please consider the following conditions:	
<ul style="list-style-type: none"> ▪ 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.	300
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	17%
Maximum number of Grade 6 students who could be accommodated under the above conditions.	200
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	11%
Maximum number of Grade 8 students who could be accommodated under these conditions.	200
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	13%
Maximum number of Grade 10 students who could be accommodated under the above conditions.	300
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	14%

TECHNOLOGY PLANNING COMMITTEE

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

Member	Title	Constituency Represented
Ralph Valenzisi	Director of Technology	Norwalk Public School Staff
David Hopp	Assistant Director of Technology	Norwalk Public School Staff
Victor Black	IT Staff Developer	Norwalk Public School Staff
Ken Martinelli	Instructional Specialist	Norwalk Public School Staff
Carol Marinaccio	Grants Administrator	Norwalk Public School Staff
Frank Yulo	Teacher	Norwalk Public School Staff
Keith Morey	Teacher	Norwalk Public School Staff
Sara Vogel	Teacher	Norwalk Public School Staff
Lauren Rosato	Director	Norwalk Education Foundation
Mary Peniston	Executive Assistant	Norwalk Public School Staff
Kevin Walston	Assistant Principal	Norwalk Public School Staff
Jean Starkman	Parent	Parent/Community Member
Price Snedaker	Parent	Parent/Community Member
Karen DelVecchio	Director of Technology	City of Norwalk
Paula Palermo	Parent	Parent/Community Member
Neil Modi	Brien McMahon High School	Student
Evan Lester	Norwalk High School	Student

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.

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.

The mission of the Norwalk Public Schools is to create a supportive learning community rooted in the belief that all children can learn. Our educators will challenge all students to demonstrate high levels of achievement on a wide variety of clearly defined standards. Our students will graduate with the skills, knowledge, attitudes and experiences necessary to ensure their highest potential for success and life-long learning

Mission Statement:

Norwalk Public Schools will create a supportive learning community with a robust technology infrastructure and support system that will prepare all its students and staff with the skills and ethics necessary to :

- a. communicate effectively
- b. collaborate with an ever-diverse population in and out of the classroom
- c. acquire, evaluate and use information efficiently and productively
- d. compete and be successful in the global community and economy

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.*

OVERALL- System wide Needs Assessment

STRENGTHS	WEAKNESSES
<p><u>Teachers Integrating Technology</u></p> <ul style="list-style-type: none"> • An estimated 35% of teachers regularly integrate technology into curriculum, and another estimated 65% do so periodically. • Teachers integrate technology through the use of computers, Smart Boards, peripherals and other technology tools, in the classroom at the elementary levels and primarily in labs at the secondary schools. NPS teachers have created best practice lessons that are available to all teachers via the web. These lessons integrate technology into our existing core academic curriculum, and in this way not only do students acquire necessary technology skills but also gain an understanding of how to apply them in practical situations. <p><u>High Quality Tools Available to Support Technology Integration</u></p> <ul style="list-style-type: none"> • <i>NPS Teacher Website</i> (www.npsteachers.org): all teachers are encouraged to use this district developed website for finding lesson plans and professional development resources. • <i>Other Digital & Online Materials</i>: As curriculum has been revised and new textbooks purchased, teachers now have access to new digital and online materials. Teachers are encouraged to share Smart Board lessons created/edited on the teacher resource website. • <i>Multimedia Curriculum Tools</i>: The district is beginning to develop tools to address different learning styles based on Gardner's work on multiple intelligences, especially to support Special Education students, English Language Learners (ELLIS), and students with auditory and visual learning styles. • <i>Distance Learning</i>: We are currently implementing instruction and assessments online through the use of web based tools such as Moodle (online course portal) and ClassDrive (teacher web page portal). We are 	<p><u>Incomplete Development in all Curriculum Areas</u></p> <ul style="list-style-type: none"> ○ There is a need for more specific strands in all curriculum areas that address the integration of technology in teaching and learning. <p><u>Professional Development Issues</u></p> <ul style="list-style-type: none"> ○ More professional development is needed in general to assure that all teachers integrate technology in classroom teaching and learning. ○ Teachers that do take advantage of professional development need to apply it more consistently in the classroom and share it with colleagues. <p><u>Inadequate Technology Support in Schools</u></p> <ul style="list-style-type: none"> ○ There is not enough on site support for teachers and administrators in the buildings. At the elementary and middle school levels, there should be an onsite library media specialist. At the high schools, there should be an onsite technical support person. <p><u>Inadequate Availability & Use of Technology Tools</u></p> <ul style="list-style-type: none"> ○ <i>Insufficient access</i> to technology teaching tools hinders the ability to integrate technology in teaching and learning. <ul style="list-style-type: none"> ○ Prevalence of obsolete equipment (30% of all computers are more than 3 years old) ○ Insufficient number of projectors at all levels ○ Limited access to smart boards at all levels ○ Limited access to multimedia carts ○ Access is sometimes limited due to the inability to service equipment . ○ <i>Distance Learning tools</i>, both real time and asynchronous, are rarely used. ○ <i>Digital Delivery Systems</i> are underutilized to enhance learning., such as I-NET, Cable TV, Pod-casts, cell phones. <p><u>Policies</u></p> <ul style="list-style-type: none"> ○ In the face of growing pervasiveness of electronic devices -such

<p>piloting the use of video conferencing through our partnership with the Norwalk Maritime Center.</p> <ul style="list-style-type: none"> • <i>SharePoint</i> –Currently, NPS is implementing a new collaboration and communication system which will be our public facing portal as well as our private intranet means of sharing data to meet our CALI initiatives such as data teams. <p><u>Other Supports</u></p> <ul style="list-style-type: none"> • <i>High speed access</i> is available in all schools • <i>District Support for Technology Integration:</i> Central office has had an Instructional Specialist for Technology Integration to coordinate professional development, reinforce school based support teams and provide direct support to classroom teachers. This role will be assumed by a new position - Instructional Technology Staff Developer. 	<p>as cell phones, pdas, and digital media players – the district is challenged to maintain and enforce up to date ethical and appropriate use of these devices in the classroom and school community.</p>
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Needs Assessment by Levels

STRENGTHS	WEAKNESSES
<p><u>Elementary</u></p> <ul style="list-style-type: none"> • 3rd, 4th & 5th grade are comprehensively integrating technology after an intensive pilot initiative. As a result, all 3rd, 4th and 5th grade classroom are equipped with 4-6 state of the art computers • This pilot initiative has enabled the district to focus on assuring all 5th grade students are assessed for state standards of technology proficiency based on student portfolios. • Jefferson as magnet/science school presents opportunities to explore emerging technologies such as distance learning (especially with the Maritime Center) and SmartBoards in virtually all classrooms at the elementary level. 	<ul style="list-style-type: none"> ○ Lower grade teachers in elementary are not consistent in integrating technology in their teaching and student learning. ○ There is no certified technology guide to assist teachers at each elementary school with technology driven projects and to emphasize cross subject area integration with assured experiences (i.e. no certified library media specialists). ○ Elementary staff has access to limited wired computer labs.
<p><u>Middle Schools</u></p> <ul style="list-style-type: none"> • Each middle school has a computer teacher that not only reinforces technology skills for students but who also serve as core support in each school for classroom teachers. • Virtually every teacher has a computer with Windows 2000 or better. • There is a lab for every 400 students. • 8th grade student assessment has been defined and is in place. 	<ul style="list-style-type: none"> ○ Middle school still presents the problem of providing “assured experiences” so students will acquire technology integration skills. This has been largely due to lack of student access to computers. ○ Middle schools need at least one networked black & white printer for every 2-3 classes to share, a networked color laser printer for every 40 teachers, and a multimedia cart for each academic team.
<p><u>High Schools</u></p> <ul style="list-style-type: none"> • Each academic department has a 25 station computer lab. • New science tech labs are enabling more integration of technology into HS science curriculum and will respond to requirement to administer Science CAPT online. • Tech Ed curriculum has been completely revised to reflect the heavy reliance on digital tools in industry and the workplace (i.e. Macromedia and Adobe software). 	<ul style="list-style-type: none"> ○ The district has not yet developed an effective way to assess secondary students for technology competencies and related skills. ○ The district needs to develop more professional development tailored to the needs of high school teachers.

<p><u>Libraries</u></p> <ul style="list-style-type: none">• All school libraries are being automated to a central database which will allow shared use of district wide resources.• Norwalk Public Library offers classroom orientations of how to use the library and provides online homework help available at the library and from home.	<ul style="list-style-type: none">○ The district does not have certified library media specialists to support students and teachers in elementary and middle schools or a delivery system to allow interlibrary loans in the district.○ At the middle school level, every library should have a computer for the librarian/library aide and a minimum of 4 student kiosks.
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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.*

STRENGTHS	WEAKNESSES
<p><u>Leadership:</u></p> <ul style="list-style-type: none"> ● There has been a well defined leadership and support structure for the integration of technology for several years which is now being strengthened. We currently have a Director of Technology assisted by a full time Instructional Technology Specialist (professional development with teachers) and an Assistant Director (technical oversight of systems). <p><u>Assessment of Teacher and Staff Professional Development Needs</u></p> <ul style="list-style-type: none"> ● Professional Development is driven by data received from ongoing surveys of teacher needs. ● Administrators are periodically canvassed to determine training needs for themselves and non-certified staff. <p><u>Professional Development Plan:</u></p> <ul style="list-style-type: none"> ● There is a clear plan with priorities as to what needs to be accomplished in order to: <ul style="list-style-type: none"> ● Improve teachers potential for delivering classroom instruction ● Share and distribute resources via the network ● Improve the teachers use of data driven decision making ● Maximize the use of technology tools to improve student outcomes ● Develop a culture of universal use of e-mail and broader reliance on web publishing and use of web tools. ● Tech Smart Teachers, a collaborative effort with the Norwalk Education Foundation (NEF), has been in place for 7 years and has offered classes to over 1,000 NPS teachers. Over this time span, the Institute has reached over 55% of the current teaching population. Its course offerings are coordinated with the district. <p><u>Delivery system:</u></p> <ul style="list-style-type: none"> ● Professional development is now aligned to train teachers to deliver lessons that help students meet our technology literacy requirements at 5th and 8th grade. ● Master technology teachers deliver classes to other teachers at all levels. ● There is a strong professional development support system including Tech Smart Teachers. ● Courses are offered to specific groups to meet specific needs (i.e. administrators, special education teachers, ESL 	<ul style="list-style-type: none"> ○ The district needs more staffing or funding for outside consultants to offer more technology professional development classes. ○ There has been inadequate training for non-certified staff. ○ More opportunities need to be developed for on line learning. ○ The district needs to be more rigorous in standardizing versions of software. ○ District e-mail and web-based tools are underutilized. ○ Web/online conference for professional development is not in place.

<p>teachers, secretaries, etc.) Currently, there is heavy emphasis on Genesis training and SharePoint.</p> <ul style="list-style-type: none">• Online tools to support teaching and learning are currently being used (i.e. Teacher Resource site, posted curriculum, online courses etc.).	
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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.*

STRENGTHS	WEAKNESSES
<p><u>Access to technology in the schools</u></p> <ul style="list-style-type: none"> ● <u>Student Access</u> <ul style="list-style-type: none"> ● The district has 4,000 computers – a student computer ratio of 2.8 : 1. However, approximately 900 are primarily dedicated for staff use, so that leaves only 3,100 computers are primarily for student use. This translates into a student computer ratio of 3.5 :1. ● Every 4th and 5th grade student has access to a computer during the day in the classroom because there are 6 computers per classroom and mobile labs. ● The staff of afterschool programs located in elementary and middle schools are trained so afterschool students can have access to computer labs after school. ● <u>Special Services</u> <ul style="list-style-type: none"> ● The district uses bilingual software (ELLIS) for English Language learners. ● The district utilizes adaptive technology (i.e. Intellitools and Kurzweil software) to assist students with special needs. ● <u>Staff</u> <ul style="list-style-type: none"> ● Every classroom and all administrative staff has a computer that connects to the NPS network and Internet. <p><u>Access to technology in the community</u></p> <ul style="list-style-type: none"> ● <u>Norwalk Public Library</u> <ul style="list-style-type: none"> ● The public access computers are heavily used. <ul style="list-style-type: none"> ◇ 8 computers in children's section ◇ 26 in adult section ● Homework Help Online – A live homework help national program is available to students 4th grade and up in Spanish and English (close to 400 sessions a month). ● <u>Norwalk Housing Authority (NHA)</u> <ul style="list-style-type: none"> ● 2,100 children ages 0-18 living in subsidized housing; about 1,500 K-12 ● NHA provides access at learning centers, serving about 300 students a day. Their centers serve as important locations for access since students tend to live far from school and families don't have personal transportation. ● <u>Afterschool Programs</u> <ul style="list-style-type: none"> ● Many community based afterschool programs provide students with access to computers and the Internet. 	<p><u>Access to technology in the schools</u></p> <ul style="list-style-type: none"> ○ <u>Student Access</u> <ul style="list-style-type: none"> ○ Access of middle and high school students to school computers (in labs) during the day is limited for personal use. Access for high school students afterschool is extremely limited. ○ Some students are not able to read or write at grade level which impedes their ability to use technology resources effectively. ○ <u>Staff</u> <ul style="list-style-type: none"> ○ Although all teachers have e-mail accounts, not all teachers use them and generally only tech-savvy parents with access to internet communicate with teachers electronically. ○ Not all teachers are actively developing and maintaining a website and not all families have access to information posted on sites. <p><u>Access to technology in the community</u></p> <ul style="list-style-type: none"> ○ NPS needs to build stronger ties to community resources that provide students access. ○ Relying on community resources for student access puts pressure on community agencies to maintain and keep equipment up to date. <p><u>Policies</u></p> <ul style="list-style-type: none"> ○ The district is sometimes challenged to keep its technology use policies current with practices and emerging technologies.

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 a current computer running Windows XP or better.
Teachers (preschool)	All teachers will have a computer in their room or access to a computer that is running Windows XP or better.
Teachers	All teachers will have a computer in their room or access to a computer that is running Windows XP or better.
Noncertified staff	All Staff has access to a computer that is running Windows 2000 or better.

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

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Students have at least one computer in each classroom running Windows XP or better.
Students (elementary)	All classrooms have at least one computer. All 4 th and 5 th grade classrooms have 6 new computers.
Students (middle school)	Each middle school has at least one computer lab and three mobile labs. Each library contains a few computers but not enough to service a class (5 -10 on average). Mobile laptop carts are sometimes used in the library.
Students (high school)	Each department has a computer lab. The libraries all have computer stations available to students.
Students (with disabilities)	Students with specials needs have access to computers and other assistive technology as designated by their IEP.

Infrastructure and Telecommunication

- *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.*

STRENGTHS	WEAKNESSES
<p><u>Network</u></p> <ul style="list-style-type: none"> • All schools have fully implemented the MAN (Municipal Area Network – a giga-ethernet fiber optic network which connects to Central Office) The remainder of schools will be online by 2006-2007. 50% of the total project has been funded by e-rate. • The MAN is connected to CEN (Connecticut Educational Network) which will provide system-wide internet access substituting current cable access (paid by e-rate). • The MAN has allowed us to replace 5 of our 7 secondary school phone systems with Cisco VOIP systems which has improved data and voice capacity in those buildings. • Virtually every classroom in the district has internet capability but is sometimes limited in older classrooms due to power constraints. Also, some computers are limited in capacity due to age. • Many technology upgrades have been incorporated into construction projects, particularly for technology infrastructure. • The district has standardized the type of computers that are purchased (a managed system). <p><u>Telecommunications</u></p> <ul style="list-style-type: none"> • The MAN provides access to voice (VOIP) and video. • Five schools are currently using VOIP. • The district has redundant voice communication for security and emergency purposes (in addition to VOIP/or land lines, there is Cell Push to Talk). Some telecommunications expenses are paid by e-rate. • An Internet Video surveillance system is available at all Secondary Schools. • The district actively uses the local educational channel on Cable, coordinated by the Public Relations department. • The district has access to the INET. (A Cablevision closed access educational network) <p><u>Strategic Planning</u></p> <ul style="list-style-type: none"> • The Information Technology Department has been reorganized to: <ul style="list-style-type: none"> • create a more distributed decision making structure to allow for greater responsiveness to district needs • promote better integrated project planning between curriculum and IT • Funding sources available to subsidize technology development are periodically reviewed to assure funding is used most effectively towards prioritized projects. 	<p><u>Interoperability of Technologies:</u></p> <ul style="list-style-type: none"> ○ The school system does not have a plan for integrating emerging digital peripherals/tools (pdas, digital cameras, mp3 players, ipods, etc.) There is not a well developed implementation plan or budget. Currently one high school is piloting ipod use as a language lab. <p><u>Capacity to Administer and Maintain:</u></p> <ul style="list-style-type: none"> ○ The district does not have an assured funding source for a <i>technology refresh program</i>. 25% of equipment is more than 3 years old. ○ The more technology is put into the school system, the more need there is for technical support. <ul style="list-style-type: none"> ○ The private sector standard says for every 35 – 50 computers: 1 technician; Norwalk Public Schools has a 500:1 computer: technician ratio, making it difficult to keep equipment functioning well. ○ Teaching and administrative staff need more support to use technology more efficiently and effectively. ○ Wireless capacity has not been fully implemented and in some cases security issues cause roadblocks. <p><u>Utilization of new network capacity</u></p> <ul style="list-style-type: none"> ○ As the district has built a new fiber network, the district needs to build the capacity for staff to capitalize on tools made available through that network to improve: <ul style="list-style-type: none"> ○ communication ○ collaboration ○ instruction

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.*

STRENGTHS	WEAKNESSES
<p><u>Staff Access, Capacity & Supports</u></p> <ul style="list-style-type: none"> ● All staff have access to computers, e-mail and Internet although some support staff and a few itinerant teachers do not have a personal computer. ● Administrators are being trained and given access to portable tablet laptop computers: <ul style="list-style-type: none"> ● to better manage data for their building ● become more efficient in the evaluation of their staff ● communicate and collaborate better with staff and the community ● Most staff have mastered basic technology skills (word processing and surfing Internet). ● All staff have access to technology training (BOE, TTTI and outside consultants). ● There is a support website for teaching staff (www.npsteachers.org). ● Certified staff has access to a district supported web design tool. <p><u>Data Systems (Student Information)</u></p> <ul style="list-style-type: none"> ● The district implemented a new student management database (Genesis) in 2005-2006. This includes student demographic data, attendance, academic transcripts and scheduling, but still requires integration of other related data such as state testing results, pre-school experiences and out of school time program participation. ● The district is developing data mining capacity for administrators. ● Administrators regularly use state websites for state testing information (ctreports.com). ● We are currently implementing a Zone Integration Server which will link all of our essential data systems to each other in regards to student demographics <p><u>Administrative Data Systems</u></p> <ul style="list-style-type: none"> ● All NPS financial records are managed through the City data system (MUNIS) so that the City has a coordinated financial management system. 	<p><u>Staff Access, Capacity & Supports</u></p> <ul style="list-style-type: none"> ○ Staff needs more time to take advantage of professional development opportunities (conflict with other work day responsibilities). ○ Although all staff has access to technology tools, many do not use the computer, the Internet or school system e-mail. <p><u>Data Systems</u></p> <ul style="list-style-type: none"> ○ Data mining tools are not available yet to faculty and administrators and initially will have limited historical data to allow for trend analysis. ○ The district has to work with multiple data systems. There are many small informal data sources that are not integrated with larger databases. ○ Human Resources functions are limited by the lack of a data management system. Attendance records, salary agreements, seniority lists and state reporting obligations are managed manually and through separate, uncoordinated data systems

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

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

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

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

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

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

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

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

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

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

Your plan must:

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

Objective	Strategy	Who's Accountable	Accountability Measure	Timeline
1A. <u>Technology Support of Differentiated Instruction</u> : New & established Technology tools will strengthen classroom teachers' ability to deliver differentiated instruction thus improving all students' ability to achieve academic success.	<ul style="list-style-type: none"> • Explore and implement new technologies that help teachers deliver instruction that addresses multiple intelligences • Strengthen the use of existing technology in the district • Create a teacher resource website which includes technology integrated lessons and tools for teachers and students • Promote public acknowledgement & publicity of best practices of teachers in district to encourage more widespread implementation 	<ul style="list-style-type: none"> • Instructional Technology Staff Developer • Building and Central Office Administrators 	<p>Short-Term Measures</p> <ul style="list-style-type: none"> • Tech tools are acquired & utilized in instruction as measured by inventory of equipment, teacher surveys and use of teacher website. <p>Long Term Measure</p> <ul style="list-style-type: none"> • Technology support expands differentiated instruction, and analysis of student portfolios provides evidence of improved student performance (especially grades 5-8). 	July 1, 2009- June 30, 2011
1B. <u>Meeting Technology Standards</u> : All students, by the end of grades 5 and 8, will be assessed in their technology competency as addressed by our local and state standards (NCLB Requirement). These standards are derived from the ISTE nationally adopted technology standards.	<ul style="list-style-type: none"> • Have all students in grades 4-8 create a minimum of three assignments that will be used as evidence they are meeting the Exit Criteria for 5th and 8th grade. • Provide all teachers with targeted professional development to meet this objective 	Building Administrators with support of Instructional Technology Staff Developer and school computer teachers	<ul style="list-style-type: none"> • 5th and 8th grade students complete performance assessment and portfolios. • 5th grade teachers create a report at end of 5th grade to evidence which students have successfully completed 5th grade assessment and portfolio. • Middle school computer teachers review the 5th grade assessment and portfolio and administer 8th grade exam. 	Portfolio rubric updated annually in September . Completion of portfolios by June annually
1C. <u>Distance Learning and Online Tools</u> : Students will use innovative strategies, such as distance learning tools to take on line assessments, and teachers will use on line course tools to deliver resources to their students.	<ul style="list-style-type: none"> • Use an online course portal as a testing tool [Moodle] • Encourage all teachers to develop web pages [SharePoint] • Use video and data streaming services to connect to our educational partners i.e. the 'Maritime Aquarium 	Instructional Technology Staff Developer with support of Instructional Specialists	<ul style="list-style-type: none"> • An online course portal [Moodle] is populated with courses and tests that teachers are using regularly. • All teachers have a web presence. • Students receive a pre- and post test on the content covered while using distance learning tools. 	July 1, 2009 – June 30, 2012

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

Your plan must:

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

Objective	Strategy	Who's Accountable	Accountability Measure	Timeline
2A. <i>Design of Professional Development Opportunities</i> will be based on evaluation of local staff's competencies in relation to best practices as defined by professional association such as ISTE* and ASCD.	<ul style="list-style-type: none"> • Designate administrators and staff to attend annual ISTE* and ASCD conferences and professional development opportunities • Review other national, state and local technology competencies annually • Evaluate local needs through staff self-assessments and surveys • Prioritize PD topics in light of established needs and available resources • Professional Development on district standard technologies(i.e. SharePoint and SmartBoards) will be offered on a regular basis 	Director of Technology & Instructional Technology Staff Developer	<ul style="list-style-type: none"> • Core group of administrators and staff clearly articulate and share with colleagues national, state and local technology standards. • Core group clearly articulate local needs • An annual professional development guide is created. • Results of staff self-assessments and surveys demonstrate staff competencies. 	Summer 2009-2011
2B. <i>Create and Implement a Technology Literacy Standard For Teachers.</i> Increase technology literate teachers from 35% to 75% by 2012	<ul style="list-style-type: none"> • After school Classes • Daily support in schools • Provide real-time assistance for teaching staff to foster a more consistent integration of technology in the classroom 	Director of Technology, Instructional Technology Staff Developer & Technology Liaisons	<ul style="list-style-type: none"> • Survey of technology literacy • Awarding of CEU's for completion of technology professional development sessions 	2009 - 2012
2C. <i>Delivery of Professional Development.</i> NPS will offer a variety of professional development opportunities for	<ul style="list-style-type: none"> • Offer afterschool classes through TechSmart Teachers(Teacher Trainers) for teachers, administrators and non-certified staff (annual target of 250) • Make online courses available through moodle.npsteachers.org (annual target of 100 teachers) • Expand our "train the trainer" (T3) model 	Director of Technology with support from: <ul style="list-style-type: none"> • NEF Technology Program Officer and • Instructional 	The following data reviewed <ul style="list-style-type: none"> • Attendance lists at PD sessions • Annual teacher technology self-assessments • Teacher evaluation of integration of technology in classroom. • Number of trainers prepared 	July 1, 2009 - June 30, 2011

* ISTE areas of competency include: (1) Technology Operation and Concepts (2) Planning and Designing Learning Environments and Experiences (3) Teaching, Learning and the Curriculum, (4) Assessment and Evaluation, (5) Productivity and Professional Practice, (6) Social, Ethical, Legal and Human Issues

all staff on a regular basis.	(annual target of one trainer per building who will reach at least 25% of their staff each year) <ul style="list-style-type: none"> • Have IT staff deliver mini sessions for specific needs (no less than 200 staff a year) • Tech Liaisons will be in place in all K-8 schools to help address specific building needs in regards to technology integration 	Specialists <ul style="list-style-type: none"> • Building Administrators • Instructional Technology Staff Developer 	each year	
2D. <u>Assessment</u> . Norwalk will implement an ongoing monitoring system of staff's technology literacy.	<ul style="list-style-type: none"> • Examine data from classes including assessments and products created in classes • Examine student work as evidence that teachers are incorporating technology in the classroom and all staff are using technology tools as part of their daily routine <p>Use this input to create and modify professional development.</p>	Director of Technology & Instructional Technology Staff Developer with support of NEF Technology Program Officer	Each year the following will be reviewed and, if needed, updated <ul style="list-style-type: none"> • Staff surveys to assess staff tech literacy • Evaluation rubrics and results of teacher evaluations • Professional Development guide 	Annual

Definition of Technology Literate Teacher:

A Technology Literate Teacher:

- Integrates technology in the classroom on a regular basis
- Uses district technology resources as a means of instruction and data collection
- Uses district technology resources as a means of communication and collaboration
- Embraces and is aware that technology is ever changing and does not use the excuse that technology does not work
- Seeks out professional development opportunities to keep themselves technologically literate and effective in the classroom

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

Your plan must:

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

Objective	Strategy	Who's Accountable	Accountability Measure	Timeline
3A) <u>Connectivity to CEN</u> Every building in the Norwalk Public Schools is connected to and using the CEN (CT Education Network), providing our internet access and access to state educational resources.	<ul style="list-style-type: none"> • Complete implementation of Municipal Area Network (MAN) 	Director of Technology	All schools connected to the MAN and the CEN.	Sept 06 – All schools have been connected to the CEN and using the MAN
3B) <u>Maintenance & Support of Infrastructure</u> NPS will maintain and support the existing infrastructure through internal and outsourced resources.	<ul style="list-style-type: none"> • Increase IT staff to match increased infrastructure, estimated at a minimum of one additional staff over 3 years • Provide IT staff training to support infrastructure more effectively with new tools (e.g. servicing over network instead of on site) thereby optimizing staff expertise and time • Contract outside expertise for new and emerging technologies as needed as well as to provide support for temporary heavy work loads 	Director of Technology	<ul style="list-style-type: none"> • IT Service Logs and IT Logs of Network Usage • Schedules and attendances sheets of ongoing professional development for IT staff • Same as first <p>Overall: Staff and student surveys assessing reliability of infrastructure and quality of services</p>	July 1, 2009 – June 30, 2012
3C) <u>Interoperability of Technologies</u> : NPS will build an infrastructure that will allow for expansion and growth to meet the needs of future technologies	<ul style="list-style-type: none"> • Maintain a fiber optic network (MAN) for all schools that will allow us the potential for expansion of bandwidth to meet our needs • Develop greater compatibility between disparate systems (e.g. telephone systems) • Implement a Zone Integration Server to connect all of our separate data systems through SIF. 	Director of Technology	<ul style="list-style-type: none"> • MAN fully completed • Review of IT Service Logs to assess interoperability of technologies and effective implementation of systems • Zone Integration Server in place and operational 	<ul style="list-style-type: none"> • Summer 2006 • Ongoing • June 2009 – Zone Integration Server installed with minimum of SIS, AD and Library System all connected and exchanging data

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

Your plan must:

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

<u>Objective</u>	<u>Strategy</u>	<u>Who's Accountable</u>	<u>Accountability Measure</u>	<u>Timeline</u>
4A) <u>All Students Gain Technology Competency</u> . NPS will assure that all students acquire technology literacy skills through ongoing authentic learning experiences integrating technology.	<ul style="list-style-type: none"> • Train and support all teachers to use lesson plans that integrate technology in all subject areas • Provide students opportunities to work in class at computers and to use other technology tools • Assess students beginning in grade 4 by examining their exit standards portfolio 	<ul style="list-style-type: none"> • Instructional Technology Staff Developer – for overall planning of training • Principals – to oversee teacher practice (teacher evaluations) • Teachers – to evaluate student competencies 	<ul style="list-style-type: none"> • Grade 5 technology assessment • Grade 8 technology assessment • High School – to be developed and integrated as part of graduation requirements 	Ongoing Annual Assessments – in place
4B) <u>Tech Supports for Students with Special Needs</u> NPS will provide all Special Education students with technology tools that will facilitate and enrich their learning.	<ul style="list-style-type: none"> • Provide consultation, evaluation and training to staff to address the technology needs of special education students • Train teachers in use of this technology to support those students 	<ul style="list-style-type: none"> • Assistive Technology Team with support of IT Department • Instructional Technology Staff Developer 		July 1, 2009– June 30, 2012
4C) <u>Collaborate with Community Agencies</u> and Public institutions to <ul style="list-style-type: none"> • provide students without home access, regular access to appropriate technology • provide community partners understanding of NPS expectations of student learning and needed skills so they can support NPS students 	<ul style="list-style-type: none"> • Inform students and their families of local community access • Explore opportunities to provide students personal access to technology (1-to-1) for discrete programs • Provide information online about NPS expectations of students learning and required technology skills 	Instructional Technology Staff Developer	NPS requests and reviews annual feedback from community partners on student access to technology at their sites and data on technology use there by students .	July 1, 2009 – June 30, 2012
4D) <u>Access to NPS Resources Online</u> Teachers will have access, at school and at home, to online NPS resources (communication & collaboration tools and student data).	<ul style="list-style-type: none"> • Create awareness and encourage use of online resources through training, presentations, and online information 	Instructional Technology Staff Developer	Technology Department monitors log-on traffic and conducts sporadic e-mail surveys	July 1, 2009 – June 30, 2012

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

Your plan must:

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

Objective	Strategy	Who's Accountable	Accountability Measure	Timeline
5A) <u>Evaluation of Plan</u> NPS will evaluate and revise the technology plan on an annual basis.	<ul style="list-style-type: none"> • Hold bi-annual meetings of the NPS Technology Committee to review the 2006-2009 educational technology plan • Provide the Board of Education an annual progress report • Provide staff, administrators and interested community members an annual progress report on the implementation of the educational technology plan • Select students will be included in roundtable discussions and surveys, their input in important is essential as we move forward integrating new technologies and evaluating the use of technologies in the classroom 	Director of Technology	<ul style="list-style-type: none"> • Revised plan • Feedback from Board of Education presentation • Written Annual progress reports • Surveys and feedback from NPS students to be shared at bi-annual committee meetings 	July 1, 2009 – June 30, 2012
5B) <u>Evaluation of Students</u> NPS will give all teachers access to comprehensive student data and student evaluation tools in an online format that will allow teachers to use data to modify instruction.	<ul style="list-style-type: none"> • Train teachers in the use of our Student management system (Genesis) and other student performance data system (e.g. ctreports.com) to generate data applicable to their specific students • Train teachers to analyze the data and modify instruction based on the analysis of the data. • Implement online test tools to obtain assessment data of student performance for district wide analysis, starting with High School Graduation prep Courses and 5th and 8th grade technology literacy assessments 	Director of Technology & Instructional Technology Staff Developer with support of building administrators	<ul style="list-style-type: none"> • Evidence that all teachers have been trained (training schedules, attendance logs and records of CEUs awarded) • Teacher evaluations document teacher use of student data. • Creation of online tests and modifications of curriculum based on both formative and summative assessments 	July 1, 2009 – June 30, 2012
5C) <u>Evaluation of Teachers & Administrators</u> will be done to assure that they are integrating technology into teaching and providing students sufficient opportunities to master skills.	See Goal 2	See Goal 2	See Goal 2	July 1, 2009 – June 30, 2012

<p>5D) <u>Integration of New Technologies</u>: NPS will continually research and, as needed, add new technology initiatives to expand our capacity to improve student achievement</p>	<ul style="list-style-type: none"> • Stay abreast of technology trends through online resources, publications conferences and networking with technology professionals • Identify and obtain grant monies to fund pilot projects • Pilot technologies deemed potentially effective to improve student achievement 	<p>Director of Technology</p>	<ul style="list-style-type: none"> • District leadership is informed of new trends in technology and its potential for the district • Grant monies are obtained to fund pilot projects • Pilot projects are implemented and evaluated 	<p>July 1, 2009 – June 30, 2012</p>
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Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Your plan must:

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

<u>Objective</u>	<u>Strategy</u>	<u>Who's Accountable</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<p>6A) <u>Coordinate Ongoing Funding</u> NPS will coordinate all ongoing funding streams and assure the most efficient use of funding to:</p> <ul style="list-style-type: none"> • support high quality professional development • keep technology current including a refresh program which would update a minimum of 30% of the existing computers each year • acquire web based and network services, including software • assure sufficient staffing to maintain current technologies 	<p>Develop budgets, obtain approval and monitor funds from:</p> <ul style="list-style-type: none"> • Capital Budget • Operating Budget • E-rate funding • Entitlement funding from federal and state sources • [Competitive Funding] <p>Develop a Total Cost of Ownership Model (TCO) for the Norwalk Public Schools</p>	<p>Director of Technology with Chief Financial Officer and Instructional Specialist for Grants</p>	<ul style="list-style-type: none"> • Presentation to Board of Education • Presentation to City bodies overseeing City Budget (Land Use, Board of Estimates and Common Council) • (resulting in) Approved annual capital and operating budgets 	<ul style="list-style-type: none"> • Annually during Fall • Annually during Winter • Annually late winter, early Spring
<p>6B) <u>Seek Grants</u> NPS will develop a plan to obtain grants to:</p> <ul style="list-style-type: none"> • support aspects of the technology plan that are not covered by ongoing funding streams, and • seek opportunities to explore innovative technologies 	<p>Identify and pursue competitive and other non-entitlement grants especially for research and acquisition of</p> <ul style="list-style-type: none"> • emerging technologies and • professional development 	<p>Director of Technology with Instructional Specialist for Grants</p>	<p>Outside funding is obtained to:</p> <ul style="list-style-type: none"> • compliment shortfalls in local funding allowing plan to be fully implemented • carry out innovative technology projects 	<p>July 1, 2009 - July 30, 2012 -</p>
<p>6C) <u>Policies</u> NPS currently has policies in place for maintenance of hardware, software infrastructure and security, as well as policies regulating use of technology. NPS will continue to update those policies on a regular basis.</p>	<p>Schedule at least one meeting a year of the Technology Committee to review current policies</p>	<p>Director of Technology</p>	<p>Approved Policies are current.</p>	<p>July 1, 2009 - July 30, 2012 -</p>

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

If your entity does not receive any NCLB related funding (Title 1-5) and is only applying for E-Rate reimbursement, then you must include items B-F. Public schools and those entities that do receive NCLB related funding only need to include items A-C.

To qualify for participation in the E-Rate Program the plan must include:

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

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

<u>Objective</u>	<u>Strategy</u>	<u>Who's Accountable</u>	<u>Accountability Measure</u>	<u>Timeline</u>
7A) <u>Multi-Media Tools</u> Through the newly upgraded network (MAN), students will be able to access established and new resources to support their learning.	Promote and further develop multi-media tools over the internet, such as <ul style="list-style-type: none"> • Distance learning through asynchronous video conferencing • Pod casting for delivering and sharing multi-media files • Web publishing 	<ul style="list-style-type: none"> • Director of Technology • Instructional Technology Staff Developer • Instructional Technology Staff Developer 	Student work evidences the use of established and new technology resources such as asynchronous video conferencing, pod-casting and web-publishing.	July 1, 2009 – June 30, 2012
7B) <u>Professional Development</u> NPS will maintain an updated professional development strategy that ensures staff understands how to use the current technology.	See: Goal 2	See: Goal 2	See: Goal 2	See: Goal 2
7C) <u>Evaluation:</u> NPS will evaluate the current technology projects and infrastructure on an annual basis to use for planning modifications, upgrades and replacements .	See: Goal 5	See: Goal 5	See: Goal 5	See: Goal 5
7D) <u>Budget:</u> NPS will allocate a sufficient budget (including E-rate funding) to acquire and support the telecommunications services described in this plan including hardware, software, professional development, and other services.	See: Goal 6	See: Goal 6	See: Goal 6	See: Goal 6

Objectives/Activities/Strategies	Monitoring and Evaluation Procedure
2009-10 See plan appendix D	Minutes and feedback from bi-annual Ed-Tech Committee meetings
2010-11 See plan appendix D	Minutes and feedback from bi-annual Ed-Tech Committee meetings
2011-12 See plan appendix D	Minutes and feedback from bi-annual Ed-Tech Committee meetings

Goal 8 : Additional LEA Goals (Optional)

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2009-2010

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- o List the professional development and technologies to be acquired during each year of the agency's plan.
- o Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (*Assume that Title II D funding [or its replacement] will remain flat.*)
- o Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- o Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Professional Development for Teachers and Administrators		10,000				10,000(NEF)	
Student Management System and Web Based Instructional Tools							52,000
Maintenance of MAN					325,000		325,000(operating)
Purchase/Upgrade of Hardware				675,000			
Administrative PD to improve technology integration and student achievement		2,000				10,000(NEF)	
Emerging Technologies	5,000						
PD for technical staff							10,000
Software and web subscriptions for student technologies						30,000	45,000
Management Software							
TOTAL	5,000	12,000		675,000	325,000	50,000	432,000

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- o List the professional development and technologies to be acquired during each year of the agency's plan.
- o Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. *(Assume that Title II D funding [or its replacement] will remain flat.)*
- o Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- o Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Professional Development for Teachers and Administrators		10,000				10,000(NEF)	
Student Management System and Web Based Instructional Tools							52,000
Maintenance of MAN					325,000		325,000(operating)
Purchase/Upgrade of Hardware				875,000			
Administrative PD to improve technology integration and student achievement		2,000				10,000(NEF)	
Emerging Technologies	5,000						
PD for technical staff							10,000
Software and web subscriptions for student technologies						30,000	45,000
Management Software							
TOTAL	5,000	12,000		875,000	325,000	50,000	432,000

ANNUAL BUDGET SUMMARY

YEAR 2011-2012

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- o List the professional development and technologies to be acquired during each year of the agency's plan.
- o Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. *(Assume that Title II D funding [or its replacement] will remain flat.)*
- o Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- o Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Professional Development for Teachers and Administrators		10,000				10,000(NEF)	
Student Management System and Web Based Instructional Tools							52,000
Maintenance of MAN					325,000		325,000(operating)
Purchase/Upgrade of Hardware				875,000			
Administrative PD to improve technology integration and student achievement		2,000				10,000(NEF)	
Emerging Technologies	5,000						
PD for technical staff							10,000
Software and web subscriptions for student technologies						30,000	55,000
Management Software							
TOTAL	5,000	12,000		875,000	325,000	50,000	432,000

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

Norwalk Public Schools

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>

Salvatore J. Corda

Signature of Superintendent/Director

5/28/09

Date

APPENDIX A: Educational Technology Planning Toolkit

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

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.state.ct.us/sde/board/ed_technology.pdf
National Educational Technology Plan	http://www.nationaletechplan.org/default.asp
CT Educational Technology BLOG	http://cteducationaltechnology.blogspot.com/
CT Administrator Technology Standards	http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf
CT Teacher Technology Competencies	http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf
National Educational Technology Standards for Students	http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr= #30930
<i>SETDA Toolkits</i>	http://www.setda.org/web/guest/toolkits
CAPSS Position Statements on E-Learning and Educational Technology	http://www.capss.org/statements
Partnership for 21 st . Century Skills	http://www.21stcenturyskills.org/
A Guide For Assessing Technology <i>(published in 2002 but still relevant)</i>	http://nces.ed.gov/pubs2003/2003313.pdf
<i>ICT Literacy Skill maps</i>	http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33
Interactive School Technology and Readiness Assessment	http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&CFID=1752780&CFTOKEN=91033516
ISTE's Center for Applied Research in Educational Technology	http://caret.iste.org/

APPENDIX D: 3 Year Capital Projection Sheet

Capital Expenditures

Year	2009-2010	2010-2011	2011-2012
Network Replacement/ Upgrades	40,000	50,000	75,000
Grade Level Computer Replacements	105,000	400,000	400,000
Multimedia Purchases(projectors, cameras etc.)			25,000
Teacher Computers	50,000	50,000	75,000
Department Replacements (academic labs - High School)	95,000		
Computer Labs Middle School			200,000
Wireless Laptop Labs - Middle Schools		200,000	
Wireless Laptop Labs - Elementary Schools		125,000	
Hard Wired Elementary Labs			50,000
Non-Academic Department		50,000	50,000
Phone System Replacements	90,000		
Thin Client Labs	60,000		
SmartBoards	175,000		
Printers	12,000		
SPED Assistive Technology	48,000		
Total	675,000	875,000	875,000
Description for:			
Grade Level Replacements for:		Grade 4-5	Grade 2-3
Elementary Lab Replacements for:		Tracey, Fox Run, Brookside, Rowayton	Wolfpit, Naramake, Columbus, Marvin
High School Lab Replacements for		Math, Science	Social Studies, Language Arts

APPENDIX B: Technology Plan Review Guide

Technology Plan Review Guide
 Reviewer Esther Bobrow LEA Norwalk Public Schools

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

I Esther Bobrow verify that Norwalk has successfully completed all of the requirements as stated in the technology plan template.