May 21, 2012 Staples High School

WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:
7:30 p.m., Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: April 30, 2012

PRESENTATIONS:

1. Program for the Gifted: 2012-13 School Year	(Encl.)	Mr. Rizzo Ms. Gilchrest
2. Five-Year Plan for Curriculum and Instruction	(Encl.)	Ms. Comm Ms. Gilchrest
3. Five-Year Strategic Technology Plan	(Encl.)	Ms. Carrignan and Strategic Technology Sub-Committee

DISCUSSION/ACTION:

1. Adoption of 2012-13 Board of Education Budget	(Encl.)	Dr. Landon Ms. Harris
2. 2012-13 Healthy Food Certification	(Encl.)	Ms. Harris
3. Acceptance of Gifts	(Encl.)	Dr. Landon

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m.
The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Program for the Gifted: 2012-13 School Year

Date: May 21, 2012

Appended to this memorandum you will find the following documents pertaining to the above-referenced matter:

1. *Executive Summary: Workshop Program Update* in the form of a memorandum from Michael Rizzo to Elliott Landon dated May 21, 2012
2. *Workshop Program Statement of Philosophy and Purpose*

Mike and Cynthia Gilchrest will present a full report to you at our meeting of May 21 at which time the Board will have the opportunity to address any issues and concerns about our Program for the Gifted as it is currently constituted and the plans we have to strengthen and enhance it in the future.

DEPARTMENT OF PUPIL SERVICES
WESTPORT PUBLIC SCHOOLS
72 North Avenue
Westport, Connecticut 06880-2721

CYNTHIA A. GILCHREST
DIRECTOR OF PUPIL SERVICES

(203) 341-1253
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TO: Dr. Elliott Landon

FROM: Michael Rizzo

DATE: May 21, 2012

Executive Summary: Workshop Program Update

On December 19, 2011, the Workshop Committee provided the Board of Education a report containing recommendations for our Workshop Program. In the report, the Workshop Committee stated the district would be reviewing its process for identifying gifted students and investigating cluster grouping.

A committee consisting of Westport teachers, psychologists and administrators convened to review our process for identifying gifted students. The results of this review are:

- Westport's process for identifying gifted students is comprehensive and contains many best practices outlined in the 2010 National Association for Gifted Children standards.
- Westport will maintain the use of the Otis Lennon School Abilities Test (OLSAT) as a screening tool for all grade 2 students. Any student previously administered an OLSAT and being considered for eligibility for gifted services will be administered a Wechsler Abbreviated Scale of Intelligence – 2.
- Westport will evaluate the rigor of our grade 2 classroom screening lessons in mathematics to determine if they are appropriate as a result of our implementation of Singapore Math.

The Workshop Committee convened to explore cluster grouping as part of a continuum of services for our gifted students. The Workshop Committee recommendations regarding cluster grouping are:

- Westport should not implement the School Wide Cluster Grouping Model. This cluster grouping model would diminish our current identification process because it relies wholly on ability testing.

- Strict adherence to the cluster grouping model is not in the best interest of our students as it will limit our ability to appropriately place all students.
- Westport has increased its understanding of the benefits of grouping gifted students together and is committed to applying this understanding within its current placement process.

I have included a copy of our newly developed mission statement for gifted students. To fulfill our mission, our focus will be on providing multiple programming options both for globally gifted and high achieving students in a variety of environments, rather than utilizing a one-dimensional approach. Additionally, we will be focusing on student outcomes, rather than teaching practices, in assessing our results and modifying our practices.

We are of the belief that all educators are responsible for the achievement of high achieving and gifted students. Towards this end, I will be prepared to discuss a variety of initiatives that will begin over the summer to move us forward in this regard.

Thank you for the opportunity to thoughtfully consider our Workshop Program. I look forward to presenting our recommendations and discussing them with you and the Board.

Workshop Program
Statement of Philosophy and Purpose - Draft

BOE Mission Statement

Our Mission is to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community.

We achieve this by fostering critical and creative thinking and collaborative problem solving through a robust curriculum delivered by engaging and dedicated educators.

We are committed to maintaining an environment that supports inquiry and academic excellence, emotional and physical well-being, appreciation of the arts and diverse cultures, integrity and ethical behavior.

Workshop Statement of Philosophy and Purpose

In alignment with the Mission Statement of the Westport Public Schools, the Gifted Workshop Program will provide opportunities for students to foster their unique abilities in 21st century thinking skills and dispositions such as critical thinking and problem-solving skills while supporting their social and emotional development and allowing them to explore personal interests. This is accomplished by offering a continuum of services and experiences for our gifted students, created by a coordinated effort between our teachers of the gifted and our regular education teachers to differentiate and enrich the experience of gifted students across all settings.

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To: Members of the Board of Education

From: Elliott Landon

Subject: Five-Year Plan for Curriculum and Instruction

Date: May 21, 2012

Please find appended to this memorandum the above-referenced Plan. The Plan is comprehensive in scope reflecting the Westport 2025 and content area initiatives as well as State-mandated program requirements, standards and initiatives.

The Plan is responsive to the 2011-12 Board of Education Goal that addresses the matter of continuous improvement in curriculum, instruction and assessment; the Board Objective to "...implement a plan of action that ensures that all students are equipped with globally competitive learning skills; and, is integrated with the Board Action Plan to "...develop a five year strategic technology plan for curriculum and instruction...." The Plan incorporates within its parameters the essential curricular reviews necessary for the implementation of changing needs both for curriculum and instruction.

Ms. Comm and Ms. Gilchrest will elaborate further upon these efforts at our meeting of May 21, at which time the members of the Board will have the opportunity to explore the elements of the report in greater depth.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts the Five Year Plan for Curriculum and Instruction of the Westport Public Schools, July 1, 2012-June 30, 2017, a copy of which is to be included with the Minutes of the Meeting of May 21, 2012.

WESTPORT PUBLIC SCHOOLS
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Cynthia Gilchrest
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Lisabeth Comm
Director of Secondary Education, Research and Professional Development
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May 16, 2012

Elliott Landon, Superintendent
Westport Public Schools
110 Myrtle Avenue
Westport, CT 06880

Ref: Five Year Continuous Improvement Plan for Curriculum and Instruction

Dear Elliott,

We are providing you two documents: the Curriculum Review for Continuous Improvement Plan and the specific Five Year Plan for Curriculum and Instruction (2012-13 through 2016-17), which was developed in consultation with the District Wide Curriculum Council.

Each initiative or curriculum revision in the five year plan will include planning, implementation, and continuous evaluation of results. Curriculum review is a recursive process, with each revision prompting evaluation, which then may prompt further planning, revision, and evaluation.

This five year plan reflects Westport 2025 initiatives and academic content area initiatives. State-wide mandated programs, standards, and initiatives are also included. A separate document, submitted by Natalie Carrignan, co-ordinates with this plan and reflects ITL programs and initiatives for the next five years. In the fall of 2012, we will work with the District Wide Curriculum Council to determine the placement of the arts, music, health and Physical Education, as well as some of the remaining electives, in this five year plan.

This document includes specific planning for the next five school years, through the 2016-17 school year. However, the Westport vision extends beyond 2016-17, as the title of the Westport 2025 initiative suggests. As we move forward in 2012-13 with further implementation of the critical lens, with teachers planning units focused on 21st century skills, we will continue to look for methods to assess individual students over time as well as methods to assess the results of the Westport 2025 initiative over time. To those ends, our Task Force has begun researching the effectiveness of three methods of assessment: cornerstone assessments, on line portfolios for students, and the Instructional Rounds initiative developed by Richard Elmore of Harvard University.

Our District Wide Curriculum Council will monitor the progress of the current five year plan and will be responsible for determining when new initiatives will be added.

We are very excited about this ambitious and comprehensive K-12 plan which will move us forward into the 21st century.

Sincerely,

Cynthia Gilchrest

Lisabeth Comm

Cynthia Gilchrest

Lisabeth Comm

Enclosures

Executive Summary

Curriculum Review for Continuous Improvement

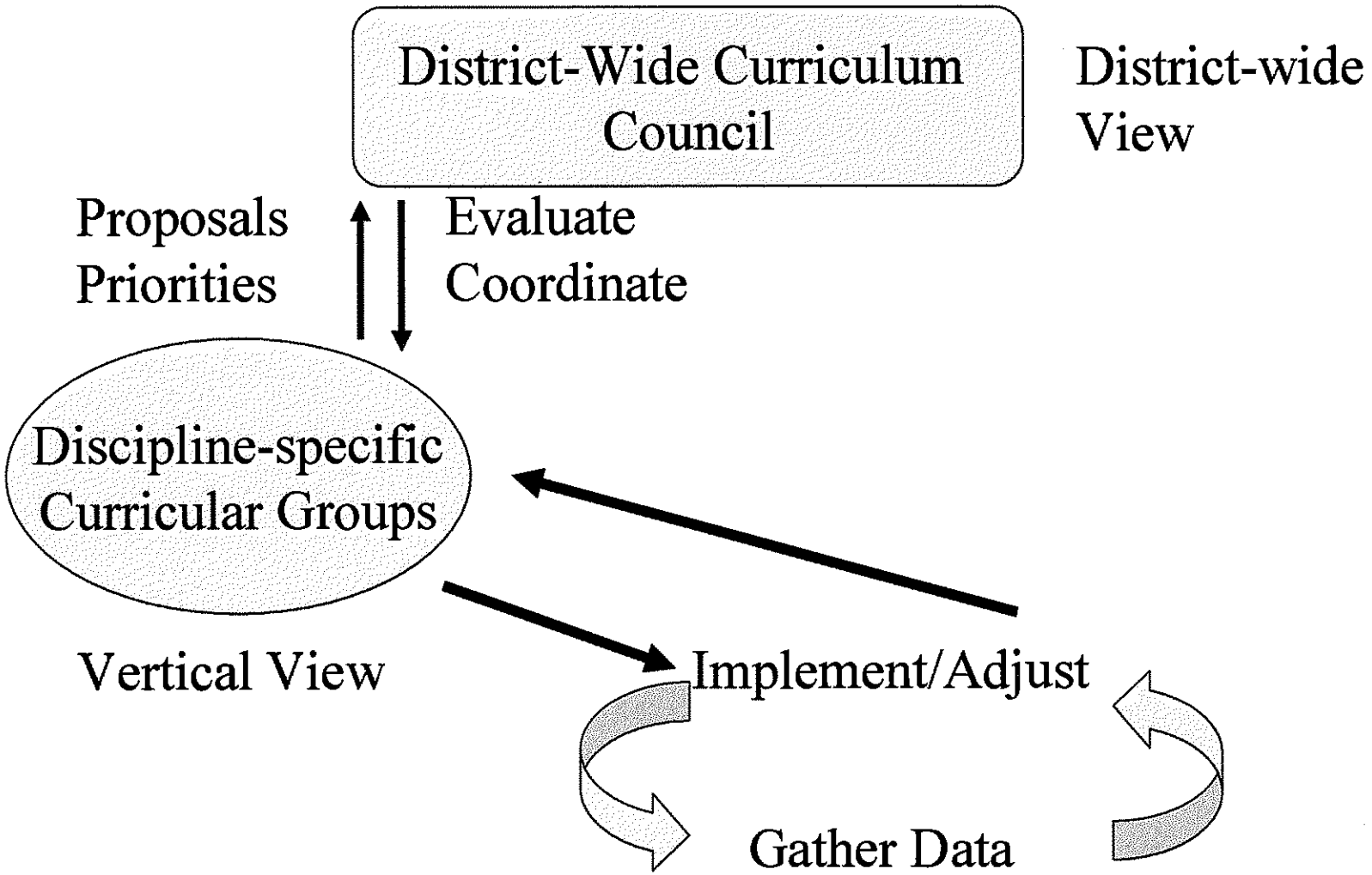
May 21, 2012

Research suggests that the cycle of five year curriculum reviews in each major subject area is no longer effective in the 21st century. Instead, top performing school systems are developing a more dynamic model of continuous review that is responsive to changing state and federal mandates, data about student learning, current research trends, input from all stakeholders (parents, students, administrators, teachers), and input from external evaluation agencies, such as NEASC or Tri-State. This model represents a shift away from linear, periodic review to a continuous or rolling organic model.

Westport will create a District-Wide Curriculum Council composed of the Directors of Secondary and Elementary Education, the Superintendent, the principals of all the schools and all department chairs. The Curriculum Council will develop a rolling five year plan for continuous review and improvement of curriculum, instruction, and assessment K-12 based upon the principles of the Westport 2025 initiative as well as the core academic content performance standards in each discipline. The five year plan will lay out what needs to be done each year in each curriculum area as well as the broader goals of Westport 2025, prioritize these initiatives, and set up benchmarks throughout the five-year cycle by which the system can assess results. The plan developed by the Curriculum Council will provide an organized way to approach continuous improvement and to allocate resources. This Curriculum Council will meet once each semester to monitor and adjust the five year cycle for continuous improvement.

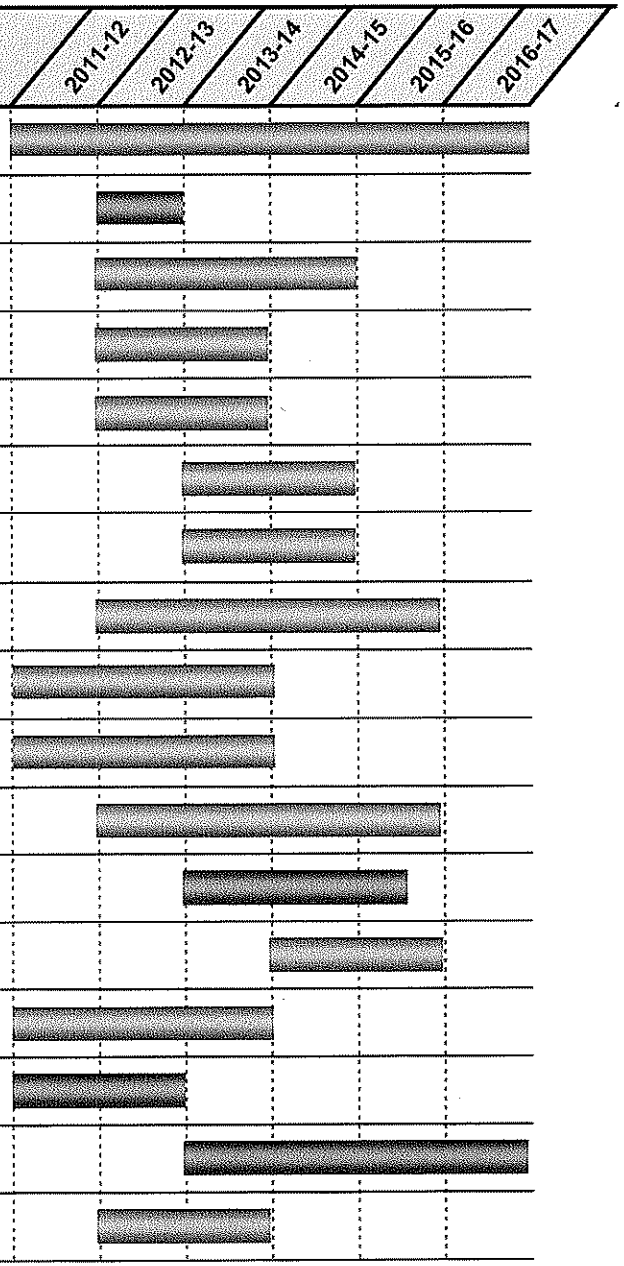
The work of continuous improvement will be conducted through organizational structures already in place in Westport, such as the Westport 2025 Task Force, team meetings, course-alike meetings, grade level meetings, summer curriculum work, professional development days. In addition, the Westport system will create, on an as-needed basis, vertical teams, K-12, for a particular initiative, such as the backwards design of a new Social Studies curriculum. Westport also will create horizontal teams on an as-needed basis, such as the need to develop a consistent literacy program across the five elementary schools.

Continuous Improvement Curriculum Review



Westport Public Schools
Continuous Curriculum Review: Long Range Planning

Level	Area	Origin	Initiative
K-12	All	Westport2025	**Critical Lens-** Implementation and analysis of units and lessons
K-12	All	Mandated	**School Climate-** Develop school-based teams in response to bullying legislation
K-12	All	Westport2025	**Curriculum Mapping-** Training and implementation of Atlas software
K-12	All	Westport2025	**Westport2025 Task Force-**Expansion
K-5	All	Westport2025	**Data Teams-**Develop building-based teams to review and analyze all students' data to inform instruction
K-5	All	Westport2025	**Problem-Based Learning (PBL)-** Grade 5 Initiative
6-8	All	Westport2025	**Data Teams-**Develop grade level teams to review and analyze all students' data to inform instruction
6-8	All	Westport2025	**Differentiation-** Professional development, lesson design
6-8	All	Westport2025	**Middle School Challenge and Enrichment-** Program research, design, and implementation
6-8	All	Westport2025	**Problem-Based Learning (PBL)-** Continue development and implementation
6-12	All	Westport2025	**STEM / STEAM Initiatives-**Investigation, design, implementation
9-12	All	Mandated	**NEASC-**Self Study and Visit
9-12	All	Westport2025	**Data Teams-**Develop teams to review and analyze all students' data to inform instruction
K-5	English/LA	Westport2025	**Literacy Curriculum-** Revision of program K-5
6-8	English/LA	Mandated	**RTI-** Training and Implementation in grades 7 &8
9-12	English/LA	Mandated	**RTI-** Training and Implementation in grades 9, 10, 11, 12
K-8	Gifted	Westport2025	**Grades 3-8 Gifted Program-** Extending into regular education classes



Westport Public Schools
Continuous Curriculum Review: Long Range Planning

Level	Area	Origin	Initiative	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K-12	ITL	Westport2025	**ITL-** Curriculum Review and integration						
K-5	Math	Westport2025	**Singapore Math-** Implement in grades 3 & 4						
K-5	Math	Westport2025	**Singapore Math-** Implement in grade 5						
6-12	Math	Westport2025	**Non-routine tasks and assessments-**Development and implementation						
6-8	Math	Westport2025	**Grade 6 Math-** Revision and Implementation						
6-8	Math	Westport2025	**Grade 7 Math-** Revision and Implementation						
6-8	Math	Westport2025	**Grade 8 Math-** Revision and Implementation						
6-8	Math, Social Studies	Mandated	**RTI** Training and Implementation in grades 6, 7 &8						
9-12	Math, Social Studies	Mandated	**RTI** Training and Implementation in grades 9, 10, 11, 12						
K-8	Science	Mandated	**Grades 2, 5, 8-** implement revised science curriculum						
6-8	Science	Mandated	**RTI-** Training and Implementation in grades 6, 7 &8						
K-8	Science	Westport2025	**Inquiry-Based Units-** Development in line with existing Science curriculum						
9-12	Science	Westport2025	**Biology and Chemistry-** Curriculum Implementation						
K-12	Science	Mandated	**CT Science Standards-** Implementation of new standards						
9-12	Science	Mandated	**RTI-** Training and Implementation in grades 9, 10, 11, 12						
K-5	Science, Social Studies	Westport2025	**Inquiry-based instruction-** Training and lesson implementation						
K-5	Social Studies	Westport2025	Elementary Social Studies revision and implementation						

Westport Public Schools
Continuous Curriculum Review: Long Range Planning

Level	Area	Origin	Initiative	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
9-12	Social Studies	Westport2025	**Global Themes**- Curriculum development, Implementation						
9-12	Social Studies	Westport2025	**US History Frameworks-** Alignment, revision, implementation						
6-8	Social Studies	Westport2025	**Grade 6 Social Studies-** Revision and Implementation						
6-8	Social Studies	Westport2025	**Grade 7 Social Studies-** Revision and Implementation						
6-8	Social Studies	Westport2025	**Grade 8 Social Studies-** Revision and Implementation						
K-12	World Language	Westport2025	**Curriculum Review**-Spanish scope and sequence						
6-12	World Language	Westport2025	**Curriculum Review-**French and Mandarin scope and sequence						

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To: Members of the Board of Education

From: Elliott Landon

Subject: Five-Year Strategic Technology Plan

Date: May 21, 2012

I am pleased to present to you the proposed Five-Year Strategic Technology Plan of the Westport Schools. This Plan has been created primarily in response to that component of the approved "Board of Education Goals, Objectives and Action Plans: 2011-12" in which the Board asked the Administration to develop a five year strategic technology plan for curriculum and instruction. A secondary outcome of the construction of this Plan has been the development of the "Educational Technology Plan: July 1, 2012-June 30, 2015," required by the Connecticut State Department of Education in accordance with the requirements of the Telecommunications Act of 1996, orders of the Federal Communications Commission, and the Elementary and Secondary Education Act.

You will find appended to this memorandum for your perusal the following documents:

1, Five-Year Technology Plan Executive Summary

2. Five-Year Technology Plan of the Westport Public Schools
   2.a. Curriculum Initiatives and Supporting Technologies
   2.b. Technology Initiatives
   2.c. 5-Year Implementation Schedule

3. Three-Year Connecticut State Department of Education (CSDE) Educational Technology Plan: July 1, 2012-June 30, 2015

At our meeting of March 21, 2012 the Board will be asked to approve the CSDE Educational Technology Plan and to accept the Five-Year Technology Plan of the Westport Public Schools.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves for submission to the Connecticut Department of Education the *Three Year Educational Technology Plan: July 1, 2012-June 30, 2015* as required by Section 254(h)(1)(B) of tbe Telecommunications Act of 1996 and FCC Order 97-157 and the Elementary and Secondary Education Act 20 U.S.C. § 6777 and included with the Minutes of the Meeting of May 21, 2012 and,

Be It Further Resolved, that the Board of Education accepts the Five-Year Technology Plan of the Westport Public Schools, also included with the Minutes of the Meeting of May 21, 2012.

WESTPORT PUBLIC SCHOOLS

5-Year Technology Plan Executive Summary

Looking into the Future
In the next five years we envision moving towards an environment where students will use their personal PCs and smart devices (BYOD) along with online resources and testing materials to make learning more personal and interactive.

Purpose of the 5-Year Technology Plan
As part of the Westport Board of Education's goal of continuous improvement in curriculum, instruction, and assessment, the Westport Public Schools (WPS) was tasked with developing a 5-year Strategic Technology Plan for curriculum and instruction. It is a *long-range* plan for how to effectively provide the most appropriate tools to access the *best* education for ALL of our students that is both reliable and fiscally responsible.

The plan is not meant to line up exactly with the operating budget categories; instead the plan is designed to show the big picture of what is needed without being limited by the operating budget process and definitions.

The State Department of Education requires districts to submit a standardized tech plan. By requiring every town to respond in a standardized format the state can apply for federal grant money. The money provides funding for the Connecticut Education Network (CEN), our Internet Service Provider; and unlimited access to iCONN.org, the state's research portal. The Westport Public Schools will be submitting a subset of the 5-year plan to fulfill the requirement.

Mission
The WPS mission in terms of technology is to support the development and delivery of the district curricula, to provide means for which all students gain a deep understanding of the curricula, and to provide administrators and teachers with tools that help cultivate deeper knowledge about each student in order to identify their learning strengths and weaknesses, and resources to meet each student's learning needs.

Philosophy
- **Curriculum drives instructional technology purchasing.**
- The district should be on the leading edge of education and innovation.
- Westport's curriculum should always be up-to-date, dynamic, responsive, and available online (24/7) when appropriate.
- Teachers must be prepared to teach the curriculum in transformative and engaging ways, using all applicable tools.
- All students should have equitable access to an abundance of vetted resources whenever and wherever they need them.
- Any plan must remain flexible to meet the district's evolving needs.
- Funding must remain at a consistent level for the district to readily adapt to changes.
- The district must continue to implement efficient and innovative approaches to meet all admin, facilities, and HR needs in order to provide a strong support system for the educational process.
- The district should experiment with using technology to facilitate different teaching and learning techniques.
- The district must vet all emerging technologies via pilots to evaluate alignment and scalability.

Belief Statements of the Subcommittee
- The Westport Community would like to provide the best education it can offer to future generations.
- Technology will allow our students to be globally competitive.
- Technology is transformative.
- Technology empowers teachers, students, & parents to participate in the educational process more effectively.
- New technology should be incorporated in a timely manner, but ***only*** when the technology is able to support the delivery of our curriculum (i.e., stable, tested, scalable).

Goals of the Plan

- Ensure that learning experiences are empowering, engaging, and supported by digital tools.
- Ensure that technology is used for assessment.
- Ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning.
- Ensure all students and educators will have access to a comprehensive infrastructure for teaching & learning.
- Maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency.
- Ensure that the latest advances in technology are used appropriately and effectively.
- Ensure that all stakeholders are aware of the instructional technology goals and connections to curriculum.
- Ensure that all aspects of the technology plan are managed appropriately and evaluated.

Interrelationships

The subcommittee feels that there is a very specific interrelationship between the goals set forth by the Board of Education (BOE), the district curriculum initiatives, the technology needed to support the curriculum, and the technology initiatives (underlying structures) that support the district as a whole. It is the BOE goals that inform the curriculum initiatives and the curriculum initiatives that inform the technology purchases, and the need for various types of technology purchases that inform the basis of the technology initiatives. Conversely, the technology initiatives enable the technology that supports the teaching of the curriculum, and the subsequent application of the curriculum by students that enables the district to meet the BOE goals.

> BOE Goals ← → Curriculum Initiatives ← → Technology Support for Initiatives ← → Technology Initiatives
> (i.e., Continuous Improvement in Curriculum, Instruction, & Assessment ← → Non-routine Tasks & Assessments ← → Research Databases, Hey Math ← → Differentiated Learning Tools)

Budget Implications

- There is a cost to supporting curriculum; part of that cost is in the purchase of technology.
- The cost of the 5-year plan should remain fairly level year over year.
- Annual inflationary increases need to be factored into the budget.
- The plan will be reviewed and reassessed annually in terms of curriculum, instruction, assessment, and budgetary requirements.

Challenges

- We are reliant on the publishing industry to change over to creating content in HTML5 within the next 3 years.
- We can no longer be rigid in how we look at the technology budget. We need to be more flexible in budgeting specific accounts from one year to the next. We need to look at the whole budget and not just focus in on one account or another.
- We need to accept that there is an uncertainty in the timeline - many things we want to implement are only in the prototype stage.
- We need to realize that the technology plan is not necessarily in sync with the budget timeline.
- We need to maintain the plan as a living document and be flexible as we wait for innovations to mature.

Contributors - Strategic Technology Subcommittee:

- Jonathan Ewert, Parent, Technology CEO
- Jack DeWitt, Parent, Education Technology Specialist
- Mark Mathias, Board of Education Representative, Parent
- Michael Miller, Parent, former EIC of PC Magazine, Ziff Brothers Investment
- Natalie Carrignan, Director of Technology
- Jennifer Cirino, Coordinator of Information & Technology Literacy
- Lis Comm, Director of PD, Research, and Secondary Education
- Jonathan Crosby, IT Operations Manager
- Cynthia Gilchrest, Director of Elementary and Special Education
- Jonathan Gryak, Senior Network Engineer
- Elliott Landon, Superintendent of Schools
- Sharon Silver, Manager of Information System

CURRICULUM INITIATIVES

and

SUPPORTING TECHNOLOGIES

5-Year Technology Plan
Curriculum Initiatives and Supporting Technologies

Curriculum Initiative	Description	Needs Assessment	Supporting Technology
Critical Lens	To gain a better understanding of the 4 domains (critical thinking, creative thinking, communication, global awareness)	~place to store units and rubrics that is easy access for all teachers, should be indexed if possible ~online portfolios for students to demonstrate their knowledge of and work within the 4 domains ~videos of the units as they are taught	Atlas Shared drive access Online portfolios Appropriate video and sound equipment Dedicated videographer/editor
School Climate	District's response to state legislation that requires a district lead person and building committees to monitor school climate and deal with bullying	~accept anonymous reports ~place to display policy and forms online ~manner in which to track school climate data	ESP Discipline Module District Websites CABE Online Policy Service Resources for Internet Safety Lessons Resources for Social Skills and Development Guidance (e.g., scenario DVDs)
Curriculum Mapping	The analysis of all district curricula for consistency and content coverage K-12, updating it in a systematic and ongoing fashion, and sharing it in real time with parents.	~input curriculum electronically into consensus map ~share map with all teachers ~use analytic tools ~share relevant parts with parents	Atlas
Westport 2025 Task Force - Expansion	A team at each school will work on implementing Westport2025 by redesigning and creating units of study. The main task force will meet 4 times a year and act as a clearing house for the units.	~allow Director of Secondary Education to keep abreast of what each team is doing ~capture best practices on video ~annotate and present the video to school teams and other groups during PD (later will use data from Cornerstone Assessments and Instructional Rounds)	Web 2.0 Platforms Blackboard Atlas Shared drive access Appropriate video and sound equipment Dedicated videographer/editor Digital Video Distribution System (DVDS)
Data Teams	Teams look at curriculum and/or learning concerns/challenges of school, grade, or department. Teams collect and analyze data, develop strategies to improve teaching and learning, test, collect second data set, analyze, revise and repeat until desired outcome is reached. Teams then tackle new question.	~share questions being asked ~collect data needed ~develop reports for data analysis ~measure and present progress	Web 2.0 Platforms Aimsweb Online portfolios Other screening tools (assessment) as needed Inform Web-based software for practice at school and at home

5-Year Technology Plan
Curriculum Initiatives and Supporting Technologies

Curriculum Initiative	Description	Needs Assessment	Supporting Technology
Problem-Based Learning	Working with students to study real world problems where they use content from all discipline units, collaborate, research and find evidence, create a persuasive written piece, use their digital and media literacy to create a persuasive oral presentation	~students research and collect evidence ~collaboration among students ~way for student to share progress along the way with teachers ~teachers share expectations and rubrics ~students need to work in groups, independently with electronic resources	iConn Digital databases Video content creation Presentation software Laptops Google Apps Blackboard Digital Video Distribution System (DVDS),
Differentiation	Will be one of the highest priorities next year at the middle school. Looking at how to differentiate by readiness as well as interest and learning profile	~requires lots of PD ~may have to look at distance learning for parts of it ~use video to capture what differentiation looks like in the classroom and share it	Webinar equipment Software that will enhance differentiation Blackboard (Adaptive Release, Private Student Grouping)
Middle School Challenge and Enrichment	Creation of advanced courses beyond math and/or elective challenge courses	~software to support the curriculum of the new courses	Teacher-generated textbooks/materials Additional software as needed for new subject areas
STEM/STEAM Initiatives	STEM- Science, Technology, Engineering, Mathematics STEAM- Science, Technology, Engineering, Art, Mathematics How do we add elements of engineering and design to core subjects? What new subjects/courses we need to offer? How do we offer courses for all levels and interests of students?	~digital resources if needed for PD ~software to support the curriculum of the new courses	Animation software for 2012-2013 Other STEM/STEAM Software
NEASC self study and visit	New England Association of Schools and Colleges (NEASC) will visit and evaluate Staples for accreditation	~gather curriculum ~gather evidence of student work ~share elements of self-study	Atlas Shared drive access Online portfolios Google Apps Flash drives Web 2.0 Platforms Video Content Creation Digital Video Distribution System (DVDS)
RTI Training and Implementation	Moving the Response to Intervention (RTI) system of assessment out to other grades and departments in order to meet federal and state guidelines	~collect RTI data ~PD training, may be long-distance at times	Aimsweb Inform Additional software as needed for new subject areas

5-Year Technology Plan
Curriculum Initiatives and Supporting Technologies

Curriculum Initiative	Description	Needs Assessment	Supporting Technology
Grade 3-8 Gifted Program	Revision of pull-out gifted program	~way to share curriculum goals ~software to support the needs to the curriculum	Atlas TBD
ITL Curriculum Review and Integration	Revamping and refresh of Information and Technology Literacy (ITL) curriculum, include the new AASL standards, review with the critical lens, add in 21st century skills that are missing, and delete outdated skill sets and goals.	~create and store units that support the lens ~share Making Thinking Visible (MTV) strategies and examples ~share Big Thinks ~share curriculum goals and objectives with entire district ~collect district feedback on updates	Atlas Blackboard Presentation software Shared drive access
Inquiry Based Instruction - Science and Social Studies	"Hands-on" exploration and research of authentic questions with primary resouces and physical equipment	~students research and collect evidence ~collaboration among students ~way for students to share progress along the way with teachers ~teachers share expectations and rubrics ~students need to work in groups and independently with electronic resources	Shared drive access Research databases Web 2.0 platforms Video Content Creation
World Language K-12	Revamp and refresh scope and sequence of K-5 Spanish and 6-12 French and Mandarin	~analyze scope and sequence of units K-12 ~share curriculum goals and objectives and objectives with teachers and parents ~create and store units that support the lens ~share MTV strategies and examples ~provide greater, more consistent practice to students ~provide continuous interactive environment K-12	Atlas Blackboard Shared drive access Web-based software for practice at school and at home Electronic textbooks Smartboards
Non-Routine Tasks and Assessments	Initiative in the math department to create more Moody math problems for students to work with	~allow teams of students to conduct deep research ~way for students to analyze their data ~students present their findings to authentic audiences	Singapore Math online resources Hey Math Fathom (statistical analysis software) Subscription databases
Literacy, Singapore Math, Grades 6-8 Math, Grades 2,5,8 Science, EI Social Studies, Global Themes, US History Framework	Revamp and refresh current curriculum, review with the critical lens, add in 21st century skills that are missing, and delete outdated skill sets and goals. Align curriculum with common core standards, national and state standards, and district goals.	~analyze scope and sequence of units K-12 way to ~share curriculum goals and objectives with teachers and parents ~create and store units that support the lens ~share MTV strategies and examples ~provide greater, more consistent practice to students ~provide continuous interactive environment K-12	Electronic textbooks Additional software subscriptions and databases that support the curriculum and different reading abilities and learning types Teacher-generated textbooks/materials

TECHNOLOGY INITIATIVES

5-Year Technology Plan
Technology Initiatives

Tech Initiatives Initiative/Component	Description
Robust Internet Access (RIA)	Ensure internet and WAN interruptions are minimized in a cost-effective manner (plan for backup curriculum in the case of network outage)
Redundant WAN Links	Ensure every building has at least two connections to the WAN
Internet2 Access	Enable multicast traffic to and from Internet2, providing access to high quality video streams and video conferencing opportunities
Multiple ISPs	Peer with another internet service provider to protect against CEN outages
Redundant Core Hardware	Add redundancy to core routing at each location to prevent extensive downtime from hardware failure
One-to-One Computing (1:1C)	Each student has a device which can meet curriculum requirements and enables real-time collaboration
Bring Your Own Device	Require students to utilize their personal devices for daily instruction
Device Onboarding	Provide the technical support and software necessary to securely connect personal devices to the district network.
Ubiquitous Wireless Access	Building-wide wireless network access in all locations throughout the District
Google Apps (Docs)	Provides real-time collaboration on content creation for all students and staff, will supplant Microsoft Office as the primary productivity suite for most users
Digital Curriculum Delivery (DCD)	Transition to a primarily digital curriculum delivery system, providing up-to-date electronic textbooks and teaching materials, online assessments, and multimedia content.
Video on Demand Server	A Video on Demand (VOD) server will serve as repository for video-based curriculum content. Videos should be available to be viewed anytime both inside and outside the network.
Online Encoding Services	Provide automated encoding of video to device-agnostic codecs and multiple bitrates to ease burden of video production on staff and support devices with different capabilities
Digital Video Distribution System (DVDS), Full	Provide each school with the ability to encode live video and stream across the network, so that all devices connected to the network have access to streaming video, and all locations can stream video between them.
Dedicated videographer/editor	Provide raw and edited footage of best practices for teacher training and program analysis. A dedicated videographer ensures a specific teacher is not pulled away from class/students excessively
Electronic Textbooks	Provides up-to-date curriculum material in an interactive, easily portable, format
Teacher-generated textbooks/materials	Teachers can create tailored classroom materials for courses that can be used for differentiation, as a primary source, or as supplemental material. Teacher materials can take advantage of the same innovations as the textbook publishers.
Webinar equipment	Allows teachers to attend PD workshops from their own school or home, resulting in a larger time frame in which to hold PD
Atlas	Using Atlas allows departments to develop curriculum maps that can be shared with each member. The curriculum maps can be continuously updated and revised at department meetings. Parts of the curriculum maps will be shared with the parents as a communication tool.
CABE Online Policy Service	The program allows for the publishing of all district policies in an easily searchable format. The program makes updating policies more efficient.
Google Apps (Gmail)	Using Gmail instead of FirstClass allows all web-enabled devices access to email and provides affordable email services for all staff and students
21st Century Classroom (21CC)	Extend classrooms beyond school and district, 24x7 access to materials, use of multimedia resources on demand
Projectors	Digital projectors have become the standard method for displaying multimedia, sharing student work, and in conjunction with Smartboards providing an interactive classroom environment.
Video Content Creation	Ensures students interact with course content at the highest level of thinking and can make their own understanding visible by utilizing digital and video cameras along with editing software
Presentation software	Enables students and guests to share their work within the classroom
On-demand conferencing	Allows students and teachers to bring in experts to their classes. Allows curriculum leaders to bring in experts for PD. Allows students to interact with other students and those in upper level classes where appropriate.
Appropriate video and sound equipment	Directional microphones, multiple video/audio/lighting sources - classroom capture
Document Cameras	Document cameras are real-time image capture devices.

5-Year Technology Plan
Technology Initiatives

Tech Initiatives **Initiative/Component**	**Description**
Differentiated Learning Tools (DLT)	Enables differentiation of learning based on student readiness, interest, and profile
Online portfolios	Allows students to capture their thinking and to reflect on their growth over time. They provide a single place to access most relevant work.
Web-based software for practice at school and at home	Allows teachers to be able to differentiate homework. Gives students the ability to practice only what they need, not what they have already mastered.
Additional software subscriptions and databases that support the curriculum and different reading abilities and learning types	Allows all students the opportunity to complete assignments using resources beyond the classroom. Allow students to compare data and facts for authenticity and reliability. Allows students to interact with curriculum material in a different manner than when in a class discussion.
Animation software for 2012-2013	Allows students to explore the relations between design, technology, and art at a level Staples has not be able to offer yet
Other STEM/STEAM Software	Allows students to explore the interrelationships in thinking and problem solving used in science, technology, engineering, art (design), and mathematics.
Additional software as needed for new subject areas	As curriculum and technology is ever evolving the district needs to be ready to take advantage of programs that allow students to connect to the curriculum in a meaningful way.
Data Driven Decision Making (D3M)	Enables teachers, administrators, and students to utilize real-time data to affect student outcomes
Data Teams/Inform	Allows for the systematic collection of assessment data on students, the analysis of which will support students in learning and teachers in teaching strategies
Aimsweb	Allows the district to conduct scientifically based universal screenings and to track the progress of students needing support
Other screening tools (assessment) as needed	As screening processes become more refined the district needs to ensure that the chosen tool provides the best data possible to teachers and in all relevant areas
Core Infrastructure **Initiative/Component**	**Description**
Network	
Wired (LAN)	The local area network (LAN) provides network access within each district building
Wireless (WLAN)	Wireless local area networks (WLANs) provide wireless network access within an individual building
SIF	The Student Interoperability Framework (SIF) is an XML application and software specification that enables disparate educational software systems to share structured data
Fiber (WAN)	The dark-fiber based wide area network (WAN) provides connectivity between district sites and to the internet
SAN	The Storage Area Network (SAN) provides highly-available storage that enables virtualization and greater storage throughput (I/O)
Hardware	
Desktops	Desktop workstations will continue to be used for specific curriculum needs and in locations where they are more cost-effective
Laptops	Laptops provide students with portable access to their learning environment, they are also the primary means of achieving real-time collaboration in the classroom
Interactive Whiteboards	Interactive whiteboards provide an interactive classroom learning experience
Software	
Curriculum Software	Subject-specific software (music, math, literacy)/ Finale, IXL, Teachingbooks
Productivity Software	NoodleTools, Type to Learn, Max Toolbox, Atomic Learning
World Language Labs	Virtuoso - Language Lab Software
Personal Learning Plans	Naviance
Server	
Virtualization	Server virtualization provides high-availability to all network services

5-Year Technology Plan
Technology Initiatives

Core Infrastructure **Initiative/Component**	**Description**
Content Resources	
Digital databases	Includes research databases such as Ebsco, Gale, World Book, Encyclopedia Britannica, and NYT; as well as multimedia databases such as Discovery Education, NBC Learn, and AP Images
iCONN	State of Connecticut's online suite of databases
Resources for Internet Safety lessons	Online lesson resources, websites, programs, and videos that provide information at developmentally appropriate levels that support the Internet Safety lessons.
Resources for Social Skills and Development Guidance (e.g., scenario DVDs)	Online lesson resources, websites, programs, and videos that provide information at developmentally appropriate levels that support the social skills and developmental guidance curriculum.
Shared Drive Access	Enable students and staff access to shared drives from home
Flash drives	Flash drives provide a cost-effective means for students to transport large files to and from school
Web 2.0 Platforms	Web applications that facilitate collaboration and information sharing, such as wikis, blogs, and forums
Digital Video Distribution System (DVDS), Partial	The current digital video distribution system allows schools without a coaxial cable infrastructure to distribute live video throughout the building.
Educational Software Systems	
eSchoolPlus (ESP)	eSchoolPlus is the District's student information system, a software platform which provides the authoritative student database, class scheduling and registration, and official record of assessments and grades.
ESP Discipline Module	Area in eSchoolPlus that can collect information for state reporting.
Destiny	Destiny is a library automation system which provides a single district-wide (unified) catalog of library resources
Textbook Manager	Textbook manager integrates with Destiny and provides classroom textbook inventory management
Blackboard	Blackboard's learning management system provides a centralized platform for the dissemination of classroom content and student/teacher/parent interaction
District Communication Platform	
District Websites	Maintain district-wide and school-specific web presence as a standard communication tool.
Blackboard Connect	Blackboard Connect enables the district to issue mass notifications to the community, through phone calls and email, for varied purposes including emergencies, inclement weather closings, and academic calendar events
Video Streaming	Provides live streaming of SHS activities, including athletics and BOE meetings

5-YEAR IMPLEMENTATION SCHEDULE

5-Year Technology Plan
Implementation Schedule

Tech Initiatives						
Initiative/Component	**Description**	**Year 1 (2012-2013)**	**Year 2 (2013-2014)**	**Year 3 (2014-2015)**	**Year 4 (2015-2016)**	**Year 5 (2016-2017)**
Robust Internet Access (RIA)	**Ensure internet and WAN interruptions are minimized in a cost-effective manner (plan for backup curriculum in the case of network outage)**					
Redundant WAN Links	Ensure every building has at least two connections to the WAN	Contract with company for potential intracampus fiber repairs	LLS-GFS Fiber	BMS-SHS Wireless Bridge	Maintain fiber links, evaluate need for additional links as necessary	
Internet2 Access	Enable multicast traffic to and from Internet2, providing access to high quality video streams and video conferencing opportunities	Work with CEN to implement MBGP at network edge	Train staff on incorporating Internet2 resources into curriculum	Continue to evaluate use of HD video, distance learning, and other resources that Internet2 provides in curriculum		
Multiple ISPs	Peer with another internet service provider to protect against CEN outages	Assess bandwidth needs, evaluate additional ISPs	Provision new ISP connection	Monitor bandwidth usage, increase as appropriate		
Redundant Core Hardware	Add redundancy to core routing at each location to prevent extensive downtime from hardware failure	Make middle school cores redundant	Make elementary school cores redundant	Enable path redundancy within each building	Maintain redundancy, evaluate need for additional redundancy as appropriate	
One-to-One Computing (1:1C)	**Each student has a device which can meet curriculum requirements and enables real-time collaboration**					
Bring Your Own Device	Require students to utilize their personal devices for daily instruction	Develop district specifications for personal devices that meet curriculum needs, identify machine-based curriculum software and replace with web-based equivalents	Train teachers how to manage a multi-device classroom, create policies/procedures for student borrowing of devices, start implementation of BYOD	Reassess device specifications, curriculum software, and student usage		

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Device Onboarding	Provide the technical support and software necessary to securely connect personal devices to the district network.	Determine the most cost-effective means of enabling secure access to district resources by personal devices	Implement device onboarding software/policies	Evaluate efficacy of onboarding policy, adjust if necessary		
Ubiquitous Wireless Access	Building-wide wireless network access in all locations throughout the District	Upgrade SHS wireless network	Implement redundant controllers, wireless at CES and KHS	Monitor usage, add access points as needed	Monitor usage, add access points as needed	Upgrade BMS wireless network
Google Apps (Docs)	Provides real-time collaboration on content creation for all students and staff, will supplant Microsoft Office as the primary productivity suite for most users	Implement July 1st for all staff and students 3-12	Review additional Google Apps components and evaluate potential use			
Digital Curriculum Delivery (DCD)	**Transition to a primarily digital curriculum delivery system, providing up-to-date electronic textbooks and teaching materials, online assessments, and multimedia content.**					
Video on Demand Server	A Video on Demand (VOD) server will serve as repository for video-based curriculum content. Videos should be available to be viewed anytime both inside and outside the network.	Research video on demand systems, develop RFP	Implement new system	Evaluate rate of usage, usability, and storage requirements, expand as demand requires		
Online Encoding Services	Provide automated encoding of video to device-agnostic codecs and multiple bitrates to ease burden of video production on staff and support devices with different capabilities	Research along with video on demand system	Implement new system	Evaluate rate of usage, usability, and storage requirements, expand as demand requires		
Digital Video Distribution System (DVDS), Full	Provide each school with the ability to encode live video and stream across the network, so that all devices connected to the network have access to streaming video, and all locations can stream video between them.	Upgrade existing VBrick system components to latest software revisions	Maintain existing system, research encoding needs for next year	Add video encoders to BMS, GFS, and SES	Add additional encoders as needed for HD video	Add additional encoders as needed for HD video

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Dedicated videographer/editor	Provide raw and edited footage of best practices for teacher training and program analysis. A dedicated videographer ensures a specific teacher is not pulled away from class/students excessively	Assess use of video in curriculum, PD, and demand for videographic services/expertise	Utilize best option to capture quality teaching and learning in video format for use in professional development activities with district staff			
Electronic Textbooks	Provides up-to-date curriculum material in an interactive, easily portable, format	6th grade social studies pilot, 9th grade global themes, Hey Math (Algebra 1, Algebra 2, Precalculus), Biology, Chemistry	Evaluate additional e-textbooks (American History, 7th Grade Social Studies), public domain literature	Strive to reach 40% of all appropriate curriculum content delivered digitally, contingent upon publishing roadmap and availability of tools	Strive to reach 70% of all appropriate curriculum content delivered digitally, contingent upon publishing roadmap and availability of tools	Strive to reach 100% of *all appropriate* curriculum content delivered digitally, contingent upon publishing roadmap and availability of tools
Teacher-generated textbooks/materials	Teachers can create tailored classroom materials for courses that can be used for differentiation, as a primary source, or as supplemental material. Teacher materials can take advantage of the same innovations as the textbook publishers.	Pilot with one or two courses, discover the challenges	Research a platform-agnostic product and/or other alternatives to iAuthor	Choose product and develop one or two classes a year where appropriate	Train additional staff members on use of authoring tool	
Webinar equipment	Allows teachers to attend PD workshops from their own school or home, resulting in a larger time frame in which to hold PD	Pilot webinar packages for Google training	Subscribe to a service, promote, and train using the service	Monitor usage and determine if it should continue and at what level. Pilot other options if appropriate.		
Atlas	Using Atlas allows departments to develop curriculum maps that can be shared with each member. The curriculum maps can be continuously updated and revised at department meetings. Parts of the curriculum maps will be shared with the parents as a communication tool.	Pilot at MS, HS, EL (SS, Science, Literacy). Pilot expanded to full installation in Jan. Train larger groups of teachers.	Large amount of summer work inputting curriculum. Training all teachers on consensus maps and personal maps.	Finalizing majority of maps for parent piece and making it available for parents to see July/Aug. Continue summer inputting of additional data and revisions to consensus maps	Train additional teachers and use curriculum maps in all subjects for department meetings and revision. Final input over summer of the most recent version of curriculum. Revising as needed.	Continue to monitor and update curriculum at department meetings, committee meetings, summer curriculum work days, and PD days as appropriate.

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
CABE Online Policy Service	The program allows for the publishing of all district policies in an easily searchable format. The program makes updating policies more efficient.	Move all policies into publishing program and open to the public	Update any new policies in online format			
Google Apps (Gmail)	Using Gmail instead of FirstClass allows all web-enabled devices access to email and provides affordable email services for all staff and students	Summer training for admin and secretaries, teachers trained in fall	Follow up training during summer for anyone	Evaluate new features and train staff accordingly		
21st Century Classroom (21CC)	**Extend classrooms beyond school and district, 24x7 access to materials, use of multimedia resources on demand**					
Projectors	Digital projectors have become the standard method for displaying multimedia, sharing student work, and in conjunction with Smartboards providing an interactive classroom environment.	Maintain current projectors, ensure all new models have HDMI inputs, evaluate mounting options	Maintain projectors, evaluate and incorporate new audio/video standards (e.g., DisplayPort) as appropriate			
Video Content Creation	Ensures students interact with course content at the highest level of thinking and can make their own understanding visible by utilizing digital and video cameras along with editing software	Continue to provide appropriate level of equipment (quantity and complexity) for students at all schools. Provide ongoing training for teachers in use of equipment. Share best practices with other teachers.				
Presentation software	Enables students and guests to share their work within the classroom	Research options, train on adopted products, share best practices				
On-demand conferencing	Allows students and teachers to bring in experts to their classes. Allows curriculum leaders to bring in experts for PD. Allows students to interact with other students and those in upper level classes where appropriate.	Continue to trial programs like Skype, enhanced webinar software, and video chat technologies, train as needed, share best practices				
Appropriate video and sound equipment	Directional microphones, multiple video/audio/lighting sources - classroom capture	Assess equipment needed and provide equipment to schools to capture teaching and learning in a video format when a videographer is not the best option				

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Document Cameras	Document cameras are real-time image capture devices.	Deploy document cameras in grades 3 and 4 for Singapore Math	Deploy document cameras in HS/MS English classes where appropriate	Deploy document cameras in MS/HS Science classes where appropriate	Deploy document cameras in other areas identified by curriculum leaders where appropriate	
Differentiated Learning Tools (DLT)	**Enables differentiation of learning based on student readiness, interest, and profile**					
Online portfolios	Allows students to capture their thinking and to reflect on their growth over time. They provide a single place to access most relevant work.		Collect criteria for portfolios: how students are to use them, what the workflow would be. Research programs, including Naviance, determine which comes closest to meeting specifications.	Implement portfolios at MS	Implement portfolios at HS	Implement portfolios at EL
Web-based software for practice at school and at home	Allows teachers to be able to differentiate homework. Gives students the ability to practice only what they need, not what they have already mastered.	Continue use of current programs for music. Extend the use of selected math and literacy programs to additional grade levels.	Assess extending current programs. Assess and pilot additional programs as needed.	Pilot, extend, or maintain subscriptions to software that assists students in individual practice in reading, math, and specific subject area.		
Additional software subscriptions and databases that support the curriculum and different reading abilities and learning types	Allows all students the opportunity to complete assignments using resources beyond the classroom. Allow students to compare data and facts for authenticity and reliability. Allows students to interact with curriculum material in a different manner than when in a class discussion.	Monitor usage of current databases. Consult with curriculum leaders regarding unmet needs. Identify possible solutions.	Monitor usage of databases. Pilot or subscribe to additional databases to meet curriculum needs.			

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Animation software for 2012-2013	Allows students to explore the relations between design, technology, and art at a level Staples has not be able to offer yet	Identify and purchase software that will meet curriculum needs	Reassess success of animation class and purchase any additional technologies needed to meet curriculum needs	Maintain technology at the most recent version necessary to meet curriculum needs and that operates within the current technology environment.		
Other STEM/STEAM Software	Allows students to explore the interrelationships in thinking and problem solving used in science, technology, engineering, art (design), and mathematics.	Identify curriculum and courses	Identify and purchase software that will meet curriculum needs	Reassess success of courses and purchase any additional technologies needed to meet curriculum needs	Maintain technology at the most recent version necessary to meet curriculum needs and that operates within the current technology environment.	
Additional software as needed for new subject areas	As curriculum and technology is ever evolving the district needs to be ready to take advantage of programs that allow students to connect to the curriculum in a meaningful way.	Identify curriculum and courses and purchase software that will meet curriculum needs	Identify curriculum and courses and purchase software that will meet curriculum needs. Reassess success of courses and purchase any additional technologies needed to meet curriculum needs. Maintain technology at the most recent version necessary to meet curriculum needs and that operates within the current technology environment.			
Data Driven Decision Making (D3M)	**Enables teachers, administrators, and students to utilize real-time data to affect student outcomes**					
Data Teams/Inform	Allows for the systematic collection of assessment data on students, the analysis of which will support students in learning and teachers in teaching strategies	Complete initial rollout. Train RTI team, math and literacy specialist. Move over CMT and Aimsweb data. Develop basic reports	Train all elementary admin and classroom teachers on basic reports and data input, develop in-depth reports with math, literacy, and RTI teams. Import remaining data from eSchool. Continue inputting CMT and Aimsweb. Teachers input district data.	Continue inputting data. Identify new data needs. Train all data teams on dynamic reports. Train all new admin and classroom teachers. Extend training of classroom teachers as needed. Look at moving Inform to MS and HS.	Expand inform to MS and HS. Complete initial rollout, train RTI team, math and literacy specialist. Move over CMT, Aimsweb, CAPT, and AP data. Develop basic reports.	Train all MS/HS admin and classroom teachers on basic reports and data input. Develop in-depth reports with math, literacy, RTI teams. Import remaining data from eSchool. Continue inputting CMT and Aimsweb. Teachers input district data.

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Aimsweb	Allows the district to conduct scientifically based universal screenings and to track the progress of students needing support	Support access to the Aimsweb program for grade 7 and 8 teams.	Support access to the Aimsweb program for grades 9-12.			
Other screening tools (assessment) as needed	As screening processes become more refined the district needs to ensure that the chosen tool provides the best data possible to teachers and in all relevant areas	Work with RTI team to evaluate other screening tools and their compatibility with network services, eSchool, and Inform as needed				
Core Infrastructure						
Network						
Wired (LAN)	The local area network (LAN) provides network access within each district building	Maintain network hardware replacement cycle (7 years), add additional edge devices as necessary				
Wireless (WLAN)	Wireless local area networks (WLANs) provide wireless network access within an individual building	Maintain network hardware replacement cycle (7 years), add additional access points as necessary, phase in new wireless standards as they become available				
SIF	The Student Interoperability Framework (SIF) is an XML application and software specification that enables disparate educational software systems to share structured data	Maintain existing application integrations and integrate new systems as appropriate				
Fiber (WAN)	The dark-fiber based wide area network (WAN) provides connectivity between district sites and to the internet	Maintain existing fiber links, evaluate bandwidth usage and upgrade as necessary				
SAN	The Storage Area Network (SAN) provides highly-available storage that enables virtualization and greater storage throughput (I/O)	Joint purchase with TOW to expand fast storage (SAS) capacity	Replacement of mid-level storage (SATA) SAN units, upgrading storage capacity in the process	Maintain SAN software, monitor storage needs, consider data deduplication and storage quotas as needed		

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Hardware						
Desktops	Desktop workstations will continue to be used for specific curriculum needs and in locations where they are more cost-effective	Maintain existing 5-year desktop replacement cycle				
Laptops	Laptops provide students with portable access to their learning environment, they are also the primary means of achieving real-time collaboration in the classroom	Maintain existing laptop replacement cycle: K-5 (4 years), 6-12 (3 years); re-evaluate laptop purchases in line with district BYOD specifications	Continue laptop replacement cycle as necessary, offset some laptop purchases with BYOD loaner equipment	Transition remaining laptop purchases to BYOD loaner devices where appropriate, continue BYOD loaner and remaining laptop replacement cycle	Maintain BYOD loaner device and laptop replacement cycle	
Interactive Whiteboards	Interactive whiteboards provide an interactive classroom learning experience	Special education areas, some encore areas; world language, SS, English at HS	Remaining encore areas; remaining world language, SS, English at HS; and active replacement	Review alternatives and active replacement		
Software						
Curriculum Software	Subject-specific software (music, math, literacy)/ Finale, IXL, Teachingbooks	Maintain updated software packages or subscriptions to meet students' needs	Maintain updated software packages or subscriptions to meet students' needs. Ensure all curriculum software is web-based or device-agnostic where appropriate.			
Productivity Software	NoodleTools, Type to Learn, Max Toolbox, Atomic Learning	Maintain updated software packages or subscriptions to meet students' and teachers' needs	Maintain updated software packages or subscriptions to meet students' needs. Ensure all curriculum software is web-based or device-agnostic where appropriate.			
World Language Labs	Virtuoso - Language Lab Software		Upgrade to latest version - lab 2			Upgrade to latest version - lab 1
Personal Learning Plans	Naviance	Connect Naviance MS to HS, work with HS on possibility of emailing out transcripts		Provide additional training as needed for features such as portfolios in Naviance		

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Server						
Virtualization	Server virtualization provides high-availability to all network services	Virtualize core instructional applications (Blackboard, Destiny, Database, Web)	Maintain existing virtual machine, virtualize additional servers where appropriate, maintain 5 year server replacement cycle			
Content Resources						
Digital databases	Includes research databases such as Ebsco, Gale, World Book, Encyclopedia Britannica, and NYT; as well as multimedia databases such as Discovery Education, NBC Learn, and AP Images	Maintain useful databases that provide both still and video images, work with curriculum leaders to identify needs				
iCONN	State of Connecticut's online suite of databases	Expand district promotion of iCONN to include parents and the greater Westport community and provide feedback for additional resources needed to State				
Resources for Internet Safety lessons	Online lesson resources, websites, programs, and videos that provide information at developmentally appropriate levels that support the Internet Safety lessons.	Annually review resources used in Internet safety lessons to confirm they are still available, locate replacements if needed, train new teachers as needed.				
Resources for Social Skills and Development Guidance (e.g., scenario DVDs)	Online lesson resources, websites, programs, and videos that provide information at developmentally appropriate levels that support the social skills and developmental guidance curriculum.	Annually assist in the review of resources used in Social Skills and Developmental Guidance lessons to confirm they are still available, help locate replacements if needed. Pass along resources found at conferences, meetings, and in journals to appropriate teachers.				
Shared Drive Access	Enable students and staff access to shared drives from home	Maintain current system and begin migrating appropriate content to Google Docs/Drive	Evaluate appropriate access solutions based on file type			
Flash drives	Flash drives provide a cost-effective means for students to transport large files to and from school	Evaluate role and alternatives for large file storage				

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
Web 2.0 Platforms	Web applications that facilitate collaboration and information sharing, such as wikis, blogs, and forums	Continue to utilize Web 2.0 technologies such as blogs, wikis, and newsgroups for teacher-teacher, teacher-student, and student-student communications, evaluate new technologies as they become available				
Digital Video Distribution System (DVDS), Partial	The current digital video distribution system allows schools without a coaxial cable infrastructure to distribute live video throughout the building.	Maintain existing digital video distribution system, expand as necessary				
Educational Software Systems						
eSchoolPlus (ESP)	eSchoolPlus is the District's student information system, a software platform which provides the authoritative student database, class scheduling and registration, and official record of assessments and grades.	Support HS in use of eSchool gradebook to publish to parents and students. Continue to work with user group on changes necessary for changes in state reporting requirements.		Re-evaluate eSchoolPlus and review other systems. Confirm to stay with or change systems.		
ESP Discipline Module	Area in eSchoolPlus that can collect information for state reporting.	Work with the principals on how best to use this module for state reporting and school climate.	Evaluate efficacy of module, research and implement new software solution if necessary.			
Destiny	Destiny is a library automation system which provides a single district-wide (unified) catalog of library resources	Review all patches and updates and install when timing is best.	Review use of features and reporting. Provide additional training if appropriate	Re-evaluate Destiny and review other systems. Confirm to stay with or change systems.		
Textbook Manager	Textbook manager integrates with Destiny and provides classroom textbook inventory management	Continue to bring additional courses and departments on-board with bar-coding and using Textbook Manager. Look at feasibility of athletics using this for uniforms, etc.				
Blackboard	Blackboard's learning management system provides a centralized platform for the dissemination of classroom content and student/teacher/parent interaction	Pilot possible replacement with one department, one team, one grade level	Summer prep and training on new learning management system, training materials for parents, rollout in fall for teachers and students	First year rollover, follow up training and adjustments	Ongoing training and incorporation of new features	

5-Year Technology Plan
Implementation Schedule

Initiative/Component	Description	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)
District Communication Platform						
District Websites	Maintain district-wide and school-specific web presence as a standard communication tool.	Move Staples to District platform	Move remaining schools from Bb to current platform, have additional pictures taken, train building webmasters		Maintain district web presence	
Blackboard Connect	Blackboard Connect enables the district to issue mass notifications to the community, through phone calls and email, for varied purposes including emergencies, inclement weather closings, and academic calendar events	Review all patches and updates and install when timing is best.	Re-evaluate Bb Connect and review other systems, migrate to new system if necessary.			
Video Streaming	Provides live streaming of SHS activities, including athletics and BOE meetings	Add archiving of BOE meetings.	Evaluate additional products and add features as necessary.			

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015

WPS - Draft Plan

ED 616

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

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

Approved by Planning Review Committee
ED616-121611
Educational Technology Plan Template

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Commissioner of Education
Stefan Pryor

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Educational Technology Plan Approval Process

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

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

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

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

Cover Page

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

District/Agency:	Westport Public Schools	
LEA Code:	158	
Educational Technology Plan Contact:	Natalie Carrignan	
Phone:	203-341-1217	
Fax:	203-341-1216	
E-mail:	ncarrignan@westport.k12.ct.us	
Address:	110 Myrtle Ave. , Westport, CT 06880	
Name of Superintendent or Director:	Dr. Elliott Landon	
E-mail:	elandon@westport.k12.ct.us	
Signature of Superintendent or Director:	Elliott Landon	Date: April 4, 2012
Date Submitted to Board of Education:	May 21, 2012	
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:	Esther Gobron	Date: 4/9/12
RESC Recommendation for Approval:	(Yes) / No / Conditional – BOE Approval	Date: 4/9/12
CSDE Authorization:		Date:

Preparation Check-Off Page

he submitted plan has the following:

- [x] Cover Page
- [x] Educational Technology Plan Preparation Check-Off Page
- [x] LEA Federal Grant Program Compliance Form
- [x] LEA Profile
- [x] Educational Technology Planning Committee
- [x] Vision Statement
- [x] Needs Assessment
- [x] Goal 1
- [x] Goal 2
- [x] Goal 3
- [x] Goal 4
- [x] Goal 5
- [x] Children's Internet Protection Act (CIPA) Certification
- [ ] Optional Reporting* No

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

Natalie Cenzon
Signature of Authorized LEA Agent

4/2/12
Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

Westport Public Schools
Local Education Agency Submitting this Plan

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

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

The applying agency (check all that apply)

X
_____ 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. _____

X
_____ Has applied for E-Rate funding.

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

Date the plan was approved: _____
OR
Date the plan is to be submitted for board approval: June 15, 2012

Certified by:

Elliott Landon
Signature of Superintendent or Director

April 4, 2012
Date

Dr. Elliott Landon
Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Westport Public Schools

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?	431
How many of those students were considered technologically literate based on that evaluation?	431
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.	306.5
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	5
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.	328/387
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.	128/171

Policies

How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?
☐ Every year ☐ Every other year ☒ At least every three years ☐ Other: _____
Insert a link to your district's AUP below if it is stored on the Web:

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.

	Desktop/district provided laptops
The maximum number of Grade 4 students who could be accommodated under the above conditions.	150/424
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	35%/99%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	210/275
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	45%/60%
The maximum number of Grade 8 students who could be accommodated under these conditions.	210/275
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	46%/60%
The maximum number of Grade 10 students who could be accommodated under the above conditions.	175/472
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	38%/100%

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
Dr. Elliott Landon	Superintendent	Westport Public Schools
Lisbeth Comm	Director of Secondary Education	Curriculum Developers, 6-12 Administrators and Teachers
Cynthia Gilchrest	Director of Elementary Education	Curriculum Developers, K-5 Administrators and Teachers
Nancy Harris	Assistant Superintendent of Business	Business Operations, State Reporting, Administrative Technology
Natalie Carrignan	Director of Technology and District Testing Coordinator	K-12 Admin and Instructional Technology, Test Reporting and Analysis
Jenn Cirino	Coordinator of ITL	K-12 Teachers and Students
Jonathan Crosby	IT Operations Manager	Technology Department (Program and device management)
Jonathan Gryak	Senior Network Engineer	Technology Department (Infrastructure)
Sharon Silver	Information Systems Manager	Technology Department (Administrative Systems)
John Dodig	High School Principal	Staples High School
Kevin Cazetta	Assistant Principal	Greens Farms Elementary
Julia Roberts	Library Media Specialist	Staples High School/Library Media
Kris Szabo	Middle School Principal	Coleytown Middle School
Mark Mathias	BOE Member	Board of Education
President of Student Assembly (rotating)	President of Student Assembly (rotating)	Students
Jack DeWitt		Community Member/Parent
Jonathan Ewert		Community Member/Parent
Steve Halstead		Community Member
Ross Kudwitz		Community Member/Parent
Tom Manlin		Community Member
Michael Miller		Community Member/Parent
Nick Pissaro		Community Member

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 Strategic Technology Committee has been a standing committee for over 12 years. The committee meets annually to discuss progress on the goals outlined in the technology plan, to review the annual technology budget request, and to identify any emerging technology trends that should be explored. In addition to the Strategic Technology Committee, each school has an Information and Technology Literacy (ITL) committee that meets bi-monthly at a minimum. The ITL committee conducts building-based needs assessments of teachers through surveys, interviews, and professional development programs. Each committee also includes an administrator who can provide data on teachers' needs from classroom observations. Each building committee sends at least two representatives to the district Technology Steering Committee which meets three times a year to share progress, best practices, and provide input into the goal setting process. Several staff members serve on all three committees and act as liaisons to ensure communication and alignment between the groups. A student ITL committee is in its fourth year at the high school. A member from the building ITL committee and the district ITL Coordinator are part of the student committee and they bring the student concerns and ideas back to the district Technology Steering Committee. The liaisons also bring specific questions to the students for their feedback.

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.

Westport 2025: Meeting the Global Challenge mission statement - To prepare all students to reach their potential as leaders and innovators as well as life-long learners and contributors to our global community.

The district mission in terms of technology is to support the development and delivery of the district curricula, to provide means for which all students gain a deep understanding of the curricula, and to support the implementation of the Westport 2025 initiative.

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.

As part of the preparation for writing the technology plan a survey was sent to all teachers and administrators to better understand the districts' current needs and to reflect upon our accomplishments. Several focus groups were convened as a follow-up to the survey. The groups identified several curriculum strengths and weaknesses and provided many suggestions on ways to use technology to address our weaknesses. Finally, a sub-committee of the Strategic Technology Committee met for a series of meetings to discuss how the district may need to change its infrastructure; and how it might utilize digital textbooks, mobile devices, and emerging tools to support curriculum, instruction, learning, and assessment.

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.

The Westport Public Schools is a strong school system in terms of curriculum development and technology integration. In 2011 the district began an initiative to bring further depth into the curriculum with a strong focus on the 21st century skills of critical thinking, creative thinking, communication, and global awareness. The initiative is entitled Westport 2025: Meeting the Global Challenge. As part of this initiative the district partnered with Columbia University Teacher's College to develop a "Critical Lens" to use when teachers collaborate on unit development and review. In terms of individual lessons and student work the district is focusing on two sets of strategies whereby students capture their thinking in a visual way and take time to reflect both on their new content learning and on their personal learning

process. The main text resources being used are "Making Thinking Visible" by Richhart, Church, and Morrison and "The Big Think" by Loertcher. One of the challenges in the next year is to continue the implementation of the Westport 2025 initiative so that the "Critical Lens" and thinking strategies are consistently used throughout all grades and all departments. This challenge has been given to a task force that is led by the Director of Secondary Education. Another challenge facing the district is how to *assess* these 21st century skills.

The district continues to align its curriculum to the Common Core standards. It has updated its curriculum review cycle to be one of continuous improvement rather than a rigid 5-year cycle. One of the teachers' requests is to have immediate access to student data in order to make better instructional decisions. Teachers have also requested an easier and less timely manner in which to collect data. Curriculum leaders have requested the ability to analyze the district curriculum in a more systemic and visual manner to facilitate the identification of curriculum strengths and weaknesses. They also desire a way to immediately display updated curriculum to parents and the greater Westport Community. To that end the district will be implementing two web based programs to meet these requests.

The survey respondents and focus groups mentioned specific examples of ways in which teachers are using technology in the classroom such as:

- Interactive Smartboard lessons
- Digital simulations
- Data collection and analysis
- Building of tutorials by teachers and students for students
- Intra-district distance learning opportunities
- Videos and online programs to "flip" the classroom
- Published elementary science and social skills curriculum units in Blackboard

In addition, the groups mentioned the work that the ITL Coordinator has done to highlight best practices of integration hrough the ITL webpage and wiki, the building level ITL committee wikis, and the ITL blog.

In terms of specific ways in which students are using technology in the classroom, the survey respondents and focus groups mentioned:

- Collaborative writing
- Real-time data collection and analysis
- Extension and relearning of skills
- Video creation
- Online research
- Resource evaluation
- Interactive presentations and digital storytelling

While small strides have been made in using technology to support instruction in small groups, further growth is required. This should include multiple forms of differentiation and individual enrichment or reinforcement of skills. Another area for growth is in helping students, especially at the elementary level, apply the skills learned through the ITL curriculum to multiple projects. As the district continues with Westport 2025 the same care needs to be taken to ensure students can generalize and then apply the 21st century skills learned in multiple instances and disciplines.

Finally, the district continues in its quest to determine the best way to support students in using their own devices within school and in having access to all curriculum resources from home. Over the last three years the tech staff and teachers have found several solutions to allow students to participate in class using their own equipment, albeit in a modified way at times. Students are now able to print from their own computers after authenticating to the network. Several teachers provide students with assistance at the high school level on a daily basis as long as coverage allows. Students can now more easily connect their own computers for presentations to the projector systems in the high school English and social

studies classrooms. They can also connect to their district network drive and to their school's network shares from their personal laptops at school or from home.

The next steps in this plan include:

- Moving the district to its own instance of Google Apps for Educators so all students will be able to compose online on any device they have, and teachers and students will be able to collaborate in real time.
- Identifying curriculum resources that need to be moved from a machine-based install or Flash-based model to a platform-agnostic program or alternative if equivalent in quality.
- Monitoring, piloting, and purchasing e-books, either basal or trade, or e-library collections when they align with the district curriculum and are available to all students on all device platforms.
- Providing full access to the curriculum and curriculum resources to students 24/7 no matter the financial need.

The district level ITL Steering Committee will assess implementation progress in all schools.

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.

The district offers professional development activities at both the district and building level. The activities occur before school, after school, and as part of department or faculty meetings. The district provides opportunities for staff to request and develop professional development opportunities based on individual needs at the school and department level. Administrators continually provide feedback on professional development needs, as well, based on their involvement with the Professional Development and Evaluation Process (PDEP). The Coordinator of Information and Technology Literacy then works closely with principals and department chairs to develop additional district wide technology integration training. For example, workshops have been offered to train teachers on the research process and online programs that support students in their project-based learning (PBL) units at the middle school.

During the 2011-2012 school year the train-the-trainer model was used successfully to introduce staff to newly implemented features of the learning management. The district also invested in Atomic Learning, which provides teachers, administrators, and all other staff access to hundreds of hours of tutorial training on a majority of the programs the district uses. Many staff used this as a resource when Office 2010 was rolled out to a number of administrative offices. Other training offered included a six-hour orientation program for new teachers, differentiated workshops on usage of Smartboards, QR codes, Infographics, and new Web 2.0 tools such Fotoflicker.

The focus groups did identify several professional development needs for the next three years. Both teachers and administrators stressed the need for as much time as possible within workshops for hands-on activities that allow for exploration and experimentation. Workshops need to be structured so that the technology tools are seen in a deeper relationship to the curriculum, Westport 2025, and outlined 21st century skills. Many requested that the instructional and administrative offerings be differentiated by district role and skill level, and to be given more choice in which offerings to participate. The focus groups reemphasized how important it is for administrators to have more training on the instructional resources such as Teacher Access Center and Blackboard. One other need uncovered is for a reintroduction of several professional development programs that were offered a couple of years ago in order to reacquaint teachers with many of the still relevant programs and Web 2.0 tools that are in the district.

PD evaluations as well as classroom observations and goal reflections are used to determine the successfulness of the workshops given.

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.

By consistently maintaining a four to five year computer replacement cycle, students and staff have equitable access to a majority of technology at all schools in the district. It is important to note that teachers and students do not necessarily have access to equipment for as long or as often as they would like. Please see the grid below for details. The district has continued to operate its home computer loan program for students who demonstrate financial need. The next challenge is to provide them with internet access, if needed, as more resources and books are moved online and 24/7 access becomes essential to fully participate in and produce work for class.

Assistive technology tools are provided by Pupil Personnel Services (PPS) for all students as needed. The latest tool to be of great use is the iPad. It is replacing many of the district's augmented communication devices. The PPS staff pilot many different assistive technology devices including iPads and small laptops with students with needs other than, or in addition to, augmented communication. The challenge over the next three years will be finding an easier way to manage applications on devices such as iPads across many buildings and with various individualized settings.

Survey respondents noted the need for more equipment in all buildings, specifically Computers on Wheels (COW) carts to allow more students at each grade level or team to have concurrent access to resources during the same unit of study as their peers. They cited the need for Smartboards in every classroom, *including* special area and special education classrooms, to ensure the equitable delivery of instruction to every student in all subjects.

The only manner in which to guarantee students and teachers have the same amount of access to resources, in terms of time, is to move to a 1-to-1 model. Teachers need to have access to the same equipment and programs as students so they understand how to make full use of them in their classes. Due to funding constraints the district will need to rely on parents providing their children with their own devices to bring to school. The district will need to provide guidance to parents as to which devices will display and work with the curriculum resources and applications purchased by the district.

As more students bring in their own devices new challenges will arise. Every student will need a way in which to submit assignments either through print or electronically, the format of which will be device and application dependent. By standardizing on using web-based programs, all students will be able to complete a project in a very similar, if not precisely equal, manner. Any new programs that the district chooses to use should be developed in HTML 5 to offer the widest range of device compatibility.

The variability in speed, quality, and capability of student devices will engender an uneven playing field. Students may also have greater familiarity and functionality with their self-chosen local programs than others. Because some of the students' devices will simply be "better" than school provide equipment for the sole reason that they are personal devices and not restrained by technical settings that ensure security and reliability in an enterprise environment, their devices will be faster and allow them more minutes a day on their device than someone who borrows a school device. By choosing the lightest, yet reliable, security protocols and desktop settings and keeping the operating system and browser software up-to-date, time can be regained. Finally, access to consistent power sources throughout the day will remain a need until device batteries can last more than six hours.

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	Have access to computers and network resources from their offices. Have VPN option to access network resources from home. Have access to all district web-based resources at home and at school. Have access to computers/Internet from classrooms.
Teachers (preschool)	Have access to computers from their classrooms and can access their personal network drive and all shared drives and dropboxes from home as well as any district web based resource.
Teachers	All teachers have access to computers and network resources in their classrooms and at the high school teachers have access from their offices. All have access to their personal network drive and all shared drives and dropboxes from home as well as any district web-based resource.
Noncertified staff	Access from classrooms and common areas. Access to most district web-based resources.

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

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	One or two computers per classroom. Trialing iPads for students with special needs.
Students (elementary)	Three to four computers in each classroom. One to two computer labs in each school. Three to four mobile laptop carts in each school. Fifteen to twenty-five computers in the Library Media Center. All can access their personal network drive and all shared drives and dropboxes from home as well as any district web-based resources.
Students (middle school)	One to two computers in classrooms. At least three computer labs in each school. Twenty computers in each Library Media Center. Each school has a digital music lab. All can access their personal network drive and all shared drives and dropboxes from home as well as any district web-based resource. Limited supervised access after school.
Students (high school)	Two computer labs. Laptop computers on carts. Library Media Center with thirty desktops and fifty laptops; two World Language labs, one Art and Design lab, and one Digital Music lab. All can access their personal network drive and all shared drives and dropboxes from home as well as any district web-based resource. Students who bring laptops in from home can access the limited guest network in school and can print to network printers. .
Students (with disabilities)	Access to appropriate hardware and software in classrooms. Access to computers and assistive devices in resource rooms. . All can access their personal network drive and all shared drives and dropboxes from home as well as any district web-based resource. Depending on the student, some have their own iPad or small notebook.

Infrastructure and Telecommunications

- When evaluating your needs, consider:
  - the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;

- the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
- how E-Rate has allowed the district to improve or increase its technology infrastructure.

The wide area network (WAN) of the Westport Public Schools exhibits a partially connected mesh topology. Three pairs of schools, Coleytown Elementary and Coleytown Middle, Saugatuck Elementary and King's Highway, and Bedford Middle School and Staples High School, are connected by private 10 Gbps fiber links and considered campuses. Dark fiber provides a 10 Gbps connection between each campus and single school to either Staples High School or Town Hall, both of which have connections to the Connecticut Education Network (CEN). Staples High School and Town Hall are connected at 10 Gbps though a dark fiber connection to each site from the Westport Fire Department, a 1 Gbps virtual circuit provided by CEN, and a 1 Gbps path through the Town of Westport's fiber optic network. All locations except Bedford Middle, Long Lots Elementary, and Greens Farms Elementary have multiple WAN connections. HP 5400zl series layer 4 switches, one pair at Staples and Town Hall each, are dedicated to WAN traffic routing. By utilizing the routing protocol BGP, inbound and outbound internet access is automatically load-balanced across both CEN connections. CEN is currently our sole internet service provider, and was recently upgraded, providing additional Internet bandwidth. As the use of internet-based instructional applications continues to increase, an additional ISP will be required to minimize instructional downtime, as will additional WAN connections for the aforementioned locations. The WAN is also used to provide VoIP phone service to all school locations.

The local area network (LAN) at each school or campus consists of multiple network closets connected via 1, 2, or 10 Gbps fiber connections. Network cabling varies, with a mixture of Category 5, 5e, and 6. The majority of devices connect to the LAN at 100 Mbps. Routing for each LAN is handled by a HP 5400zl series Layer 4 switch.

Building-wide wireless local area networks (WLANs) are available at all buildings except at Coleytown Elementary and King's Highway, which are expected to be installed in the 2013-2014 school year. Ubiquitous wireless access is essential to achieving our goal of enabling all students and staff to utilize their own devices for instructional purpose. All WLANs except for Staples High School's are dual-band 802.11n-based networks. As high school staff and students continue to utilize more wireless devices concurrently, the Staples High School wireless network, based on the older 802.11g technology, will need to be upgraded.

All schools have video distributions systems (VDSs), providing the means to encode, distribute, and decode video streams throughout each building. All schools have an analog VDS except for Coleytown Elementary, Long Lots, and King's Highway, which utilize a multicast-based digital VDS. Video broadcast using analog VDSs is viewable only within each building, whereas video broadcast using the digital VDS is viewable from any building in the district. Staples High School has both an analog and digital VDS, as well as a live video stream available via the school's website. As part of the CEN upgrade, we anticipate the ability to stream high-definition video to and from Internet2 and to other districts through CEN, allowing for distance learning opportunities and access to rich video resources for instruction.

With the utilization of CEN for internet access and VoIP for phone service, E-Rate provides limited funds towards district telecommunication costs and infrastructure maintenance, which are primarily funded by local appropriations.

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.

The use of administrative applications permeates all areas of management including student information, maintenance, report cards, finance, personnel, nursing, testing and good services. These programs involve all certified and non-certified staff in one way or another. Report cards are provided to K-12 parents electronically as are all interim progress reports. Middle school students, along with their parents, are able to choose their music and language electives online, reducing the overhead of middle school scheduling. Many of the internal state reporting structures have been refined through processes added to and data uploaded to the student information system. Administrators continue to use the emergency communication system (Blackboard Connect) to send out notices and reminders to parents via email and phone messages. Training is available for new administrators and staff members as needed. All personnel have access to the tutorials on Atomic Learning for just in time training as well.

Over the last three years the district has increased the types of data collected on students. More electronic reports have been written for school personnel for use during grade level and department meetings. The building based Response to Intervention (RTI) teams have methodically rolled out Aimsweb as one method to collect and share student progress. They have also created many spreadsheets with which teachers can aggregate student data. As the types of collected data increase there is a greater need to automate the process. Teachers must be able to run their own reports by class and by individual student and not be dependent on a central data person. As mentioned in the Curriculum and Instruction Needs Assessment, teachers are requesting immediate access to student data in order to make better instructional decisions. Administrators have requested the same access, as well as training on data teams and report creation.

Curriculum leaders have requested the ability to analyze the district curriculum in a more systemic and visual manner to facilitate the identification of curriculum strengths and weaknesses. They also desire a way to immediately display updated curriculum to parents and the greater Westport Community. Training has begun, lead by the two NEASC chairs, on how to best create curriculum mapping templates and how to use the curriculum mapping software.

Administrators have taken an active role in training around Westport 2025. The district has developed a specific Leadership Institute for the summer of 2012 in response to requests for more administrative professional development around 21st century skills. Many administrators will be leading building based Westport 2025 committees beginning in the fall of 2012.

Teachers and students have long since had access to their personal network drives from the school wireless networks and from home. As technology is becoming more sophisticated and a level of security equivalent to the wired network can be maintained in other mediums, access to administrative data needs to increase. By having access to administrative data wirelessly, administrators will be able to access student data more quickly and at any time throughout the school, thereby enabling equal participation in all instructional meetings throughout the school day. And by having access to their personal drives from home they will have the same continuity of access to resources as students and teachers.

The focus groups highlighted some very specific needs to address in the next three years. Administrators need greater access at seeing what teachers, students, and parents see in instructional programs. They need more extensive training in these programs as well as administrative programs. As with teachers, the training and support needs to be differentiated as the abilities and needs are varied.

Plan Implementation

LEA Technology Goals and Strategies

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

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
1.0 Learning: Engage and Empower *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.*	***Goal 1: Engaging and Empowering Learning Experiences*** *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.*
What will your district do over the life of this local Educatianal Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?	

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Continue to work towards meeting the goals of the Westport 2025: Meeting the Global Challenge district initiative	Directors of Elementary and Secondary Education, Westport 2025 Core Committee and Task Force	Ongoing	Task Force minutes Faculty meeting agendas PD evaluations
Embed 21st century skills into all content area standards to enhance learning, increase collaboration, innovation, communication, problem solving and creativity.	Directors of Elementary and Secondary Education, Westport 2025 Task Force	Ongoing	Curriculum maps Units of study Student work Class assessments
Share 21st century best practices (e.g. Atlas)	Directors of Elementary and Secondary Education, Department Chairs, Director of Technology	Ongoing	Quality and quantity of units of study and curriculum maps
Continue to train teachers on how to use the district's Critical Lens to prepare and analyze units of study with respect to 21st century skills	Directors of Elementary and Secondary Education Westport 2025 Task Force Department Chairs Curriculum Coordinators	Ongoing	PD agendas and evaluations Grade level and department meeting minutes Units of study
Refine current and develop additional project-based learning opportunities for students that focus on solving problems or challenges while collaborating digitally with a global audience	Directors of Elementary and Secondary Education, Department Chairs	Ongoing (annual projects currently exist at the middle school level) Expansion at the elementary level estimated for 2014	Project design and presentations Quantity and frequency of projects Quality and frequency of audience participation
Continue to review and revise curricula to integrate	Directors of Elementary and Secondary Education,	Based upon the district curriculum revision cycle	Curriculum goals and objectives

technology in ways that advance student understanding and achievement.	Department Chairs Curriculum Coordinators Director of Technology		Student work Class assessments
Provide an online student success plan for every student that includes goals for social, emotional, physical and academic growth and allows for dynamic sharing, enabling timely and effective communication (i.e., Naviance)	Directors of Secondary Education and Pupil Personnel Services, Guidance Department Chair, Manager of Information Systems	July 1, 2013	Program is up and running
Develop an electronic reflective portfolio for sixth-twelfth graders that is connected to student success plans, managed by each individual student, and easily accessible to the student's learning team (teachers, parents, experts, mentors, etc.).	Director of Secondary Education, Department Chairs, Guidance Counselors, Director of Technology	July 1, 2014	Program is up and running
Refine methods of assessing students in technology literacy based on state and national standards	Director of Technology, Middle School Principals	October 1, 2012	Students are assessed in the spring in new manner
Encourage students to use available assessment data to reflect and set learning goals	Building Administrators, Department Chairs, Curriculum Coordinators, Teachers	Ongoing	Students can respond independently to questions regarding their individual learning goals
Expand ways to use technology to extend learning opportunities outside of the typical school day	Department Chairs; Directors of Elementary, Secondary Education, and Technology; Operations Manager	Ongoing	Student participation in activities and lessons after school
Continue to employ resources that support Science, Technology, Engineering, and Mathematics (STEM) initiatives (e.g., Discovery Education Science and Streaming) and their partnerships with science institutions (e.g., Siemens)	Directors of Elementary and Secondary Education, K-12 Science and Math Curriculum Coordinators/ Department Chairs, Computer Science Teachers, Coordinator of Tech Ed, Director of Technology	July 1, 2012	STEM objectives and content are specifically identified as are any needs for additional courses. New courses presented to BOE in spring
Expand STEM into STEAM Science, Technology, Engineering, Art, and	Directors of Elementary and Secondary Education, K-12 Science, Math, and Fine Arts	July 1, 2012	STEAM objectives and content are specifically identified as are any needs

Mathematics initiative)	Curriculum Coordinators/ Department Chairs, Computer Science Teachers, Coordinator of Tech Ed, Director of Technology		for additional courses. New courses presented to BOE in spring
Continue to evaluate the use of online collaborative tools (e.g., Relative Advantages)	ITL Coordinator ITL Staff and Committee Members Department Chairs	Ongoing	Quantity of tools and evaluations in district online resource center
Continue to promote online learning opportunities for all staff and students (i.e., Atomic Learning)	ITL Coordinator ITL Staff and Committee Members Department Chairs Teachers	Ongoing	Training reports
Continue to utilize online resources to collaborate and communicate in a global society and encourage classroom global collaborative projects.	ITL Coordinator Department Chairs ITL Staff and Committee Members	Ongoing	Units of study Specific lesson plans Student work
Collaborate with teachers to ensure that instructional technology enhances learning	ITL Coordinator Department Chairs Curriculum Coordinators Director of Technology	Ongoing	Collect data and stakeholder responses concerning the use of technologies for improving and assessing academics
Work with teachers on evaluating a BYOD model and how to adapt their presentation materials to take advantage of it	ITL Coordinator Operation Manager Director of Technology	Ongoing	Observation of teachers Student and teacher feedback

Goal 2: Assessment

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

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Continue to use technology to collect meaningful assessment data that informs instruction (e.g., Aimsweb, Inform, Blackboard, CTReports)	Literacy/Math Coordinator; RTI, Literacy, and Math Committees; Directors of Elementary and Secondary Education and Technology	Ongoing	Quantity of and use of data collected RTI, etc meeting agendas Grade level and department meeting agendas
Continue to provide training or teachers and administrators on proper data collection	Literacy/Math Coordinator Director of Technology	Ongoing	Data entered is usable in reports
Continue to provide teachers and administrators support in learning how to use technology-based assessments and data systems to improve instructional practices (e.g., Aimsweb, Inform, eSchool)	Directors of Elementary and Secondary Education Literacy/Math Coordinator Director of Technology	Ongoing	Usage reports RTI, etc meeting agendas Grade level and department meeting agendas
Continue to provide support for teachers and administrators in analyzing multiple data points to make individualized instructional support plans	Literacy/Math Coordinator; RTI, Literacy, and Math Committees; Directors of Elementary and Secondary Education and Technology	Ongoing	Usage reports RTI, etc meeting agendas Grade level and department meeting agendas
Continue to expand use of project-based, technology-enhanced assessments employ rubrics, exemplars, and non-traditional questioning strategies.	Directors of Elementary and Secondary Education Department Chairs Literacy/Math Coordinator ITL Coordinator	Ongoing	Quantity of assessments and assessment materials
Continue to explore scientifically-based,	Literacy/Math Coordinator; RTI, Literacy, and Math	Ongoing	RTI, etc meeting agendas

research-supported assessments using technology (e.g. Aimsweb)	Committees; Directors of Elementary and Secondary Education and Technology		
Continue to support parent portal for viewing assessments and report cards online (i.e., Home Access Center)	Manager of Information Systems Director of Technology	Ongoing	Uptime of portal and usage reports
Expand parent portal to publish teachers' gradebooks for grades 6-12 to both parents and students	Building Principals Department Chairs Manager of Information Systems Director of Technology	July 1, 2012	Gradebooks are available
Explore and pilot using gaming technologies, simulations, and collaborative environments for assessment (e.g., universal design, assistive technology, etc.)	Directors of Elementary and Secondary Education Department Chairs ITL Coordinator ITL Staff and Committee Members	Ongoing	ITL PD agendas, department meeting agendas, Steering Committee minutes, lesson plans, Department meeting agendas, students assessments
Continue to update and enforce practices, policies, and regulations to ensure privacy and information protection	Superintendent Director of Human Resources Assistant Superintendent of Business	Annual updates, ongoing enforcement	Policies are followed No issues are recorded
Continue to update and use district policies that provide guidance to district staff about electronic communication and social networking in relation to privacy, information protection, and acceptable use	Superintendent Director of Human Resources Assistant Superintendent of Business Director of Technology	Tri-annual updates, annual review during a fall faculty meeting	Policies are followed No issues are recorded

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
3.0 Teaching: Prepare and Connect *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.*	***Goal 3: Connected Teaching and Learning*** *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.*
What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Continue to provide sustainable professional development which furnishes educators with the skills and knowledge to esign learning experiences for students in a 21st century classroom	Directors of Elementary and Secondary Education Professional Development Committee Westport 2025 Task Force	Ongoing	PD descriptions PD attendance reports Units of Study Class lessons
Leverage public/private/nonprofit partnerships to join learning communities focused on technology integration strategies and the development of teachers' and administrators' 21st century skills. (e.g., Teacher's College)	Superintendent Directors of Elementary and Secondary Education Westport 2025 Core Committee Director of Technology	Ongoing	Deliverables from the partnerships PD descriptions Units of Study Class Lessons
Develop district level goals that support the use of technology and are reflected in district, building, administrative and teacher professional development goals and classroom lesson plans	Superintendent Board of Education Directors of Elementary and Secondary Education Supervisors Professional Development Committee	Annually	The goals reflect use of technology
Continue to align professional development activities to district/building standards and/or goals	Directors of Elementary and Secondary Education Building Principals Professional Development	Annually	PD activities can easily be matched to which standard or goal that is being addressed

(e.g., ISTE NETS, NSDC Professional Development Standards, cyber bullying legislation, etc.)	Committee		
Continue to allow access to professional online learning communities that are not inhibited by the district content filter (i.e., Fortiguard)	Senior Network Engineer Director of Technology	Ongoing	All requested website are either open or unblocked as soon as requested.
Assure district Teacher Education and Mentoring (TEAM) plans support the development of initial educators into practitioners who use technology to improve learning, assessment, and instructional practice	Building Principals Supervisors Director of Human Resources	Annually	Analyze plans for descriptions of support and/or accomplishments
Ensure that staff is ready to use, maintain and improve skills for both professional and teaching technologies that support teaching and learning	ITL Coordinator Department Chairs Director of Technology	Ongoing	Staff meetings Formal and informal observations Staff surveys
Provide Continuing Education Unit (CEU) activities that can be shared through webinars or the district learning management system (e.g., Atomic Learning, Blackboard)	ITL Coordinator Director of Technology	August 1, 2012	PD proposals and attendance logs
Provide training to increase competency of teachers and administrators in the National Educational Technology Standards for Teachers (NETS-T) and National Educational Technology Standards for Administrators (NETS-A) and AASL standards.	ITL Coordinator Director of Technology	July 1, 2012	PD proposals and attendance logs Staff surveys
Participate in professional development and utilize resources, such as Discovery Education, iConn, Verizon Thinkfinity, provided by the tate Department of Education	ITL Coordinator ITL Staff and Committee Members Department Chairs Director of Technology	Participation as available	Attendance receipts Usage logs

Update and expand the bank of experts willing to volunteer their time and expertise as classroom resources (e.g., Staples LMS program)	ITL Staff Department Chairs	Ongoing	Quantity of names in database End of year survey on who volunteered
Identify community resources that allow students and educators to have connectivity 24/7	Director of Technology Senior Network Engineer Operations Manager in coordination with Town IT	September 1, 2012	Resources are confirmed as having access or plans are made to bring access to that community resource.
Identify learning resources that can be shared across districts	Director of Technology Department Chairs	October 1, 2012	Usage logs Department meeting agendas
Continue to maintain online resources which include models, sites to visit, conferences, and online PD opportunities. (e.g., ITL tab, Contemporary Literacy Blackboard class)	ITL Coordinator	Ongoing	Uptime of site Conference attendance Site hits Formal and informal observations of use of resources
Support PD by creating times and/or physical/virtual spaces where the staff can collaborate and share	ITL coordinator Professional Development Committee	Ongoing	PD proposal details Documentation of sharing and collaboration
Include a plan of action for adequate planning and implementation and provide a safety net for innovators.	Strategic Technology Committee ITL Steering Committee Building Principals	Annually in September, followed by October budget preparation to support plan	Technology plan is implemented Experimentation by teachers is shared Budget follows plan

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
4.0 Infrastructure: Access and Enable *All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.*	***Goal 4: Infrastructure for Teaching and Learning*** *All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.*
What will your district da over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?	

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Maintain current in-building wireless networks	Senior Network Engineer	Ongoing	Collect usage and bandwidth statistics, expand or upgrade as required
Upgrade wireless network at Staples High School	Senior Network Engineer	September 1, 2012	Verify access upon completion
Install new wireless networks at Coleytown .lementary School and Kings Highway School	Director of Technology (funding) Senior Network Engineer (installation)	September 1, 2013	Verify access upon completion
Identify additional areas within Westport to expand public Wi-Fi access	Director of Technology, Town Department of IT, Office of First Selectman	December 31, 2012	Survey both educational and non-educational Town constituencies
Maintain public Wi-Fi access at existing locations throughout Westport	In cooperation with Town Department of IT	Ongoing	Collect usage and bandwidth statistics
Explore new products to provide better management and security for wireless personal devices	Director of Technology Senior Network Engineer	September 1, 2013	Evaluate available software and hardware solutions, budget for year 2013-2014 as necessary
Provide broadband access to all students with a demonstrated need through current cellular service provider (e.g. , USB Modems)	Director of Technology Superintendent of Schools (policy modification)	September 1, 2012	Use USDA IEG as baseline to identify students, social workers confirm need is met
Continue providing computers for home use to all students with a demonstrated need	Director of Technology	Ongoing	Use USDA IEG as baseline to identify students, social workers confirm need is met
Maintain internal Internet filtering to meet CIPA	Director of Technology Senior Network Engineer	Ongoing	Filtering purchased on yearly basis, online request

requirements and ensure filtering flexibility			system used to monitor filtering performance and to initiate corrective actions as necessary
Continue providing parental access to student achievement through web-based system (e.g., Home Access Center)	Manager of Information Systems	Ongoing	Types of requests put into parent helpdesk
Maintain web presence of District, providing calendars, budgeting information, and live streaming of meetings	Director of Technology Executive Assistant of Superintendent	Ongoing	Use surveys to gauge effectiveness of District web presence
Maintain web-based learning management system (e.g., Blackboard)	Director of Technology Operations Manager ITL Coordinator	Ongoing	Continue to evaluate new systems to find best solution for all stakeholders
Utilize Mass Notification System to disseminate timely information to parents and community members (e.g., Blackboard Connect)	Manager of Information Systems, Superintendent, Principals	Ongoing	Use surveys to gauge effectiveness and desirability of this phone and email based communications tool, monitor parent helpdesk calls
Maintain existing computer hardware replacement cycle: Desktops - 5 Years Laptops (K-5) - 4 Years Laptops (6-12) - 3 Years	Director of Technology	Ongoing	Utilize current inventory to ensure adherence to replacement cycle
Maintain networking equipment replacement cycle - 7 Years	Director of Technology	Ongoing	Utilize current inventory to ensure adherence to replacement cycle
Maintain server replacement cycle - 5 Years	Director of Technology	Ongoing	Utilize current inventory to ensure adherence to replacement cycle
Maintain classroom equipment replacement cycle: Interactive whiteboards - 5-7 Years Projectors: 5 Years	Director of Technology	Ongoing	Consult with department heads on annual basis to ensure appropriate resources are allocated to meet curriculum needs
Devise plan to reduce printing needs	Director of Technology, School Administrators	December 1, 2013	Monitor number of print copies made
Maintain hardware and software inventory	Director of Technology Technicians	Ongoing	Continuously updated
Maintain Redundant Bi-Directional Internet Access Networking equipment to provide redundancy is	Director of Technology Senior Network Engineer	Ongoing	Utilize current inventory to determine equipment needed, monitor uptime of system for effectiveness

included in replacement cycle)			
Maintain Intranet Redundancy (Networking equipment to provide redundancy is included in replacement cycle)	Director of Technology Senior Network Engineer	Ongoing	Utilize current inventory to determine equipment needed, monitor uptime of system for effectiveness
Virtualize remaining critical systems to achieve high-availability for all educational and business services	Director of Technology Senior Network Engineer Operations Manager	December 1, 2012	Project complete when remaining servers are virtualized and clustered
Bandwidth Monitoring	Senior Network Engineer	Ongoing	Bandwidth monitored continuously, long term trends are used to determine additional bandwidth requirements
Provide secure, web-based access to home directories and shared resources to all teachers and students	Operations Manager Senior Network Engineer	Ongoing	Continue to evaluate new products and request user feedback to ensure needs are being met
Provide secure VPN access to sensitive data to all administrators	Senior Network Engineer	Ongoing	Monitor usage and budget for additional capacity as necessary
Maintain web-based access to student information system for all teachers and staff (i.e., eSchoolPlus)	Manager of Information Systems Senior Network Engineer	Ongoing	Monitor uptime and service requests
Expand use of individualized, self-paced programs for student assistance in core competencies (e.g. Lexia, IXL)	Director of Technology, Directors of Elementary and Secondary Education	June 30, 2013	Monitor usages reports and student progress
Continue using report generation system within student information system to provide teachers and administrators with routine data (i.e., eSchoolPlus)	Director of Technology, Department Chairs, Directors of Elementary and Secondary Education, Manager of Information Systems	Ongoing	Monitor requests for data through helpdesk system
Deploy the data reporting system Inform to empower teachers and administrators to utilize student data to drive changes in instruction in real time	Director of Technology Coordinator of Literacy/ Math, Directors of Elementary and Secondary Education, Manager of Information Systems	December 31, 2012	Examine in-program usage statistics to determine utilization rates of staff, correlate with student progress
Provide students access to guidance system to enable self-assessment of standardized test results	Manager of Information Systems, Staples Guidance Department Chair	December 31, 2012	Monitor student and parent usage of program

and assist in college preparation (i.e., Naviance)			
Expand role of tablets in assistive technology where cost or instructional efficacies can be achieved	Directors of Technology, Primary, Secondary and Special Education	June 30, 2014	Monitor long-term student progress and cost savings
Provide teachers with the necessary tools and training to record lessons and distribute online (e.g., Atlas, Atomic Learning)	Director of Technology ITL Coordinator	June 30, 2014	Monitor number and quality of lessons posted and use of lessons by other teachers
Implement Google Apps for Education to provide students, teachers, and administrators real-time collaborative tools	Director of Technology Operations Manager ITL Coordinator	July 1, 2012	All teachers and students 3-12 will have active accounts by the end date
Review instructional software utilization and efficacy	Director of Technology, Directors of Primary and Secondary Education	Annually in September	Performed on an annual basis during budget preparation, software budge modified accordingly
Redefine minimum instructional technology needed (i.e. classroom equipment) as an emergent property of curriculum	Director of Technology, Directors of Primary and Secondary Education, Strategic Technology Committee (STG)	July 1, 2012	Initial plan to be implemented by start of next school year, monthly review process will be implemented, annual review by STG
Develop multi-year plan to transition to bring your own device (BYOD) instructional technology model as required by curriculum	Director of Technology, Directors of Primary and Secondary Education, Strategic Technology Committee (STG)	July 1, 2012	Initial plan to be implemented by start of next school year, monthly review process will be implemented, annual review by STG
Continue to utilize state-provided research tools such as iCONN	Director of Technology ITL Coordinator	Ongoing	Promote utilization through ITL steering committees and monitor usage through surveys
Implement multicast connect to Internet2 via CEN to access digital video resources and enable distance learning opportunities	Director of Technology Senior Network Engineer Department Chairs Directors of Elementary and Secondary Education	December 31, 2012	Dependent upon progress of CEN upgrade project
Continue to utilize on-demand video resources such as Skype, uStream, and YouTube for inter-district student collaboration and communication	Director of Technology ITL Coordinator Department Chairs	Ongoing	Record number of sessions where technology was utilized
Continue to utilize Web 2.0 technologies such as blogs,	Director of Technology ITL Coordinator	Ongoing	Monitor usage of tools

wikis, and newsgroups for teacher-teacher, teacher-student, and student-student communications			
Continue providing centralized access to internal, open, and subscription research resources through web-based library automation system	Director of Technology ITL Coordinator	Ongoing	Usage reports
Maintain adequate technician staffing levels to ensure timely maintenance of all end-user equipment	Director of Technology	Ongoing	Monitor service calls, time to completion, and helpdesk activity
Maintain adequate technical support staffing levels to ensure IT infrastructure operability	Director of Technology	Ongoing	Monitor service calls, time to completion, system uptime, and helpdesk activity
Maintain staffing necessary to meet the needs of data collection and state reporting	Director of Technology	Ongoing	Monitor service calls, time to completion, completion of state reports, and helpdesk activity
Maintain staffing necessary to assist with the integration of technology into the curriculum	Director of Technology	Ongoing	Monitor teacher request for assistance, attendance at PD sessions, and helpdesk activity
Utilize per-building technology teachers, ITL chairs, and library media specialists to assist teachers in technology integration	Director of Technology ITL Coordinator, Building Administrators, Department Chairs	Ongoing	Monitor PD sessions offered and helpdesk activity, ITL and faculty meeting agendas
Utilize per-building ITL steering committees to provide professional development as it pertains to technology integration	Director of Technology ITL Coordinator	Ongoing	ITL and faculty meeting agendas
Promote the use of online PD tutorials for self-driven professional development in technology (e.g., Atomic Learning)	Director of Technology ITL Coordinator	Ongoing	Usage statistics
Utilize district-wide ITL structure to pilot new applications of instructional technologies and to disseminate them throughout the district	Director of Technology ITL Coordinator	Ongoing	Results of the pilots
Continue to provide funding for teachers to attend	Director of Technology	Ongoing	PD sessions, faculty meeting and ITL agendas and lesson

instructional technology conferences and workshops			plans that show spreading of knowledge
Continue to utilize professional development days for instructional technology	Director of Technology	Ongoing	Faculty meeting and ITL agendas and lesson plans that show spreading of knowledge
Ensure adequate funding for summer ITL Institute	Director of Technology	Ongoing	Agenda and attendance from ITL summer institute
Share best practices with the state and local RESCs	Director of Technology	Ongoing	Meeting attendance and committee participation
Review Acceptable Use Policies (AUPs) to ensure they address changing technologies as they are adopted, including social networking	Director of Technology Superintendent	Ongoing	Revisions posted on websites
Review business procedures to find ways to increase productivity and streamline processes	Director of Technology Assistant Superintendent of Business, Manager of Information Systems	Ongoing	Monitor overall costs, workflow steps and timeframes, and accuracies for increased efficiencies
Maintain district-wide data retention policy	Director of Technology Operations Manager Senior Network Engineer	Ongoing	Monitor data storage logs
Maintain district email archive	Director of Technology Operations Manager Senior Network Engineer	Ongoing	Monitor data storage logs
Continue to provide age appropriate Internet Safety curriculum for students	Director of Technology ITL Coordinator Social Skills Chair	Ongoing	Monitor that lessons are taught
Continue to provide annual Internet Safety workshops for parents	Director of Technology ITL Coordinator Coordinator of PPS	Ongoing	Attendance logs and parent feedback survey

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
5.0 Productivity: Redesign and Transform *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.*	***Goal 5: Productivity and Efficiency*** *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.*
What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?	

Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Maintain robust WAN connections to provide equitable access to CEN and other online state resources	Senior Network Engineer	Ongoing	System logs
Share strategies for cost saving and productivity improvement and highlight olicies at the federal, state and local level that may inhibit progress	Director of Technology Assistant Superintendent of Business, Superintendent	Ongoing	Budget savings and rationale
Continue to require chosen student information system to be SIF-compliant	Director of Technology	Ongoing	System is SIF compliant
Maintain SIF Zone Integration Server and expand deployment of SIF agents	Senior Network Engineer Operations Manager Manager of Information Systems, Director of Tech	Ongoing Next expansion July 1, 2013	System logs, new system will be online and available to users
Evaluate web-based, device agnostic alternatives of current instructional software that will increase the ability to facilitate instruction at any time	Director of Technology ITL Coordinator Department Chairs Directors of Elementary and Secondary Education	Ongoing	Student access will increase and more students will be bringing in their own devices
Continue to utilize role-based wireless access to provide appropriate resources anytime, anywhere	Senior Network Engineer	Ongoing	Access logs and helpdesk logs
Expand district promotion of iCONN to include parents and the greater Westport community and provide	ITL Coordinator School LMS In coordination with Westport Public Library	Ongoing	Usage reports

feedback for additional resources needed to State			
Continue surveying of graduates to correlate long-term outcomes with K-12 performance	Guidance Department Chair in coordination of IT Department	Annually	Results shared with Superintendent and Director of Secondary Education
Participate in opportunities offered by the State Department of Education and Tri-State	Directors of Elementary and Secondary Education, Assistant Superintendent of Business, Manager of Information Systems, Director of Technology	Ongoing	Attendance
Partner with CEN staff to propagate robust connection to CEN and Internet2 using Westport as a model and provide feedback to State	Senior Network Engineer Director of Technology	December 31, 2012	Number of districts with access to Internet2 (Westport can then collaborate with them)
Coordinate with the State Department of Education to implement a SIF zone hierarchy, enabling real-time collation of student data throughout Connecticut	Director of Technology Senior Network Engineer Manager of Information Systems	September 2012 - June 2015	More state reports are automatically pulled and less district personnel time is used
Extend online district professional development opportunities to other districts	Directors of Elementary and Secondary Education, Department Chairs, Director of Technology	July 1, 2013	PD syllabus and attendance records
Working with the State Department of Education, create a K-16 forum to facilitate curriculum coordination between K-12 and higher education	Director of Technology Directors of Elementary and Secondary Education	July 2012-June 2015	Amount of relevant curriculum available to students increases
Continue to explore the roles of the various people in the classroom - regular teachers, special education or support teachers, paraprofessionals; determine how they can best support the learning needs of the students (e.g., facilitators vs. lecturers, flipped classrooms)	School based ITL Committees High School Collab Team Math, literacy, and RTI committees Department Chairs Directors of Elementary and Secondary Education	Monthly at committee meetings	Meeting minutes RTI trends going up Classroom lectures online and class discussions dominating in-class time
Continue to explore scheduling models and how they might be adjusted to accommodate distance	Principals Department Chairs Directors of Secondary, Elementary, and Special	Review current instances at each marking period Look at new instances at department chair meetings	Student work Feedback from teachers and students who are participating in programs

learning for gifted students and students with medical needs, authentic audiences, and the sharing of teacher and technology resources	Education, Director of Technology, IT Operations Manager	as need arises	

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection ervices 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, Elliott Landon, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Westport Public Schools
LEA

X	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

Elliott Landon
Signature of Superintendent/Director

April 4, 2012
Date

Appendices

Appendix A: Educational Tech Planning Resources

Educational Technology Planning

- National Educational Tech Plan:
  Double click on this file to open → 
  NETPFullReport11-9-10.pdf

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

- State of Connecticut Educational Tech Plan:
  Double click on this file to open → 
  CT_Technology+Plan+2010FINAL.doc

Educational Technology Planning	Site
SDE Position Statement on Educational Technology	http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314
National Educational Technology Plan	http://www.ed.gov/technology/netp-2010
CT Teacher Technology Competencies	http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf
International Society for Technology in Education Essential Conditions	http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx
National Educational Technology Standards for Administrators	http://www.iste.org/standards/nets-for-administrators.aspx
National Educational Technology Standards for Teachers	http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
National Educational Technology Standards for Students	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=|#30930
CETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century	http://www.21stcenturyskills.org/

Skills	
Documentation from 21st Century Learning Environments grantees	https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i

Appendix B: Evaluating Your Plan

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

The Committee

An exemplary plan:

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

The results:

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

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

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

The Needs Assessment

An exemplary plan:

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

The results:

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

Goal 1.0 Engaging and Empowering Learning Experiences

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

An exemplary plan:

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

The data:

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

The results:

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

Goal 2.0 Assessment

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

An exemplary plan:

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

The results:

- Students take assessments online and gain immediate results.
- Educators, parents and students are able to access the data 24/7.

- Systems are in place to evaluate, monitor and improve the assessment data.

3.0 Connected Teaching and Learning

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

An exemplary plan:

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

The results:

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

4.0 Infrastructure for Teaching and Learning

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

An exemplary plan:

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

The results:

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

- Stakeholders to the information needed to make informed decisions.

5.0 Productivity and Efficiency

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

An exemplary plan:

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

The results:

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

Educational Technology Plan Review Guide

Name of District: *District Contact:* *Email* *Phone:*

	RESC Complete? Yes/No	Final 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

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Adoption of 2012-13 Board of Education Budget

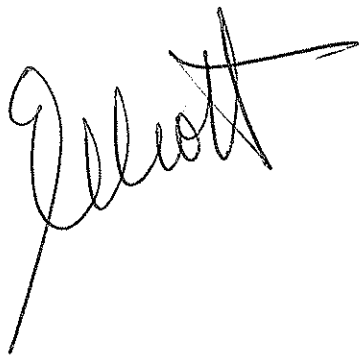
Date: May 21, 2012

It will be necessary for the Board of Education to formally adopt its budget for the 2012-13 school year. A resolution pertinent to this subject may be found below.

In preparation for your vote for adoption, I have included with this memorandum the line item budget for the Board's proposed 2012-13 budget, as prepared by Nancy Harris.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education adopts a final budget for the 2012-13 school year in the amount of $100,226,554 as noted on the Line Item Budget that is to be included with the Minutes of the Meeting of May 21, 2012.



WESTPORT PUBLIC SCHOOLS
BOARD OF EDUCATION'S PROPOSED 2012-2013 BUDGET
LINE ITEM BUDGET

2007-08 Year-End Expense	2008-09 Year-End Expense	2009-10 Year-End Expense	2010-11 Year-End Expense	2011-12 BUDGET	2011-12 Projected Expense	Descriptions	CURRENT SERVICES	ENROLL MENT	CHANGE TO PROGRAM	2012-2013 PROPOSED BUDGET	*DIFF PROPOSED 11/12 BUD*	% CHG *12/13 TO 11/12 BUD*
57,800,515	60,759,105	62,611,186	63,340,808	65,286,079	64,900,744	TOTAL SALARIES	67,305,578	(449,800)	(75,349)	$ 66,780,429	*1,494,350*	2.29%
12,962,809	13,855,529	14,392,277	15,060,796	15,302,291	15,261,247	TOTAL BENEFITS	15,578,500	(100,000)	(188,000)	15,290,500	*(11,791)*	-0.08%
1,542,109	1,581,942	1,482,022	1,221,768	1,184,161	1,228,441	TOTAL PURCHASED SERVICES	1,138,804	-	-	1,138,804	*(45,357)*	-3.83%
6,099,631	6,274,001	5,345,708	5,421,712	5,081,715	5,178,829	TOTAL PROPERTY SERVICES	5,418,769	-	(212,386)	5,206,383	*124,668*	2.45%
6,922,363	6,951,329	7,000,672	7,248,045	7,275,699	7,703,328	TOTAL OTHER PURCH SVS	7,684,918	10,000	(64,953)	7,629,965	*354,266*	4.87%
2,222,737	2,421,936	2,180,425	2,324,687	2,398,016	2,400,880	TOTAL SUPPLIES, ETC	2,502,905	-	-	2,502,905	*104,889*	4.37%
882,574	1,340,072	1,134,960	1,006,084	1,096,787	1,096,787	TOTAL EQUIPMENT	1,248,085	-	(58,000)	1,190,085	*93,298*	8.51%
409,453	439,402	421,407	455,759	470,370	469,700	TOTAL OTHER	487,483	-	-	487,483	*17,113*	3.64%
$ 88,842,191	$ 93,623,316	$ 94,568,657	$ 96,079,659	$ 98,095,118	$ 98,239,956	**TOTAL**	$ 101,365,042	$ (539,800)	$ (598,688)	$ 100,226,554	*$ 2,131,436*	2.17%
						DOLLAR DIFFERENCE	$ 3,269,924	$ (539,800)	$ (598,688)	$ 2,131,436		
						PERCENT CHANGE	3.33%	-0.55%	-0.61%	2.17%		

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: 2012-2013 Healthy Food Certification

Date: May 21, 2012

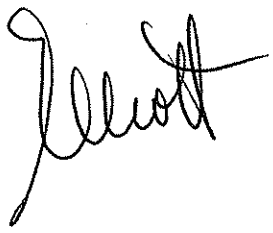
Section 10-215f of the Connecticut General Statutes requires all school districts participating in the National School Lunch Program to take action annually to certify to the Connecticut State Department of Education (CSDE) whether *all* food items sold to students separately from reimbursable meals will or will not meet the Connecticut Nutrition Standards.

In previous years, following my recommendation, the Board of Education has voted NOT to certify to the CSDE that all food items offered by the school system for sale to students meet the nutrition standards published by CSDE. This year, again, I am asking the Board to vote in the negative for the reason that it will not be possible, within the context of these rigorous standards, to maintain our comprehensive school food services program for students in an affordable manner.

Although I am recommending that the Board vote in the negative, I wish to assure the members of the Board that we shall continue to work with the Food Service Advisory Committee, as we have for the past several years, to actively pursue meeting the healthy food standards as they may be deemed to be appropriate for the Westport Public Schools.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education votes that it will not certify that all food items sold to students separately from reimbursable meals in the schools under its jurisdiction will meet the nutrition standards published by the Connecticut State Department of Education.



Summary of Connecticut Nutrition Standards for Food in Schools

This document summarizes the Connecticut State Department of Education's (CSDE) *Connecticut Nutrition Standards for Food in Schools*. The Connecticut Nutrition Standards address all foods sold to students separately from a reimbursable school breakfast or lunch. They are based on current nutrition science and national health recommendations from the Dietary Guidelines for Americans, MyPyramid and national organizations, such as the National Academy of Sciences Institute of Medicine, American Cancer Society, American Heart Association, American Dietetic Association and American Academy of Pediatrics.

Healthy Food Certification

Districts that choose to participate in healthy food certification under Section 10-215f of the Connecticut General Statutes (C.G.S.) **must** follow the Connecticut Nutrition Standards for all food items sold to students separately from reimbursable school meals at all times and from all sources. The CSDE's *List of Acceptable Food and Beverages* identifies products that meet the Connecticut Nutrition Standards. For more information, see "Resources" on page 4.

The Connecticut Nutrition Standards focus on limiting fats, sodium and added sugars, moderating portion sizes, and promoting increased consumption of nutrient-dense foods such as fruits, vegetables and whole grains. The CSDE encourages all schools to use these standards to determine what foods are available at school, including a la carte sales in the cafeteria, vending machines, school stores, fundraisers, classroom parties and other school events.

The Connecticut Nutrition Standards group food items into the following five categories: 1) Entree Items; 2) Fruits and Vegetables; 3) Cooked Grains; 4) Soups; and 5) Snacks and Desserts.

Entree Items[1]

The Connecticut Nutrition Standards differentiate between 1) entree items that are *planned as part of a reimbursable meal and are also sold a la carte*; and 2) entree items that are *sold only a la carte*. If an entree item that is planned and served as part of a reimbursable school meal is also sold a la carte on the same day, it must be the same calories and portion size but does not need to meet any additional nutrition standards.* If an entree item is *sold only a la carte* (i.e., not part of a reimbursable meal) it must meet the following standards:

Definition of Entree Items

For the Connecticut Nutrition Standards, entree items include only three categories of main dish food items: 1) a combination food of meat/meat alternate and grain/bread (e.g., turkey sandwich, pizza, hamburger on a bun and cheese burrito); 2) a combination food of vegetable/fruit and meat/meat alternate (e.g., chef's salad, fruit and cheese platter, baked potato with chili, chicken vegetable stir-fry); and 3) a meat/meat alternate alone (e.g., sausage patty, egg, chicken nuggets), excluding yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters. These foods are addressed by the nutrition standards for the *Snacks and Desserts* category.

- **Calories and Portion Size:** No more than the calorie content and portion size of comparable entree items in the U.S. Department of Agriculture (USDA) meal pattern.
- **Fat:** No more than 35 percent of total calories. No chemically altered fat substitutes.[2]
- **Saturated Fats:** Less than 10 percent of total calories.
- **Trans Fats:** Zero trans fats (less than 0.5 gram) per entree.[3]
- **Sugars:** No more than 15 grams of total sugars per entree.[4] No artificial sweeteners, nonnutritive sweeteners or sugar alcohols.[5]
- **Sodium:** No more than 480 milligrams per entree.
- **Whole Grains and Fiber:** Increase choices of entrees with whole grains and foods that contain naturally occurring fiber, e.g., vegetables, fruits and legumes. Limit processed products made from refined grains.
- **Caffeine:** No caffeine, with the exception of trace amounts of naturally occurring caffeine-related substances.
- **Condiments**: Limit use and provide low-fat, low-sugar and low-sodium varieties.[6]

* This provision applies only to *entree items that are planned and sold as part of a reimbursable meal and are also sold a la carte the same day.* It does not apply to any other meal items such as breads, fruits, vegetables, soups and cooked grains, e.g., rice and pasta. All other food items that are *part of a reimbursable meal and are also sold separately from the meal* must meet the Connecticut Nutrition Standards for the specific food category. For example, french fries that are part of a reimbursable meal can only be sold a la carte if they meet the nutrition standards for the *Fruits and Vegetables* category. Muffins that are part of a reimbursable meal can only be sold a la carte if they meet the nutrition standards for the *Snacks and Desserts* category.

Fruits and Vegetables[1]

This category addresses fresh, frozen, canned and dried fruits and vegetables.

Fruit roll-ups or fruit snacks that are not 100 percent fruit do not meet the nutrition standards for the *Fruits and Vegetables* category.

- **Serve whole vegetables and fruits** (fresh, frozen, canned and dried) prepared and packaged without added fats, sugars or sodium. **Limit processed vegetables and fruits** (prepared or packaged with added fats, sugars or sodium).
- **Calories:** No more than 200 calories per serving or package.
- **Fat:** No more than 35 percent of total calories. No chemically altered fat substitutes.[2]
- **Saturated Fats:** Less than 10 percent of total calories.
- **Trans Fats:** Zero trans fats (less than 0.5 gram) per serving or package.[3]
- **Sugars:** No more than 35 percent of total sugars by weight and 15 grams per serving or package, except for fruits and vegetables in all forms without added sugars.[4] No artificial sweeteners, nonnutritive sweeteners or sugar alcohols.[5]
- **Sodium:** No more than 480 milligrams per serving or package.
- **Caffeine:** No caffeine, with the exception of trace amounts of naturally occurring caffeine-related substances.
- **Condiments:** Limit use and provide low-fat, low-sugar and low-sodium varieties.[6]

Cooked Grains[1]

- **Calories:** No more than 200 calories per serving or package.
- **Fat:** No more than 35 percent of total calories. No chemically altered fat substitutes.[2]
- **Saturated Fats:** Less than 10 percent of total calories.
- **Trans Fats:** Zero trans fats (less than 0.5 gram) per serving or package.[3]
- **Sugars:** No more than 15 grams of total sugars per serving or package.[4] No artificial sweeteners, nonnutritive sweeteners or sugar alcohols.[5]
- **Sodium:** No more than 480 milligrams per serving or package.
- **Whole Grains and Fiber:** Increase choices of whole grains with no or minimal added fats, sugars and sodium. Limit processed products made from refined grains, e.g., enriched flour.
- **Caffeine:** No caffeine, with the exception of trace amounts of naturally occurring caffeine-related substances.
- **Condiments:** Limit use and provide low-fat, low-sugar and low-sodium varieties.[6]

Soups[1]

- **Calories:** No more than 200 calories per serving or package.
- **Fat:** No more than 35 percent of total calories. No chemically altered fat substitutes.[2]
- **Saturated Fats:** Less than 10 percent of total calories.
- **Trans Fats:** Zero trans fats (less than 0.5 gram) per serving or package.[3]
- **Sugars:** No more than 15 grams of total sugars per serving or package, except for soups without added sugars whose sugar content is solely due to fruits and vegetables.[4] No artificial sweeteners, nonnutritive sweeteners or sugar alcohols.[5]
- **Sodium:** No more than 480 milligrams per serving or package.
- **Whole Grains and Fiber:** Increase choices of soups containing vegetables, legumes and whole grains.
- **Caffeine:** No caffeine, with the exception of trace amounts of naturally occurring caffeine-related substances.
- **Condiments:** Limit use and provide low-fat, low-sugar and low-sodium varieties.[6]

Snacks and Desserts[1]

This category addresses all snack and dessert items, such as chips, crackers, popcorn, cereal, trail mix, nuts, seeds, peanut butter and other nut butters, jerky, cookies, animal/graham crackers, cereal bars, granola bars, bakery items (e.g., pastries, toaster pastries, muffins, soft pretzels, bagels and rolls), frozen desserts, ice cream, cheese, yogurt, pudding and smoothies (made with low-fat yogurt or other low-fat dairy alternatives, fruit or 100 percent juice).

- **Calories:** No more than 200 calories per serving or package.
- **Fat:** No more than 35 percent of total calories, with the exception of nuts, seeds, nut or seed butters, and low-fat or reduced fat 100 percent natural cheese. No chemically altered fat substitutes.[2]
- **Saturated Fats:** Less than 10 percent of total calories, with the exception of nuts, seeds, nut or seed butters, and low-fat or reduced fat 100 percent natural cheese.
- **Trans Fats:** Zero trans fats (less than 0.5 gram) per serving or package.[3]
- **Sugars:** No more than 35 percent of total sugars by weight and 15 grams per serving or package, except for yogurt, pudding and smoothies.[4] Frozen desserts containing only 100 percent juice or fruit and no added sugars are exempt from the sugar standard. No artificial sweeteners, nonnutritive sweeteners or sugar alcohols.[5]
  - ***Smoothies:*** No more than 4 grams of total sugars per ounce for smoothies made with low-fat yogurt or other low-fat dairy alternatives or fruit or 100 percent juice.
  - ***Yogurt and Pudding:*** No more than 4 grams of total sugars per ounce.
- **Sodium:** No more than 480 milligrams per serving or package.
- **Whole Grains and Fiber:** Serve whole grains and foods that contain naturally occurring fiber most often, e.g., fruits, vegetables and legumes with no or minimal added fats, sugars and sodium. Limit processed grain-based snacks made from refined grains, e.g., enriched flour.
- **Caffeine:** No caffeine, with the exception of trace amounts of naturally occurring caffeine-related substances.
- **Condiments:** Limit use and provide low-fat, low-sugar and low-sodium varieties.[6]

Better Choice Recommendations

The Better Choice Recommendations are in addition to meeting the specific requirements of the Connecticut Nutrition Standards. They are not required but help schools to identify foods that are even better choices. The recommendations vary depending on the food category, but generally include the following:

- no hydrogenated or partially hydrogenated oils (labels can claim "0" trans fat and still contain these sources of trans fat);
- no artificial flavors or colors;
- no high fructose corn syrup;
- at least 2.5 grams of fiber (a "good' source of fiber as defined by the Food and Drug Administration); and
- 100 percent whole grain (all grains are whole) or contains only whole grains with bran, germ or fiber.

In addition to meeting the Connecticut Nutrition Standards, the CSDE strongly encourages schools to choose foods that also meet the Better Choice Recommendations. The Better Choice Recommendations are included in the green and white columns on the right of the CSDE's *List of Acceptable Food and Beverages* (see "Resources" on page 4).

Beverages

The requirements for beverages allowed for sale to students in public schools are defined by C.G.S. Section 10-221q, and are separate from the Connecticut Nutrition Standards. The state statute allows only five categories of beverages (milk; nondairy milk such as soy or rice milk; 100 percent fruit and vegetable juices; beverages containing only water and juice; and water), with specific nutrition requirements for each category. For more information on the beverage requirements, see "Resources" on page 4.

Resources

- Competitive Foods in Schools: http://www.sde.ct.gov/sde/LIB/sde/pdf/deps/nutrition/nslp/CompetitiveFoods.pdf
- Connecticut Beverage Requirements: http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322418
- Connecticut Nutrition Standards: http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322422
- Healthy Food Certification: http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322420
- List of Acceptable Food and Beverages: http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322432

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[1] Significantly fortified foods and beverages are not allowed unless they are naturally nutrient-rich and fortified with nutrients at levels based on scientifically documented health needs, e.g., milk fortified with vitamins A and D, breakfast cereals fortified with iron, orange juice fortified with calcium or grain products fortified with folic acid. Products containing nutrition supplements (e.g., amino acids, extracts, herbs or other botanicals) are not allowed, regardless of whether their nutrient content meets the Connecticut Nutrition Standards for food or the state statutes for beverages.

[2] Chemically altered fat substitutes are compounds made by chemically manipulating food products to mimic the texture and flavor of fat while providing fewer calories and less metabolizable fat, e.g., Olestra, Olean and Simplesse

[3] Trans fats include naturally occurring and artificial sources. Most trans fats (80 percent) come from processed foods and oils. Food labeling regulations allow food labels to state "0 grams" trans fats if a serving contains less than 0.5 gram. To avoid artificial trans fats, read ingredients and select products without partially hydrogenated oils or shortening.

[4] Total sugars include all sources of naturally occurring sugars (e.g., fruits, vegetables and milk) and sugars added to foods, e.g., brown sugar, corn sweetener, corn syrup, dextrose, fructose, glucose, high fructose corn syrup, honey, invert sugar, lactose, malt syrup, maltose, molasses, raw sugar, sucrose, sugar and syrup.

[5] Common artificial or nonnutritive sweeteners include acesulfame-potassium, aspartame, neotame, saccharin, sucralose and stevia (e.g., Rebiana, Truvia, PureVia and SweetLeaf). Common sugar alcohols include sorbitol, mannitol, xylitol, maltitol and erythritol.

[6] Any condiments packaged with a food (e.g., bagel with cream cheese or carrots with dip), must be included when determining compliance with the Connecticut Nutrition Standards. If the condiment is not packaged with the item (e.g., the student has a choice whether to take it), then the food is evaluated separately and the condiment is not included.

For more information, see the *Connecticut Nutrition Standards for Food in Schools* at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CTNutritionStandards.pdf.

The CSDE state nutrition standards committee annually evaluates and revises the Connecticut Nutrition Standards as needed to reflect changes in nutrition science and national health recommendations. For additional information, contact: Susan S. Fiore, M.S., R.D., Nutrition Education Coordinator, Connecticut State Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2075,

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
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To: Members of the Board of Education

From: Elliott Landon

Subject: Acceptance of Gift

Date: May 21, 2012

Two of our school PTAs have offered us generous gifts, as follows:

Joan Tricarico and Tom Holleman, co-presidents of the Coleytown Elementary School PTA have advised us that as a result of a CES community fundraiser, the CES PTA has raised sufficient funds to make major improvements to technology for student use and usage of space at the CES Library Media Center, as requested by the building principal, Janna Bell. The estimated value of these improvements is $36,000.

The Staples High School PTA, through its co-presidents, Kate Andrews and Lisa Goto, has offered us a gift of a large format graphics printer for use in the Art Department at Staples, a gift valued at $2860. Funds for this gift came from donations from SHS parents as part of the 2011-12 PENS non-event fundraiser.

I recommend acceptance of these gifts with gratitude and appreciation to the Coleytown Elementary School and Staples High School PTAs.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation gifts from the Coleytown Elementary School PTA and the Staples High School PTA valued at $36,000 and $2860, respectively.