Cover Page

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

District/Agency:	Hebron Public Schools	
LEA Code:	067	
Educational Technology Plan Contact:	Mrs. Vonda Tencza	
Phone:	860-228-2577	
Fax:	860-228-2235	
E-mail:	vtencza@hebron.k12.ct.us	
Address:	580 Gilead Street, Hebron CT 06248	
Name of Superintendent or Director:	Ms. Eleanor Cruz	
E-mail:	ecruz@hebron.k12.ct.us	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

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

Preparation Check-Off Page

The submitted plan has the following:

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

   Optional Reporting*

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

Signature of Authorized LEA Agent   Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

_____Hebron 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)

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

_____ Will be CIPA compliant by this date.   _____

_____ Has applied for E-Rate funding.

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

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

Certified by:

_____   _____
Signature of Superintendent or Director   Date

_____
Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Hebron 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?	n/a
How many of those students were considered technologically literate based on that evaluation?	n/a
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	94
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	15
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.	70/90
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	n/a

Policies

How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?
☐ Every year ☐ Every other year **X** 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.

The maximum number of Grade 4 students who could be accommodated under the above conditions.	40
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	25% 40/157
The maximum number of Grade 6 students who could be accommodated under the above conditions.	40
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	21% 40/188
The maximum number of Grade 8 students who could be accommodated under these conditions.	n/a
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	n/a
The maximum number of Grade 10 students who could be accommodated under the above conditions.	n/a
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	n/a

Planning Committee

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

Member	Title	Constituency Represented
Victoria Phillips	Library Media Specialist	AV Coordinators, Tech Media
Christopher Lapsis	Grade 2 Teacher GHS, SmartBoard Trainer	Classroom teachers, trainer of Smart Technology, Union Representative
Katie Uriano	Grade 1 Teacher GHS	Classroom teacher
Caroline Troy	Technology Specialist/IT/ Technology Teacher GHS	IT Specialist/ Classroom Teacher Support
David McKenney	Technology Specialist/IT HES	IT/Information Technology Support Specialist
Maureen Sullivan	Parent	Parent
Jason Kearns	Grade 5 Teacher HES	Classroom teacher
Joshua Martin	Special Education Teacher HES	Special education department
Vonda Tencza	Director of Curriculum and Technology	Administrative, Curriculum
Eleanor Cruz	Superintendent	Administrative

Description of Committee's Role:
The Hebron Technology Committee is responsible for developing the Hebron Technology Plan and supporting the district and school based continuous improvement plans. The lead committee members listed above contributed to the development of the new educational technology plan through a variety of research and development tasks and activities including the development of the vision statement, identifying the needs, developing the action plan steps and outcomes, and other members have served in support of the plan drafting process. The new Technology Plan was reviewed by members representing various constituencies and will be on the Board of Education agenda for June of 2012. The overall committee met several times during the 2011-2012 year and communicated via a wiki. Representatives of the committee will serve to advise district and school based improvement efforts. This work is designed to impact teaching and learning in the district and is designed to guide decision making and budgeting by providing guidance to Administrators and the Board of Education in planning for current and new technology initiatives. This plan is developed on existing resources and infrastructure and outlines steps and needs in order to achieve the next level of our work. Technology planning must be a strategic process that provides direction based on where Hebron currently is and where we want to be in the future.

Evaluation Strategies:
The Technology Committee will annually evaluate the degree of achievement of the plan and its effectiveness. Staff assessments, both written surveys and professional development evaluations, will be reviewed, along with the Acceptable Use Policy. The committee will also review student work products, teacher planning, curriculum documents and various benchmarks to modify instructional strategy and provide feedback and assessment of plan implementation to ensure that all students are prepared for citizenship, success in middle and high school and ready to embark on college/careers. Classroom visits and instructional rounds will provide opportunities to view the use of technology in the learning environment, but again, the most important avenue of evaluation will be student work, based on the rigorous curriculum with integrated technology design.

Vision Statement

This technology plan is developed with the vision of strengthening the learning process for the learners of Hebron Public Schools by integrating technology into all areas of the curriculum through strong curriculum design, using the internet, Web 2.0, databases, software and adaptive tools, with the ultimate goal of developing confident and independent learners, who think critically, ready to move to high school with common core skills that help them to be college and career ready. Within the next several years Hebron Public Schools will educate learners that know no boundaries for learning and will celebrate the fact that learning takes place everywhere and is a collaborative, social process, as a result of access to technology and appropriate skills. Our hope is that over the next several years the learning environment will be resource rich, where students are discerning users of technology to extend their learning, where teachers design learning experiences interwoven with technology, and where administrators, teachers, parents and students use technology to collaborate and learn collectively.

Ongoing professional development opportunities will be provided as well as the necessary financial backing for current and appropriately updated technology tools in order to honor this vision. Building on the existing infrastructure, the plan outlines steps needed to achieve the next level of development.

Needs Assessment

Curriculum Integration

Varieties of technologies are in place and actively used in both the K-2 school (Gilead Hill) and 3-6 school (Hebron Elementary) in the district. Several website subscriptions which provide resources for teachers and students are currently in use. The schools are connected to the CEN network for high speed internet access and data content. Students and teachers also have access to color laser printers, LCD projectors, scanners, digital video / document cameras, Smart Boards, and Smart Response Systems.

Every computer has the full office suite installed which is integrated into the curriculum in a variety of academic projects. A typing program is also available for student use. Both schools' libraries have a computerized cataloging program (Destiny) which allows both teachers and students to locate library material from home as well as at school. At the 3-6 building each classroom is equipped with 2-5 computers and a laser printer. Grades 4-6 have laptops with carts in each room. HES also has one dedicated lab, an additional mobile laptop lab and a MIDI lab. Students in grade 3 receive bi-weekly technology instruction through a library/media teacher and technology teacher co-teaching model.

At the K-2 building, students receive bi-weekly technology instruction in a dedicated lab in addition to classroom computers.

All grade levels use the internet for a variety of resources and online subscriptions, including online textbooks accessible from home. Students also use listening centers and educational software to support learning. All students work both independently and collaboratively with peers, teachers and parent volunteers. Students consistently use writing tools and graphic tools to organize and present ideas. Students are able to use the internet to locate specific websites and to search for information. All students are required to save assignments in a variety of ways, (network folders, flash drives etc.) and understand how to retrieve the information. All students have access to computers, the internet, scanners, digital cameras, educational software and printers to assist them in problem solving, communication, and illustration of their thoughts, ideas and stories. The district also provides streaming video to each 3-6 classroom via Discovery Education Streaming. This system also allows teachers to present clips, which target our current curricular standards.

Data on individual student performance in math, reading, writing, and language arts is compiled to track student progress and provide feedback to teachers and support staff relative to intervention needs, if warranted. Staff use this data to inform daily instruction (pre-assessment) and report to parents on academic growth.

In their computer lab instruction, all K-2 students are introduced to the correct terminology used with computers. Students are instructed in word processing skills and use a graphic arts program in numerous ways to illustrate their thoughts and reinforce their classroom curriculum. All students use the internet for both research and age appropriate websites.

In grades 3 - 6 technology is currently being integrated into the classrooms through the use of Smartboards, LCD & overhead projectors, classroom printers, computer lab, student laptop computers in all classrooms, lab carts, TVs/VCRs, scanners, digital cameras, music recordings & MIDI Lab, grade books, Report Card templates, Power Point Presentations, Accelerated Reader (reading support), the Internet as a research tool, math supplement and challenges (Problem of the Week), geography (Rand McNally Maps) and grammar assistants, virtual tours (Google the Earth) & webcams, websites & communication & publishing tool (Spaghetti Book Club), Web quests, keyboarding (Mavis Beacon & Type to Learn), Science curriculum aids, various Special Education software applications & hardware, American Sign Language coaching tool, scavenger hunts, supplement to celebrations & holidays, Writing facilitator CoWriter, and various age appropriate software selected by individual teachers. Teachers have access to the computer lab during unscheduled days to allow for additional curriculum/technology based learning and projects

Curriculum Weaknesses

There is no formal keyboarding instruction for all students in any grade level. Technology skills are taught as a special area in grades K-2 and 3. Students are learning technology skills in isolation and do not have consistent opportunities to apply their learning in the general education classroom. In grades 4-6, there are no common formal technology experiences for students. As a result, there is disconnect between classroom and content instruction, and students' experiences vary according to the collaborative planning process and technology proficiency of the general education teacher. Embedding Web 2.0 tools into daily instruction has not occurred. The District Technology Team has made this a priority to address in the 2012-2013 school year. One of the reasons that technology is not embedded into instruction is because it has not been incorporated into curricular planning. With Connecticut's adoption of the CCSS, Hebron has established a Curriculum Design Team of teachers in every grade level representing ELA and Math. These representatives are charged with not only aligning current curriculum to the new Standards, but also to pay close attention to the increased types and amount of technology experiences that must be embedded into integrated curriculum design. This work has begun initial steps in the spring of 2012 and the work will continue during the summer of 2012 and into the school years beyond. Another reason that technology is not embedded into instruction yet is the inconsistent access to the internet, resulting in inefficient use of valuable instructional time. Teachers must be able to rely on the tools they need to deliver high quality instruction. The district has made developing common integrated technology experiences into each grade level a priority with the Curriculum Design Team's upcoming curriculum summer and ongoing work.

Professional Development

Data is gathered at grade level meetings and staff meetings as well as through electronic program evaluations about equipment needs, professional development needs, and interest in new technologies. Professional Development activities are assessed through the evaluation of student work completed as a result of professional learning, feedback from teachers, staff and administrators through the use of surveys and workshop evaluation forms, productivity gains, proficiency of skills in everyday use, and professional learning evident through teacher use of technology. Needs assessments are determined through feedback from staff, software recommendations, introduction of new technologies, self-assessment, proficiency, and state mandated hours of technology professional development required per year.

Recent professional development activities include:
- Finalsite website training for creating teacher web pages
- SmartBoard training and workshops

- Curriculum integration
- Scantron Training
- PowerSchool Training
- IEP Direct training
- Accelerated Reader training
- Destiny Library Management training
- Scott Foresman Reading/Math online training
- Report Card training
- Microsoft Excel
- Wiki use
- Blogging

Equitable Use of Educational Technology

All administrators, classroom teachers and specialists have their own dedicated computer, with the majority being laptops current within the past three years. The paraprofessional staff and other support staff members either have their own or have access to a computer. Teacher computers are not shared with students. Kindergarten classrooms have 1 student desktop computer; grades 1 thru 3 classrooms have 2 student desktop computers. All grades 4-6 classrooms have 4 student laptop computers. In addition, the 3 – 6 building has a laptop cart containing 15 laptop computers for our 6th grade student use and a laptop cart containing 21 laptop computers for library and reading support. Teachers also have access to printers, video cameras, digital cameras, VCRs, TVs, SmartBoards and projectors. Both schools have subscriptions to Rand McNally, Britannica Online, NetTrekker, Reads Naturally, Protraxx, Test Prep & Fun, Web-based email and Pearson Successnet. The 3-6 building also has access to FasttMath, United Streaming, Scantron Achievement Series and Accelerated Reader Enterprise. The Pre-K - 2 building has access to BrainPop Jr., Enchanted Learning, Reading A-Z, One More Story, and several other miscellaneous network programs.

The amount of time available to students for the use of technology is largely dependent upon how individual teachers choose to integrate technology into the curriculum and learning. Students in Kindergarten and 3rd grade receive 30 minutes of technology instruction every 2 weeks. Grades 1 & 2 receive 45 minutes of technology instruction every two weeks. Grades 4 – 6 have no regularly scheduled technology instruction time. The amount of time spent learning and using technology for the students in grades 4 – 6 varies by teacher.

A wide variety of assistive technology exists within the district to address the special needs population. We have many types of adaptive hardware and software including AlphaSmarts with and without CoWriter, Laptop computers with CoWriter, keyboarding software, Pix Writer, Sign Language programs, adaptive mouse hardware and Clicker.

Weaknesses:

The district has made recent efforts to consider the importance of providing the "human" resources necessary to support the infrastructure, IT support, and curricular integration demands that a successful deployment of 21st Century Skills and rigorous curriculum design entail. There is still a significant need to secure the proper support to allow teachers and students to access and utilize the available technology to its fullest potential.

Stable, consistent access to wireless internet is unevenly distributed to classrooms throughout both schools. This instability will continue to erode equitable and efficient use of technology, and this current technology plan is designed to address that need. During the 2011-2012 school year, three companies consulted and provided cost estimates to address the wireless deficits at both buildings.

Currently the district is connected to and reliant upon the middle/high school for all internet and email services. For a variety of reasons this design does not adequately support the district's needs. The district is currently examining proposals to separate from RHAM in order to maintain our own services.

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	Each administrator has a laptop available
Teachers (preschool)	Each teacher has a laptop available
Teachers	Each teacher has a laptop available
Noncertified staff	Non-certified staff may have access to a computer in their work area as appropriate to their role. Selected non-certified staff has a desktop computer workstation or laptop, based on their job description and responsibilities.

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

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Students have access to computers in their classrooms, special area rooms, library-media center and computer lab. Supervised access before & after school does not occur.
Students (elementary)	Students have access to computers in their classrooms, special area rooms, library-media center and computer lab. Supervised access before & after school does not occur.
Students (middle school)	n/a
Students (high school)	n/a
Students (with disabilities)	Students have access to computers in their classrooms, special area rooms, library-media center and computer lab. Supervised access before & after school does not occur.

Infrastructure and Telecommunications

The current technology infrastructure that is in place is tied to Regional School District #8. It uses shared internet access through the CEN, Sonic Firewall, server backup, Exchange Server and general network support services across a switched, fiber optic network. In addition we use Finalsite as both a website host and provider. All of our computers run Windows XP Professional or Windows 7

Each classroom in our PreK-2 / Central Office building has at a minimum two data drops and wireless network access. Classrooms have two desktop computers for student use and each classroom teacher has a dedicated laptop computer. The computer lab currently supports 21 Dell desktop computers purchased in 2011, a scanner, SmartBoard/Projector and a color laserjet printer. There are two networked copiers and six additional networked LaserJet printers throughout the building. There are two Dell servers, four wiring closets equipped with HP Procurve modular switches with a mixture of Cat5 and Cat5e wiring. . There are nine mounted classroom SmartBoards.

Each classroom in our Grades 3-6 building has at a minimum two data drops and wireless network access. Our 3rd grade classrooms have two Dell desktop computers for student use, and a networked HP laserjet printer. Each 3rd grade teacher has a dedicated wireless laptop   Our 4th, 5th, and 6th grade classrooms have four Dell laptop or netbook computers for student use (ages vary from <1 year to >4 years old), a networked HP laserjet printer and a lab cart for safe storage.   Each 4th, 5th, and 6th grade classroom teacher has a dedicated wireless laptop computer (<1 year old to 4 years old). All of our classrooms have SmartBoards. The computer lab currently supports 27 Dell desktop computers,5 years old, a scanner, SmartBoard/Projector and a color LaserJet printer and an HP 4000 LaserJet Printer. There are two mobile lab carts each containing 12 laptops. There are in total 40 laserjet printers throughout the building.. There are

two Dell Servers, one running Server 2008R2, one Server 2003. Three wiring closets equipped with HP Procurve modular switches.   Computers are obtained through a Dell 5 year leasing program; Dell also warranties the computers for 5 years. At the end of the lease term we can purchase them for a small price. We currently replace machines older than 5 years with new technology.

Weaknesses:
The effectiveness of the current infrastructure does not meet all of our immediate needs. There are areas in both buildings where we cannot get a wireless signal, or cannot manage the number of people accessing it. Most of these areas are not instructional areas (gym, cafeteria, nurse's office, etc.) Currently there is no setting for a large group of students or staff to gather and access the internet for a common technology experience. This is concerning as it relates to the upcoming revisions of the CMT to move to an online computer adaptive testing format in 2014.

Administrative Needs

The role of technology and data has increased tremendously the past several years in planning instruction, prioritizing instructional time, systematically identifying students' strengths and needs, acquiring materials, tools and resources, and staffing allocations. Several of the applications below continue to be instrumental in effective and efficient decision-making processes.

- Communication with parents using the email system
- Creation of word processing documents using Microsoft Word
- Research information using the Internet through Nettrekker
- Destiny Library Management for location of materials
- Information retrieval using the PowerSchool student database
- Gather and display of progress monitoring and universal screen data using Microsoft Excel
- Data access using the PowerSchool Assessment Database
- School Messenger Voicemail system for communication with parents
- Student discipline data management system
- Scantron
- Finalsite (Website)
- IEP Direct
- ProTraxx (Professional Development Tracking and Issuing CEUs)
- eNotify
- Survey Monkey
- Applitraxx for online applications
- Chartwells Cafeteria POS system

Each of the departments utilizes technology daily to maximize efficiency and effectiveness of the program. The Finance department use technology for all functions including but not limited to - payroll, purchasing, and health benefits. Transportation manages bus routes, driver schedules, etc. using technology such as PowerSchool. Food services use technology for management, production, purchasing and point of sales. Student health records are maintained via technology and accessible by all registered nursing staff. The district utilizes PowerSchool and other Pearson software to manage student data. A data specialist works to provide all staff with data necessary to make informed decisions – schedules, attendance, assessments, grading, standards based reporting, historical data, class and school performance data, etc.

Weakness:
Most of the professional development opportunities available to our administrative staff are provided through EastConn, CREC, or provided in-house and center around application of technology into teacher evaluation, curriculum or teaching and learning strategies. The district is aware of the difficulty of administrator availability to attend the workshop sessions critical to keeping them current on technology to ensure they remain advocates and champions of the skills and tools needed to create college and career ready learners.

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 Educational 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?
HPS will encourage the development and utilization of innovative strategies for the delivery of academic content through the use of technology District will encourage use of technology based learning through the use of integrated curriculum materials District will take advantage of emerging technologies such as podcasts, webinars, web 2.0, blogs, wikis, Smart Technologies	Classroom Teachers, District Technology Staff, Local RESC support, district professional development opportunities	Ongoing, 2012-2015	As evidenced by the curriculum documents, student work that will be posted/shared in collaborative network folders and at data teams, teacher feedback on unit/lesson design forms that will be reviewed at culmination of units by Curriculum Design Team for revisions.
Curriculum documents will include suggestions of when/where and how technology can enhance the learning outcomes, as aligned to the CCSS	Curriculum Design Team and teachers and administrators	Math by 6/2013 L.A. by 6/2014	As evidenced by the curriculum documents created and evaluated upon completion, timelines established, and student work/teacher lessons posted/shared in collaborative network folders.
All teachers will develop and implement technology infused lessons and activities in their classrooms. • As specified in the	Administrators, Director of Curriculum and Technology, District Technology Staff, Curriculum Design Team, and teachers	2012-2015 Ongoing	Evidence collected through peer and classroom observations, objectives, lesson plans, collaborative shared lesson development, and data collected and

newly created curriculum resources.			analyzed through administrative and teacher instructional rounds
Increase student access to technology in order to enhance student learning.	Community, Superintendent, Board of Education	Commit funds to explore emerging technology. Year two: Piloting new technologies (such as but not limited to, iPads, Tablets, Kindles) Year three: Continue field testing digital devices to expand their application in classroom learning	Board of Education will approve funding and resources needed for technology pilot proposals Data review from pilots used to inform decisions for future implementation/purchases
Investigate digital tools that will replace and/or complement existing resources.	Administrators, teachers, program leaders, consultants, technology committee	Annually, during each budget development process	Board of Education will approve technology proposals and budget requests
Students will be able to interact with current information resources while using the internet. Students will be taught and observe appropriate and ethical use of the resources including recognizing reliable vs. non-reliable internet sites. Students will be taught safe internet practices as stated in our district wide cyber bulling and acceptable use policies. HPS will require all students to responsibly use technology by demonstrating appropriate network etiquette, taking necessary security measures, assessing the validity of online resources and following rules for copyright and citation	Classroom teachers, administration, library media specialists, District Technology Staff, and involve parents as appropriate	HPS utilizes network filtering software and safe Internet search engines for student use Ongoing, beginning 9/2012	As evidence by shared/posted curriculum documents, classroom observations, collaboratively established and executed objectives and lesson plans, and lesson development that will be shared and analyzed by the technology team and curriculum design team/administration annually. Additionally, data will be collected and evaluated through instructional rounds, and discipline data that is analyzed monthly.
HPS will provide resources that reflect scientifically based research and best practices focused on	Administration/District Technology Staff, Board of Education, Teachers		Data Team regular meetings (weekly) use data to identify resources and adjust instructional decisions

student achievement			according to data collected.
District will maintain and/or implement resources that assist with targeting instruction based on individual needs			Administration and Board of Education will approve budget requests that support resource allocation to meet instructional needs
Data teams will utilize data from the available resources to make targeted instructional decisions			
HPS will continue to develop a student's potential to use technology both in innovative and creative ways to meet the national standards Classroom teachers will integrate the National Educational Technology Standards for Students to align with the local, state and national curriculum frameworks	Administration, District Technology Staff, Board of Education, Teachers	Ongoing, with explicit exposure and instruction to staff provided in fall, 2012	Ongoing assessment through multiple teacher assessments of student work through a variety of tools such as school wide rubrics that identify alignment and integration of standards and curriculum, performance objectives, online surveys, and grades

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?
Increase student access to technology in order to support online assessments	Community, Superintendent, Board of Education	By March 2014 technology resources will be available for students to utilize during online assessing	Increase in the student to computer ratio. Increase in number of computers able to be online at the same time (infrastructure capacity)
Utilize adaptive assessment technology to assess student performance. • Utilize Fasttmath in grades 3-6, Read Naturally, and other online assessment forums • Prepare to ensure capacity for taking online state testing • Explore additional online testing options	Superintendent, Administrators and teachers	Implementation 2012-14	Access and use of adaptive software and technology tools
Students choose appropriate technologies to demonstrate learning. • Teachers will design lessons that allow students to use a variety of technology to demonstrate their learning	Board of Education, Community, and District Technology Staff	Implementation by 9/2014	Grade level rubrics identify how selected technology contributes to understanding of content objectives, Performance assessments incorporate technology as part of demonstration of learning, , grade level shared lesson plans that ensure common experiences for all students. Data collected through instructional rounds,

			teacher collaboration, shared resources, and observations will contribute to district theory of action detailing depth of student understanding of learning objectives
Use assessment data for continuous improvement • Expand the use of the data system to progress monitor • Students track progress and set goals • Teacher uses individual assessment data to differentiate learning	Education Data Specialist Teachers Students District Technology Staff	May 2014	District data compiled, sorted, and analyzed at weekly data team meetings. Grade level rubrics used to analyze data at weekly data teams, designed to inform instructional decisions and tiered interventions for students Board of Education will approve technology resources to be used for data collection, analysis, storage, and information

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?
Allow staff unrestricted access (appropriate filters, firewalls, etc) to the internet for the purpose of enhancing curriculum • Separation from RHAM and creation of internet filters, exceptions created in firewall for staff usage	District Technology Staff, Director of Curriculum and Technology, Administration, Board of Education	July 1, 2012	Board of Education will support funds needed for separation from RHAM Purchases and analysis of monitoring systems to provide data used to inform District Technology Staff of additional needs in order to meet district goals
Provide subscriptions and technology resources	Board of Education, Director of Curriculum and Technology	annually	Board of Education to approve funds needed Articles and information gathered from Technology Staff disseminated at staff meetings/ staff messages regarding practices that support teaching and learning Incorporation of skills/strategies into design of lessons/ units measured by grade level rubrics/assessments
Establish instructional technology leaders/coaches at each school. Investigate models of staff leadership and collegial	Director of Curriculum and Technology, Administration, Board of Education	9/2012- ongoing	Board of Education approves proposals supporting staff leadership in the areas of technology and curricular integration

coaching for embedded professional development			Units/Lessons designed, taught, and evaluated through common grade level tools PD/experiences evaluated through online feedback/staff evaluations through Protraxx
Conduct instructional rounds focused on technology integration.	Director of Curriculum and Technology, Administration, Teachers	Implementation 2012	Ongoing- evidence of student work, staff feedback from rounds experiences used to inform/design additional professional development experiences, School Improvement Plans incorporate feedback into school and district action steps
Provide a dynamic online system for curriculum and resources	Director of Curriculum and Technology, District Technology Staff, Teachers as appropriate	Assess options Fall 2013 Make recommendation by Winter 2013/Spring 2014.	Board of Education to approve budget requests and policies designed to support online resource compilation and access Curriculum resources will be posted online for teachers to access and modify
All staff will be provided with ongoing professional development • Including substitute teachers, paraprofessionals, administration, as well as support teachers	Director of Curriculum and Technology, Administration, Board of Education, District Technology Staff	ongoing	District Professional Development Plan to indicate offerings Program evaluations through Protraxx, issuance of CEUs in technology/curriculum areas Board of Education will approve professional development funds to be used to support technology professional development

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 do 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?
Improve Email System used by Hebron Public Schools • Obtain our own dedicated email server/or outside hosting service • Allow email to work with smartphones / tablets • Move email offsite to more reliable location • Archive email according to state laws and regulations	Director of Curriculum and Technology, District Technology Staff, outside consultants, Hebron Board of Education	Summer 2012 – Setup new server, transfer existing staff accounts.	Board of Education to approve funds and budget requests needed By the start of the 2012 – 13 school year, Hebron Public Schools email should be removed from RHAM servers.
Allow staff access to school network from offsite	Director of Curriculum and Technology, District Technology Staff, Hebron Board of Education	7/1/2012 – Test with technology and administrative staff. 7/1/2013 – Pilot with general staff. 7/1/2014 – Open to all staff	Annually through electronic surveys to staff. Feedback taken from first 2 groups will be taken into account when moving forward. Gradual rollout will allow for more nuanced evaluation of impact on network.
Improve wireless infrastructure at both buildings to support more consistent access by staff and students	Director of Curriculum and Technology, District Technology Staff, outside consultants, Hebron Board of Education	Rollout based entirely on approval of budget. Probable multiyear project	Board of Education will approve technology proposals and budget requests. Board of Education will

• Upgrade 802.11b Access Points with 802.11n • Purchase 2 wireless controllers • Reference proposals from outside consultants – proposals can be addressed universally or in segmented portions			approve new district policies on BYOD and acceptable use policies Evaluate annually through electronic surveys to staff. Goal is to provide reliable wireless coverage in entire buildings for district equipment and BYOD.
Continue district plan of refreshing computer equipment on 5 year rotation.	Director of Curriculum and Technology, District Technology Staff, outside consultants, Hebron Board of Education	7/1/2012 – purchase new equipment 7/1/2013 – purchase new equipment 7/1/2014 – purchase new equipment	Board of Education to approve funds in line item supporting lease. Minimum of 20% replacement of district computers each year (combination of laptop/desktop/tablet to vary)
Virtualize district servers to allow for more diverse application	Director of Curriculum and Technology, District Technology Staff, outside consultants, Hebron Board of Education	8/1/2013	Board of Education to approve funds for services Lower support time and costs associated with server maintenance.
Develop and extend capacity for Digital Broadcasting Continue and expand the current live streaming coverage to incorporate educational opportunities for students, staff, and families	Director of Curriculum and Technology, Information Technology Department, Board of Education, Administration, Teachers	8/2012- 8/2014 Expanded instructional implementation of BYOD.	Board of Education to continue approving funds for digital broadcasting equipment, storage, and staffing needs Numbers of hits on each broadcast analyzed monthly Creating and broadcasting video to meet instructional requirements evidenced by video created, posted, and shared on school network/website

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?
Provide opportunities, regulations, and infrastructure to allow staff/students to bring own electronic devices as appropriate to extend learning opportunities • Allow staff and students to bring in their own equipment to extend learning opportunities • Provide professional development needed for teachers • Ensure that policies are updated to address safety and confidentiality • Provide robust infrastructure to enable additional hardware to operate	Director of Curriculum and Technology, District Technology Staff, outside consultants, Hebron Board of Education, parents and students	Not until wireless infrastructure has been upgraded should additional devices be added to the network- dependent on budget approval. Tentative- 2012 summer for HES building 2013 summer for GHS building	Staff / Students encouraged to bring their own devices into schools for learning. Users should not notice a degradation of network reliability or performance Board of Education will approve new policies for BYOD and acceptable use Board of Education will approve technology resources needed to support infrastructure demands
Expand and refine the Helpdesk services for all staff • Require all staff to use electronic helpdesk. • Move helpdesk	District Technology Staff, Hebron Board of Education	8/1/2012	Numbers of service requests successfully addressed and closed will be analyzed annually by type of need, service provided, service requestor, timeliness of request, etc.

from a computer to a server.			
Create online Dropbox for all staff and students • Create online space for students to upload work. • Provide staff training to utilize these features	District Technology Staff	9/1/2012 – pilot 9/1/2013 – all staff	Take feedback and measure usage from pilot group to decide if this should be offered to all staff. Decreased frequency of viruses attached to students saving on flash drives as evidenced by analysis of help desk data
Maintain and increase technology staffing to successfully address increased responsibilities due to breaking away from RHAM, and to support productivity and efficiency of staff	Board of Education	Separation effective by August, 2012 Support and transition ongoing	Board of Education to approve staffing funds needed Staff Help desk issues are addressed within a reasonable response time Successful transition of breakaway from RHAM evidenced by equitable balance of workload on existing staff, procurement of new staff support as needed, all programs and services previously housed and provided are current and functional with new model. Staff training and support are addressed in a timely manner

Children's Internet Protection Act (CIPA) Certification

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

I,_____Ms. Eleanor Cruz_____, certify that one of the following conditions (as indicated below) exists in
　　　Name of Superintendent/Director

_____Hebron 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): |

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

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

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

_____   _____
Signature of Superintendent/Director   Date