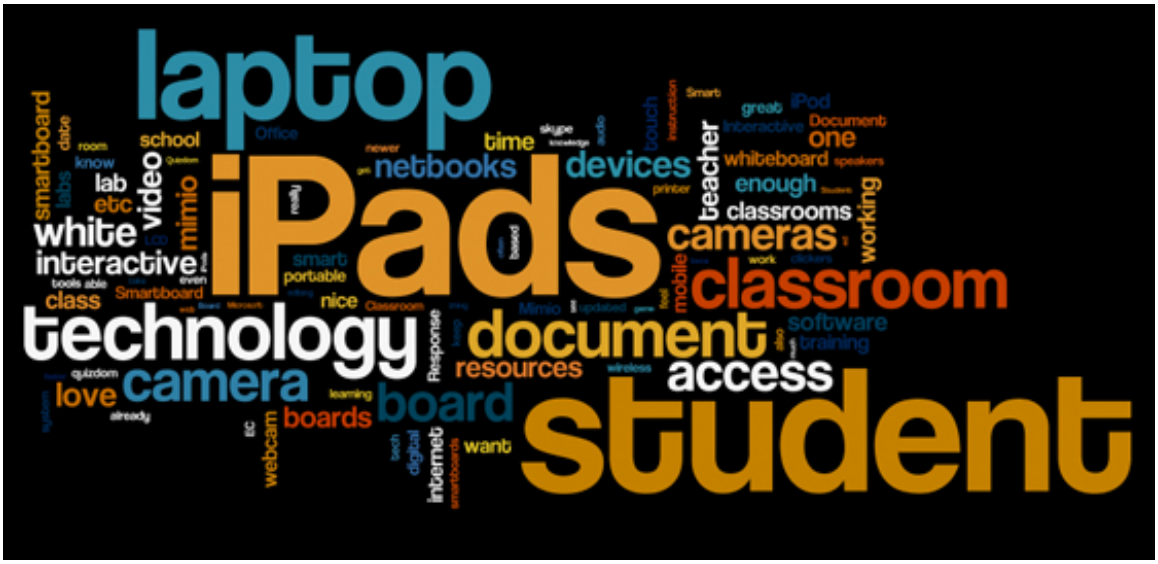
BROOKLYN PUBLIC SCHOOLS



EDUCATIONAL TECHNOLOGY PLAN

2015-2018

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2015-June 30, 2018

District/Agency:	Brooklyn School District	
LEA Code:	051	
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Signature of Superintendent or Director:		Date:

Contents

Technology Plan 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
- √ 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

_____Brooklyn School District_____
Local Education Agency Submitting this Plan

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

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

The applying agency (check all that apply)

___✓__ 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

Dr. Louise Berry_____
Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Brooklyn 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.

Technology Literacy	
Questions	**Your District's Numbers**
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2013-2014 school year?	92
Based on that evaluation, how many of those students were considered technologically literate?	92 (100%)
How many hours of technology related professional development were offered to certified educators in 2013 -14? (Include workshop hours that are offered to all of your educators- both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.)	80 hrs.
How many hours of technology related professional development were offered to administrators in 2013-14? (Count only those PD hours offered specifically for administrators.)	8 hrs
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? (Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120.)	70/83
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? (Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)	N/A

Policies

How often are your Acceptable Use Policy 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:

http://www.brooklyncenterschools.org/ourpages/auto/2012/8/15/41676172/2014-15%20Acceptable%20Use%20Policy-Technology.pdf

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.

Maximum number of Grade 4 students who could be accommodated under the above conditions.	100
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	100/100 100%
Maximum number of Grade 6 students who could be accommodated under the above conditions.	102
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	102/102 100%
Maximum number of Grade 8 students who could be accommodated under these conditions.	104
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	104/104 100%
Maximum number of Grade 10 students who could be accommodated under the above conditions.	N/A
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	N/A

TECHNOLOGY PLANNING COMMITTEE

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

Member	Title	Constituency Represented
Dr. Louise S. Berry	Superintendent	Brooklyn School District Administration
Jane Cook	Literacy & Technology Specialist	Educational Consultant
Trish Dehls	Teacher	Brooklyn Middle School
Natalie Geeza	Teacher	Brooklyn Middle School
Frances King	Principal	Principal, Brooklyn Elementary School
Jeff Kelleher	Teacher/IT	Brooklyn Middle School
Glen Lessig	Teacher/IT	Brooklyn Middle School
Sharon Loughlin	Teacher	Brooklyn Middle School
Sean Maloney	Teacher	Brooklyn Elementary School
Denise Nault	Teacher	Brooklyn Elementary School
Suzette Reading	Library/Media Specialist	Brooklyn Middle School
Robert Rossi	Board of Education Secretary	Brooklyn School District Board of Education/Parent
Kathryn Stellitano	Retired Library/Media Specialist	Brooklyn Community member
Willow Therrien	Library/Media Specialist	Brooklyn Elementary School
Diane Wimmer	Teacher	Brooklyn Middle School
Al Yanku	Principal	Principal, Brooklyn Middle School

Description of the Educational Technology Committee's Role in Developing, Implementing and Evaluating the Technology Plan

As a result of the community and staff support for utilization of technology, the Board of Education established a Technology Committee in 1997 to develop a long range technology plan to provide a vision for the Brooklyn Public Schools which incorporates technology into our mission and school programs. While the members of this committee have changed throughout the years, the group continues to comprise a cross-section of our community including Board of Education members, elected officials, business leaders, parents and community members, and school administrators and staff.

The Brooklyn Technology Committee evaluated the schools' technology by using surveys, classroom observations and the analysis of student projects. The committee developed the vision and a technology needs assessment for this plan.

This committee of dedicated educators, parents, and community members meets throughout the school year to review and monitor the progress toward realizing the technology vision for Brooklyn. Quarterly status reports are provided by the Technology Committee to use in evaluating goals and objectives to assess the impact of the strategies that have been identified in the BPS Tech Plan.

VISION STATEMENT

Vision for Brooklyn Public Schools

Brooklyn Public School believes that every student must develop strong technological skills and continually use them to survive and thrive in the 21st Century. Literacy in the 21st Century requires more than the ability to read, write and problem-solve. Excellent instruction encompasses the four C's - 1) Critical thinking & Problem solving, 2) Communication, 3) Collaboration and 4) Creativity & Innovation. Brooklyn Public Schools must ensure that technology resources are integrated across the curriculum in preK-8 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. All members of the school community will use technology to access, interpret, and evaluate information in order to analyze, synthesize, and apply information independently and collaboratively. Brooklyn Public Schools provides an education that is technologically-rich so that our students become college and career ready. This education enables all students to understand and use current and emerging technologies in their personal, academic and work environments.

Brooklyn Public Schools play an essential role in ensuring technological literacy by:

- Establishing high standards and developing a preK-8 technology plan that is integrated across all content areas and incorporates 21st Century skills and competencies;
- Creating opportunities for global learning connections;
- Maintaining policies for ethical and responsible use of technology resources while teaching students ethical and responsible behavior;
- Providing ongoing professional development that uses technology to support teaching and learning;
- Maintaining technological literacy of students and educators;
- Providing equitable access to technological tools provided by the district for all students and educators;
- Using technology as a tool for communication and collaboration to expand the learning environment within and beyond the community.

NEEDS ASSESSMENT

Curriculum Integration

Brooklyn teachers currently integrate technology into their lessons using a variety of strategies and techniques. All Brooklyn teachers have access to technology in their classrooms and also have access to computer labs. In addition, teachers have access to Chromebook carts and Macbook Pro laptop carts in both buildings; BES has 1 Macbook Pro cart and 3 Chromebook carts and BMS has 2 Macbook Pro carts and 2 Chromebook carts. Brooklyn teachers have access to LCD projectors for classroom presentations. Fifty percent of classrooms in the middle school and fifty percent of the classrooms in the elementary school integrate the use of SmartBoards, interactive whiteboards, into classroom lessons and the curriculum. Some of the ways teachers integrate technology into their lessons include:

- Developing and using graphic organizers, such as Inspiration and Kidspiration, to help students organize and synthesize information
- Conducting research on the Internet to incorporate current information into classroom projects and activities
- Using presentation software, such as PowerPoint/Google Slides Presentation, Smart Notebook, and LCD projectors to make classroom presentations that support instruction
- Using spreadsheet and graphing software as part of student activities
- Using word processing software to develop instructional materials
- Using Web development software to communicate with students and parents
- Integrating digital images and digital video into the curriculum
- Using online resources to support and extend the curriculum
- Using Wikis, podcasts, voice threads and other Web 2.0 tools to develop and deliver curriculum
- Using technology, such as STAR Renaissance Learning and curriculum-based assessments (CBA), etc., to develop, collect and analyze student assessments
- Integrating programming software such as Scratch and Lego into the curriculum
    - Using Google Docs and Google Sheets to collaborate online in word processing documents and spreadsheets
    - Creating Google Classrooms to organize their assignments and communicate virtually with their students
    - Using Google Docs and Microsoft One Drive to revise the English Language Arts Curriculum and align it with the Common Core State Standards

Brooklyn students use technology throughout the curriculum. Students have access to computers in the classroom as well as the computer labs. Middle School students are required to take Information Technology Literacy classes as part of their Middle School schedule. All Elementary students have access to technology through time scheduled every week in the computer lab or with the Mac and Chromebook carts. Some of the ways students are using technology include:

- Analyzing and interpreting data by constructing charts, graphs and data tables
- Conducting internet research and searching for information to use in projects and reports
- Searching information data bases such as iConn and NetTrekker
- Evaluating online information and web sites
- Presenting information using presentation software such as PowerPoint, Google Slides Presentation, and other Web2.0 tools

- Creating multimedia presentations using digital video and audio programs
- Creating graphic organizers
- Using word processing software
- Using technology tools for note-taking
- Communicating online projects through blogs
- Participating in tele-collaboration projects
- Writing basic programming with local and online tools such as Scratch, and online Computer Science/Code apps such as Code.org
- Keyboarding instruction beginning at Kindergarten

While Brooklyn students are engaged in a variety of activities that utilize technology, an ongoing curricular weakness is the lack of consistency for technology integration across the curriculum for all grade levels and all students. Due to the lack of funding for technology integration resources this year, support was very limited. This technology plan will address that weakness through the continued development of assured experiences with technology for all students at all grade levels. These experiences will be aligned to the CT Frameworks and CT Common Core and incorporate all curricular areas.

Professional Development

Brooklyn conducts regular technology interest surveys and uses the results to plan for technology professional development that is offered to teachers and staff. The surveys help to identify areas of need and interest for continued technology professional development. Brooklyn uses Technology Integration Specialists to provide quality technology professional development, technology coaching and classroom support to assist teachers in attaining proficiency as indicated in the ISTE Teacher Technology Competencies. Administrators have also used on-site support, as well as technology workshops specifically for administration that are offered regionally. Non-certified staff are provided with technology instruction as it applies to their job.

Technology professional development in Brooklyn is always connected to the curriculum. During the last 3 years professional development activities have included the following:

- Web page development with Wikispaces
- Internet research
- Identification of internet content for classroom use including Thinkfinity website
- iCONN, Connecticut's Internet Library
- Spreadsheets and graphing
- Presentation software in the classroom with tools such as *KidPix* and *PowerPoint*
- Word processing applications
- Online text access
    - Designing SMART Notebook lessons
    - Using MY Access Online Writing Tools
    - Collaborating with Google Docs and Google Sheets
    - Creating Google Classrooms
- Online grade book software
- Graphic organizers into lessons with software such as *Inspiration* and *Kidspiration*

Equitable Use of Educational Technology: Availability of Technology to Students and Staff in the District

Staff Technology Matrix

The following matrix outlines the technology that is available to staff:

Category	Please include information about the type and availability of staff access both on and off campus.
Administrators	Desktop Mac or PC computers connected to the school network, Internet, email and school information system
Teachers (preschool)	Desktop Mac or PC computers connected to the school network, Internet, email and school grading systems.
Teachers	Desktop Mac or PC computers connected to the school network, Internet, email and school grading systems. Teachers have access to computer labs for instruction and to laptops and LCD projectors for classroom use. Teachers have access to interactive whiteboards, digital cameras, scanners and networked printers. Teachers can also use their personal smartphones and tablets on the BPS network.
Noncertified staff	Administrative staff has Desktop Mac or PC computers connected to school network, internet, email and other school data systems as appropriate to their role. Paraprofessional staff has access to computers in classrooms and computer labs connected to school network, internet, and email. Training has been provided to Paraprofessionals as needed for their duties.

Student Technology Matrix

The following matrix outlines the technology that is available to students:

Category	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)	Pre-school classrooms have 1-3 computers per classroom.
Students (elementary)	All elementary classrooms have 1-3 computers connected to school network and Internet for student use. All elementary classrooms have access to one computer lab and to Macbook/Chromebook carts for instruction and to scanners, digital cameras and interactive whiteboards. One hundred percent of Brooklyn Elementary School's instructional spaces have access to wireless network connections

Students (middle school)	All middle school classrooms have 1-3 computers connected to school network and Internet for student use. All middle school classrooms have access to computer lab for instruction and to scanners, digital cameras and interactive whiteboards. One hundred percent of Brooklyn Middle School's instructional spaces have access to wireless network connections and four carts: 2 Chromebook carts and 2 Macbook carts. Students have access to the computer labs before and after school for specific activities.
Students (high school)	NA
Students (with disabilities)	As needed students have access to assistive technology including iPads, Chromebooks, and MacBooks with voice recognition capability. Two out of the 5 Title 1 classrooms have 4 computers in each for student use.

Amount of Time Available for the Use of Technology by Students and Staff

- Computer and network accessibility is available for students throughout their instructional day. Middle school labs are available for students before and after the school day for specific activities.
- Computer and network accessibility is available to staff throughout their workday. Online grading programs (GradeBook) and student assessment data management programs (Renaissance Learning/STAR are available to certified staff 24/7).

Description of the Types of Assistive Technology Tools that are Provided For Students With Disabilities, Where Necessary/Applicable

- Students with special needs are provided with assistive technology as identified in their IEPs. Assistive technology may include programs such as Clicker 5, Co:Writer, Read: OutLoud, and Dragon Naturally speaking mounted on individual MacBooks.

Infrastructure and Telecommunications

Current Technology Infrastructure of Each School in the District

- Every instructional and administrative space has CAT-5 data wiring to support a minimum network connection of 100 Mbps.
- Every instructional and administrative space has access to high-speed Internet through the building LAN. The Connecticut Education Network (CEN) provides the district with a high speed Internet connection. Internet access is available in all rooms in both schools via fiber, copper, and wireless connections.
- One hundred percent of the middle school and elementary instructional space has access to a wireless network connection to their building Local Area Network (LAN).
- Every instructional and administrative space has access to an outside phone connection and voicemail.
- All administration and certified staff have access to e-mail accounts.

Effectiveness of the Present Infrastructure and Telecommunication Services That Have Been Provided By the District

- The present infrastructure is partially effective in meeting the data, video, and telecommunications needs of the schools. Occasionally, network usage causes slowdowns on connectivity.
- Currently the district is awaiting notification of grant funding for a major upgrade to the network infrastructure. If funding is received, that work will take place during the 2015-16 school year which should positively impact the speed and efficiency of the district's Wide Area Network (WAN).

How E-Rate Has Allowed the District to Improve or Increase Its Technology Infrastructure

- The District applies for E-Rate funds annually and effectively uses available E-Rate funds to support the district's telecommunications and Internet access.

Administrative Needs

How Do Administrative (Certified And Noncertified) Staff Use Technology

The Superintendent, Principals, Assistant Principal, and Special Education Director of Brooklyn Public Schools use technology for communicating with each other as well as parents and community, analyzing data, filing reports, etc. Administrators participate in professional development with their staff to enhance their technology proficiency and understand how technology supports teaching and learning. In addition, administrators participate in professional development designed to meet their specific needs. Examples of the administrators' use of technology are listed below:

- Administrators have access to certain common databases and individual school databases. Electronic data is used to assist the administrators in gathering data, examining trends, evaluating programs, developing reports, etc.
    - Administrators use STAR Renaissance Learning reports to analyze student data.
    - Administrators use Google Docs and Sheets to share information collaboratively with staff.
    - Administrators use Bloomboard, an online system for storing teacher evaluation information.
    - Administrators communicate with parents and the community through email and School Messenger, the district's automated telephone system

Professional Development Opportunities That Are Available to Administrative Staff

- Administrators use EASTCONN and other consultants and venues to continue their professional development.
- Administrators have participated in technology workshops on accessing and analyzing data.
- Administrators participate in regional meetings such as EASTCONN'S Staff Development Council, grant workshops, etc.
    - Administrators participate in training workshops for implementing Smarter Balanced assessments and Common Core curriculum initiatives.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

This Educational Technology Plan is aligned to the National and State Educational Technology Plans and includes the following State Goals:

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 10/1/15)?	How will you measure?
• Monitor, update and report to stakeholders the curriculum work of the core curriculum committees	Technology Committee and school administrators	At regularly scheduled meetings aligned with quarterly marking periods	Annual report is presented to the Board of Education
• Review curriculum on an approved cycle to align with CCSS in all curriculum areas and ISTE NETS-S performance indicators.	Members of the district Curriculum Committees, School administrators	Monthly Curriculum Committee meetings	Reporting of curriculum development, progress and needs to district Educational Planning Committee, at least quarterly
• Utilize current technologies to develop student skills that are transferable to future technologies.	Brooklyn Staff Technology Team, district educators and administrators	At quarterly Brooklyn Staff Technology Team meetings in 2015-18	Annual reporting to Board of Education
• Research, identify and acquire appropriate assistive technologies for students with special needs	Special education Director, Special Education staff, Brooklyn Staff Technology Team	Ongoing, in alignment with student IEPs	Compliance with SDE Focused Monitoring Plan
● Provide professional	Special Education Director, Special	As defined in SDE focused monitoring plan	BPS is in compliance with SDE Focused Monitoring

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/15)?	How will you measure?
development to staff responsible for the use of assistive technologies with students with special needs	Education staff, Brooklyn Staff Technology Team		Plan
• Conduct a take home and an online survey of student access to online resources from home, including usage of personal digital devices	Brooklyn Staff Technology Team	September of each year, 2015, 2016, 2017	Reporting of survey results to District Educational Planning Committee
• Analyze student data according to district SRBI plan to identify gaps in performance areas and research, identify and implement appropriate strategies to improve student achievement	SRBI Committee, Administrators, staff	Monthly SRBI committee meetings, and grade level data team meetings	Monitoring and analysis of data, improved student academic performance
• Continue to implement a digital student portfolio system to provide evidence of student technology literacy	Brooklyn Staff Technology Team, Brooklyn faculty	Quarterly meeting of District Technology Team	Annual report to District Curriculum Committee of Board of Education
• Use highly qualified Technology Integration Specialists and others to support students' acquisition of technology literacy	District Curriculum Committee and other interested stakeholders from staff, BOE and community	Quarterly District Curriculum meetings	Annual report to BOE

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 10/1/15)?	How will you measure?
• Maintain a Staff Technology Team with representatives from both schools that will meet bi-monthly and report to the Brooklyn Curriculum Committee	Administration	Bi-monthly	Reports at District Curriculum Committee meetings
• Meet 2 times throughout each year to review progress	Brooklyn Curriculum Committee	October and May each school year	Annual report to BOE
• Use CSDE Web site (www.CTReports.com) to analyze CMT data for Science at 5th and 8th grades	SRBI Committee, administrators, faculty	Weekly data team meetings, at appropriately scheduled Curriculum Committee meetings	Reports to District Curriculum Committee at least once a year
• Utilize standardized assessment data, e.g., STAR Renaissance Learning, SBAC,	SRBI Committee, Administrators, faculty	Weekly data team meetings, quarterly Curriculum Committee meetings	Reports to District Curriculum Committee

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/15)?	How will you measure?
easyCBM, and CMT as a universal screeners, benchmarks, and progress monitors of student performance			
• Use CTReports.com to analyze CMT data, to create, score and analyze locally generated Curriculum-based Measurements, to collect and analyze student data and performance within Individual Intervention strategies, online assessment resources such easyCBM differentiated intervention	Faculty and Administrators	Individual teachers' Professional Growth Plans	Documented within individual Performance Reviews on an annual basis
• Continue to implement SRBI strategies with the increased use of the STAR Renaissance Learning data as an appropriate innovative technology solution designed to improve student achievement	SRBI committee and Administrators, Faculty, Grade Level Data Teams	Scheduled Data Team meetings	Evidence is documented through administrative review of assessment data
• Research online assessment tools that provide more	Brooklyn Staff Technology Team,	Ongoing	Annual review of Tech Committee

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/15)?	How will you measure?
refined and detailed diagnostic and remedial analysis of student performance	Administrators		

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
	ning
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.	*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?
• Provide professional development opportunities in using technology to differentiate instruction to meet the needs of all learner	Brooklyn Staff Technology Team	Monthly staff meetings; regularly scheduled professional development days; participation in EASTCONN Tech Council meetings	Attendance rosters on BPS professional development days. Request for Professional Day forms for outside workshops and conferences
• Research and apply for technology professional development grant opportunities	Brooklyn Staff Technology Team and Administrators	Participation in the EASTCONN Tech Council ongoing evaluation of grant opportunities	Number of grant applications/funding opportunities available that BPS participated in
• Provide teachers with release time to visit other schools, develop 21st century infused curriculum, and attend conferences and workshops	Administrators	Monthly staff meetings, regularly scheduled professional development days, participation in the EASTCONN Technology Consortium	Attendance rosters on BPS professional development days; Request for Professional Day forms for outside workshops and conferences
• Utilize a survey to determine staff	Brooklyn Staff Technology Team and Administrators	Survey administered annually	Survey results

development needs in the area of technology literacy.			
• Attend professional development on evaluating teachers in the effective use of technology in the curriculum	Administrators	Regularly scheduled professional development, as PD opportunities present, as defined in focus monitoring plan	Request for Professional Day forms for outside workshops and conferences
● Incorporate technology in their goal-setting process, as part of their Professional Growth Plans, and will be assessed on their progress.	Teachers and Administrators	Integrated into individual Professional Growth Plans during the fall of each school year	Evidence is documented within individual performance reviews on an annual basis.
● Utilize the technology integration and professional development provided by highly qualified technology integration specialists	Brooklyn Staff Technology Team, Administrators, and teachers	Weekly classroom support, PD offerings on and off site, regularly scheduled PD days	Monitor attendance at professional development opportunities
● Send a representative to the EASTCONN Technology Council.	Administrators	All EASTCONN Tech Council meetings	Biannual report to building principals

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?
• Develop and implement a plan to provide portable devices to all teachers and administrators	Brooklyn Staff Technology Team	By 6/30/16	Annual review of Tech Committee
• Continue to expand and improve wireless infrastructure.	Brooklyn Staff Technology Team	Ongoing	Annual review of Tech Committee
• Research the feasibility of providing students with classroom access to portable devices.	Brooklyn Staff Technology Team	By 12/31/15	Annual review of Tech Committee
• Support the use of interactive whiteboards in all classrooms and content areas	Brooklyn Staff Technology Team	Ongoing	Annual review of Tech Committee
• Continue to evaluate and provide access to online educational resources through the district's Web site	Brooklyn Staff Technology Team	By May 31st each school year	Annual review of Tech Committee

• Continue to acquire and expand the use of classroom technology for students and staff (e.g. interactive whiteboards, LCD projectors, handhelds, laptops, etc.) including students bringing their own devices	Brooklyn Staff Technology Team	In alignment with the budget cycle	Annual review of Tech Committee
• Provide equipment and materials for effective technology integration	Brooklyn Staff Technology Team	In alignment with the budget cycle	Annual review of Tech Committee
• Investigate the feasibility of providing after-school technology access for those students without reliable home access.	Brooklyn Staff Technology Team	By 10/31/15	Annual review of Tech Committee
• Provide a letter to parents with information about low cost access to Internet and computers for home	School administrators	By 9/30/15 each school year	A copy of the letter to parents that has been sent out by the end of September serves as documentation.

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?
● Continue to utilize technology initiatives to improve student achievement	District Curriculum Committee	Quarterly meetings	Quarterly report to BOE
● Research, identify and implement appropriate innovative technology solutions to improve student achievement	Brooklyn Staff Technology Team	In alignment with the budget cycle	Annual Review by District Technology Committee
● Provide ongoing professional development to all staff in appropriate innovative technology solutions	Administration	PD days, monthly staff meetings, grade team meetings Annually	Staff surveys
● Continue to acquire and expand the use of classroom technology for	BOE	In alignment with the budget cycle	Adequate funding resources

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
students and staff (e.g., interactive whiteboards, LCD projectors, handhelds, laptops, etc.)			
● Integrate the use of collaborative on-line tools (e.g. Google Classroom, Google Drive) to efficiently utilize class time, and enhance student learning.	Brooklyn Staff Technology Team	By June 30th each year	Annual review by Brooklyn Staff Technology Team
● Continue to use communication tools (e.g., Google Mail, Google Calendars and School Messenger) to efficiently communicate with staff, parents/guardians and students	Brooklyn Staff Technology Team	Ongoing	Annual review by Brooklyn Staff Technology Team
● Continue to research grant opportunities from federal, state and local sources.	Brooklyn Staff Technology Team	Whenever Requests for Proposals are available	Annual review by Brooklyn Staff Technology Team

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, Dr. Louise Berry, certify that one of the following conditions (as indicated below) exists in Name of Superintendent/Director

Brooklyn School District
(LEA)

___✓__ My LEA/agency is E-Rate compliant; or

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

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

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

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

Signature of Superintendent/Director _____ Date