

LEA Profile

Tolland is a community of 15,052 citizens located east of Hartford on Interstate 84. Its population increased 35% from 1990 to 2010. The school district has four schools, a primary school serving 616 students in grades PK-2, an intermediate building serving 691 students in grades three through five, a middle school serving 740 students in grades six through eighth and a high school with 930 students. Tolland School District is in DRG C. Residents of Tolland have an average per capita income of \$41,460. According to the strategic school profile minorities make up 7.3% of the school population. Students receiving free or reduced priced meals make up 6.4% of the population.

Planning Committee

The following is a listing of teachers, administrators, coordinators, parents, community members and students who agreed to serve on the educational technology planning committee. This committee will set direction for educational technology for the Tolland Public Schools in the near future.

Member	Title	Constituency Represented
Lori D'Andrea	Technology Teacher	BGP
Sheri Barna	Grade 2 Teacher	BGP
Betsy Brocious	Graphic Teacher	THS/Parent/Community
Jon Campbell	Grade 5 Teacher	TIS
Diane Clokey	Former BOE Member	Parent/Community
Lauren DeBlois	FCS Teacher	THS
Kathryn Eidson	Director of Curriculum and Instruction	District
Celeste Estevez	Librarian	TMS
Dominique Fox	Principal	THS
Mark Horan	Technology Teacher	THS
Anastasia Lemaire	Technology Teacher	TMS
Ian Polun	Social Studies Coordinator	District
Adam Sher	Director of Technology	District
Cheryl Slane	Assistive Technology	District/Parent
Tom Swanson	Principal	BGP
Carolyn Tyl	Science Coordinator	District
Robert Zangerl	Grade 5 Teacher	TIS

Description of the Educational Technology Committee's Role

Technology committee members were selected because of his or her work with and interest in educational technology. Representatives were solicited from each school, as well as representatives from the administration, parents, and community. Each member is representing his or her constituency. His or her role is to provide input into the needs and state of education technology in each school building and district-wide. An ongoing standing committee consists of the following members:

Standing Committee

Standing Committee Member	Role
Kathryn Eidson	Director of Curriculum and Instruction
Adam Sher	Director of Technology
Walt Willett	Principal – TMS
Dominique Fox	Principal - THS
Betsy Brocious	Technology Education Teacher - THS
Celeste Estevez	Librarian - TMS

The standing committee will meet two times a year to:

- 1) monitor the progress on the technology action plan
- 2) provide input on the status of current technology curriculum, instruction and assessment
- 3) help with and gather requests computer technology professional development
- 4) determine appropriate availability of hardware and software
- 5) monitor the functioning of the computer technology infrastructure

Evaluation Strategies Used to Provide Data

In order to develop a broad based educational technology plan, data was acquired from three major sources. A community on-line and paper questionnaire used in strategic planning was also used to acquire data for the technology plan. This process was begun in 2011. There were 427 responses across the community. The community included staff, students, business owners, town officials, senior citizens and parents. These responses were coded and compiled to indicate the status of technology as perceived by the entire school and community.

An educational technology staff survey was conducted in early 2012 (96% response). This data was compiled and is represented in detail in this technology plan.

Data was also acquired through the educational technology plan committee which is representative of each building's staff and administration and of the community and parents. See Appendix A. This, and all the above data, is reflected in the needs assessment and goals.

Tolland's Educational Technology Mission and Vision Statement

Mission

The Tolland Public Schools will represent education at its best,
preparing each student for an ever changing society,
and becoming a full community of learning
where excellence is achieved through each individual's success.

Vision

With the support of the wider Tolland community,
the staff and students of Tolland Public Schools will be
proficient with the tools and strategies needed to function as digital citizens
(creatively, productively and responsibly)
in the 21st century.

As described in the overall mission of the Tolland Public Schools, the purpose of education is achieving excellence through each individual's success. Within this context, we believe that technology is a tool for learning that expands instructional repertoire and is the vehicle that maximizes the capacity of all teachers and learners. It is the vision of Tolland Public Schools that students be engaged in a stimulating academic environment with a challenging curriculum that enables students to become productive citizens in an ever changing society.

Specifically, we envision that technology is available and effectively supported for all students and staff:

- To provide global access to information
- To meet the curricular needs of all learners
- To provide access to the general curriculum
- To refine critical thinking skills and foster creativity
- To provide a medium for expression and communication
- To collect, assess, and share performance information
- To improve the effectiveness of administrative tasks
- To provide skills and proficiencies necessary for the workforce

It is our intention that this vision will remain constant over the course of our plan and that it will guide the day-to-day and year-to-year implementation of technology across Tolland Public Schools.

Educational Technology Needs Assessments

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Survey Results

Community Strategic Planning Survey

There were 427 responses to the strategic planning survey. In the question asking for strengths of the school, there were only three references to technology. In the questions asking for concerns regarding the challenges that our students may face, both now and in their adult lives, 69 directly expressed concerns about the lack of availability of and education in the use of technology. Ten people expressed concerns about need for students to learn about problems related to social media. To quote one respondent: "I am also very concerned that our younger grades are not getting enough instruction in technology and that technology is not being used in conjunction with the curriculum, for example showing the children how to use the internet to research a project, Word to write the report, and PowerPoint to present the project. This was taught to my son in 3rd grade and now I think it is not taught until the high school level." Other quotes: "There is a serious lack of technology in the classrooms." "Inadequate outdated materials, reduced supplies, antiquated machines and technology." Only one person wanted less emphasis on technology.

Technology Survey

There were 241 faculty responses (out of 250, a 96% response) to the Education Technology Survey. A summary of comments is found in Appendix B. The summary is as follows:

Teachers' Rating their Overall Skill in Using Educational Technology

Rating	BGP	TIS	TMS	THS
Below Basic	0	0	3	0
Basic	17	9	9	13
Proficient	23	29	32	56
Advanced	3	12	17	19
Total Teacher Ratings	43	50	61	87
Total Possible	49	57	62	82
Teacher Ratings	42.21 FTE* (+ 6 Other**)	51.36 FTE (+6 Other)	56.64 FTE (+6 Other)	68 FTE (+10 other)

* Budgeted Building Teacher FTE (some teachers are part time)

** Principals and Coordinators

Summary: Only three teachers rate themselves below basic. There are fewer teachers who rate themselves as basic as opposed to proficient. Most teachers rate themselves as proficient. 51 teachers rate themselves as advanced. BGP had the most at the basic level and the least at the advanced level.

Percent Current use of Technology by Teachers

Technology = Number of People	BGP	TIS	TMS	THS
Email = 242	100	100	100	98.9
Websites = 215	86	92	92	85
MS Word = 241	98	100	100	99
MS Excel = 153	48	70	62	67
PowerPoint = 175	50	80	72	78
You Tube = 79	20	28	38	38
Chats = 13	7	4	7	5
Twitter = 12	2	4	10	3
Web quests = 43	5	18	26	22
Face book = 33	18	18	15	13
Google Docs = 84	25	40	43	38
Google Earth = 103	75	48	34	38
Blogging = 17	7	4	8	9
Wikis = 29	2	14	26	8
Podcasts = 20	9	6	11	8
Apps = 45	25	14	25	16
Skype = 24	11	16	18	3
Other				

Summary: Most people are using the Office tools, email and the website. Some are using You Tube, Apps, Google Docs and Google Earth.

District-wide Program Use by Teachers - Number

Device	BGP	TIS	TMS	THS
PowerSchool	35	44	57	87
Mastery Manager	32	39	47	30
IEP Direct	10	12	9	13
School Dude	0	1	5	58
SWIS	0	2	1	4
Budget Sense	10	8	10	24
Total Possible	49	57	62	82
% Using PS	71%	77%	92%	100%
% Using MM	65%	68%	76%	37%

Summary: PowerSchool is used the most in the high school and is used more than Mastery Manager. Mastery Manager is used least in the high school, followed by BGP.

Devices Used to Teach

Device	BGP	TIS	TMS	THS
Desktop Computer	44	46	60	86
Laptop Computer	11	22	20	33
Student Workstation	25	27	32	58
Overhead Projector	23	36	25	46
VCR/DVD	27	33	44	49
Smart Board	7 (7 in building)	29 (27 in building)	42 (37 in building)	0
Computer Lab	16	34	34	56
Mobile Computer Lab	2	2	19	3
Digital Camera	20	15	25	36
Scanner	8	12	19	14
Video Camera	9	5	14	18
GPS	3	3	4	4
Calculator	33	36	33	48
Clickers	2	10	5	22
Smart Phone	7	8	12	18
iPAD	4	10	5	15
Digital Probeware	1	5	2	8
Digital Microscope	5	12	1	4

Summary: Desktop computers are used the most in teaching in every school. Student workstations, labs, and calculators are used most at the high school. DVD/VCRs and Smart Boards are used next at the middle school followed by student workstations, computer labs and calculators. Overhead projectors, VCR/DVDs, computer labs and calculators are used next at TIS followed by Smart Boards. BGP uses calculators, overhead projectors, VCR/DVDs, and student workstations next often.

Professional Development Interest Rating

Professional Development	BGP	TIS	TMS	THS
Web Quest	1.1	1.8	1.3	1.5
Internet Sites	1.6	1.5	1.4	1.5
Assistive Technology	2.0	1.8	1.5	1.4
Production Tools	1.8	1.2	1.0	1.2
Goggle Docs	1.8	1.7	1.6	1.6
Wikis, Blogs, Twitter, Skype	1.1	1.4	1.5	1.2
Website Construction	1.4	1.4	1.8	1.2
Podcasts	1.4	1.6	1.8	1.5
Windows Live Essentials	1.6	1.2	1.5	1.5
Clickers	1.3	1.5	1.5	1.4
Digital Cameras, scanners, and Optical Devices	1.3	0.9	1.0	1.1
iPADs and Smart Phones	1.8	1.2	1.7	1.2
Kindles and Nooks	1.4	1.1	1.2	0.9
Digital Probes	0.9	0.7	0.5	0.4

Summary: The top professional development requests were: Assistive Technology, Google Docs, iPads and Smart Phones, Internet Sites, Podcasts, Website Construction, Production Tools and Web Quest

The desired time frames for professional development were:

	BGP	TIS	TMS	THS	Total
After School – Once	13	10	23	20	66
After School – Several Sessions	12	8	12	20	52
Before School	1	4	3	3	11
During Prep	4	1	5	8	18
PD day	37	48	53	78	216
Held on ½ day with substitute	36	40	47	67	190
Held on a full day with substitute	21	25	28	39	113
Summer	11	7	16	22	46

Summary: Most teachers prefer professional development days for technology workshops. Second choice was on a ½ day with subs, then a full day.

Goal Preference from Given Choices

Rated 1, 2, or 3 with 1 being the most preferred. **Lowest rating would be the most preferred.**

Goal	BGP	TIS	TMS	THS	Total
Desktops	70	73	62	108	313
WiFi	11	34	52	58	141*
Tech PD	58	54	80	86	253
Smart Boards	55	55	32	93	235
Tablets, etc.	53	53	77	111	271
Other	14	5	9	20	43

* Lowest rating would be the most preferred.

Summary: The choice for the top educational technology goal for the future was: WiFi followed by Smart Boards, PD and tablets.

Suggested Additional Possible Goals
More labs for classroom use
Advance 3D skills on AutoCAD software
Calculators
Scan vision to use from teacher desk & project to board
Provide \$ for future repairs, updates & training
Use of You Tube, podcasts, etc.
Update HE software w/in budget
New fax that is reliable
More websites
Purchase personal laptops
Creating and using Excel
I do not know what "I" do not know; big holes in my knowledge.
Printer/software for photo printing-processing
More tech support staff
Update desktop computers for student use
Wifi throughout the building
Purchase of headsets/mikes that would allow us to use our computer room to play/tape students
Purchase of Smart Boards
Probes
Quality mini-lab in classroom
Purchase of high-speed internet for classroom
Laptop cart
1-SNAP cable updated; cords to computers put on walls for safety issues.
26 station Midi/music tech classroom for keyboarding classes/composition
LCD projectors

Strengths and Weaknesses

Utilizing the surveys and the input from the technology committee the following strengths and weaknesses of digital technology were compiled into five major areas: computer integration, professional development, equitable use, infrastructure, and administrative needs.

Curriculum Integration – current curriculum strength and weaknesses, alignment with standards, how teachers integrate technology, how students use technology	
Strengths	Weaknesses
BGP	
Computer classes are offered for students.	There is little digital integration in the classroom.
The computer classes integrate with the classroom curriculum.	Computers break down quickly and are slow so some teachers quit using them .
Appropriate digital curriculum is in place.	Last curriculum update was 2006.
There are seven SMART boards in the building.	Curriculum is not aligned with recent standards.

TIS	
Some teachers offer computer instruction	There is no computer technology teacher.
Some teachers integrate the use of technology into the curriculum.	There are no computer classes.
There are SMART boards in fourth and fifth grade classrooms.	Many teachers do not take their classes to the computer room.
	Last curriculum update was 2006.
	Curriculum is not aligned with recent standards.
	Computer curriculum delivery is inconsistent.
TMS	
Computer classes are offered for students.	Last curriculum update was 2006.
There are on-line resources -- Stratalogica, Docs, NBC Learn..	Curriculum is not aligned with recent standards.
There are SMART boards in the sixth, seventh, and eighth grade classrooms.	Computer classes were not offered last year.
There are four Elmos (Document Cameras).	
THS	
There are on-line resources -- Stratalogica, Docs, NBC Learn.	Technology is not integrated into some classroom instruction.
Many software packages are used by the teaching staff.	Students know a lot but not in depth. They can be more efficient.
	Kids are on face book and twitter despite the filter.
	Curriculum is not aligned with recent standards. Last curriculum update was 2006.

Professional Development – how the technology needs of teachers, administrators and noncertified staff are assessed, activities that have been offered, effectiveness of offerings	
Strengths	Weaknesses
BGP	
Technology PD is offered at certain times of the year and by request.	More selections need to be available in small groups particularly in basic and proficient use of computer productivity tools.
TIS	
Technology PD is offered at certain times of the year and by request.	More selections need to be available in small groups.
TMS	
Technology PD is offered at certain times of the year and by request.	More selections need to be available in small groups at more advanced levels.
THS	
Technology PD is offered at certain times of the year and by request.	More selections need to be available in small groups at more advanced levels.

Equitable Use of Educational Technology – availability of technology to all students and staff, time available for use of technology, description of types of assistive technology tools available

Strengths	Weaknesses
BGP	
The three laptop carts work	Student classroom computers are very old, slow, and need frequent updates. This makes their use frustrating.
Computer lab is available	
The copier is able to scan documents	
Assistive Tech is available	
TIS	
There are SMART boards in the fourth and fifth grade classrooms	Student classroom computers are very old, slow, and need frequent updates. This makes them frustrating to use.
Some teachers take their classes to the computer room	There are only a few SMART boards and projectors
There are three computer labs available	The teacher computers are very old
The copier is able to scan documents	
Assistive Tech is available	
TMS	
Computer labs are available	More computers are needed
Assistive Tech is available	The carts are old
	Electricity is problematic
	Printing is sometimes difficult
	Teacher computers are very old
THS	
There are functioning computer labs	The computers are 7 years old. What will happen when our computers/printers, etc. start to fail?
There is a new CAD lab	Computer equipment is slow and in disrepair.
Rooms have projectors	There are few computers in the classrooms
There are a few computers in the classrooms	There are no interactive white boards.
The copier scans documents	Security prevents us from using BYOT
There are 20 document cameras	Would like to have students use personal technology such as e-readers
Assistive Tech is available	There is no dedicated computer lab for PE, must use the library
	We have lots of old and outdated/non-supported software
	Software, used in the past, is now managed by IT making setting up classroom access more time consuming and difficult.
	As upgrades have been made to the system, some of our software is no longer supported, or will not be supported in the near future.
	While we would like to include more uses of technology within the curriculum, the cost can be

	prohibitive. The cost to buy upgrades of software is well outside the scope of our current budget.
	Site licenses and equipment replacements are expensive. Diet analysis software alone is expensive and going to an online format at a cost of \$8,000
	There are not enough people in IT to meet needs as issues arise.
	Need more tech support for Power School

Infrastructure – Types of data and video networking and internet access available, effectiveness of the present infrastructure, how E-Rate has allowed improvements	
Strengths	Weaknesses
District	
Modern network infrastructure with Gb backbone	Little Wifi Coverage – E-Rate may be used for future Wifi purchases
High-speed internet access via CEN	Decentralized data storage
Virtualized server infrastructure	
District smart phones provide mobile access for administrators -- afforded under E-Rate	
All computers have internet access -- E-rate T1 lines	
BGP	
	Internet speed is insufficient for newer web technology
TIS	
	Lack of electrical outlets in older schools
	Internet speed is insufficient for newer web technology
TMS	
	Lack of electrical outlets in older schools
THS	

Administrative Needs – Do the staff use technology to access data, to report student information, as a communication tool, to gather information and for record keeping? Are professional development opportunities available?

Strengths	Weaknesses
A data system is available (PowerSchool) to report student information.	Some staff computers are outdated.
A data system is available (Mastery Manager) to record and access assessment information.	Internet speed at some buildings is insufficient for newer web technology
Email is used to communicate.	Access to documents from home is difficult
A website is used to communicate.	Inter building documents are difficult to access, modify and save
Professional development workshops are available.	
Digital tools, such as iPADs are available to administrators and some teachers	

Goals and Strategies

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Goal 1: Determine grade by grade appropriate technology use and skills.

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Create a vision for the role of technology within the district	Strategic Planning Committee	Fall 2012	Presence of a Vision
Determine the skills needed to <u>take</u> the SBAC and other on-line assessments. Include keyboarding skills.	CD* and K-12 Computer Technology Committee	2012-2013	List of Skills is determined for taking the SBAC and other on-line assessments.
Analyze standards documents to determine the embedded technology skills present in the Common Core State Standards.	CD, Coordinators and K-12 Computer Technology Committee	2012-2013	List of Skills embedded technology skills present in the Common Core State Standards is determined.
Determine additional skills needed for college and career ready 21 st century student participation and plan backwards for achievement by 12 th grade, including those for creativity and productivity.	CD and K-12 Computer Technology Committee	2012-2013	List of Skills is determined for college and career ready 21 st century student participation and plan backwards for achievement by 12 th grade, including those for creativity and productivity.
Produce an articulated sequence of computer knowledge and skills for district use.	CD and K-12 Computer Technology Committee	2012-2013	Computer Technology Scope and Sequence

* CD = Curriculum Director

Goal 2: Revise the Acceptable Use Policy for 21st century digital citizens.

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Acquire and analyze the Acceptable Use Policy (AUP)	Technology Director with K-12 Technology Committee	2012	AUP obtained
Revise local requirements to meet those of the state while accommodating 21 st century learners	Technology Director with K-12 Technology Committee	2012-2013	Analysis and revisions/extensions complete
Analyze the AUP to match or determine appropriate consequences for misuse of technology, e.g. for BYOT	Technology Director and Assistant Principals	2012-2013	Companion document created to delineate consequences for misuse
Produce an articulated sequence of acceptable use and consequences for misuse for each building grade range	Technology Director with K-12 Technology Committee	2012-2013	Sequence created

Goal 3: Provide a scope and sequence of research skills.

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Develop a scope and sequence of research skills K-12.	K-12 Library Committee	2012-2013	Scope and Sequence of research skills exists
Determine digital skills that support this sequence.	K-12 Library Committee	2012-2013	Scope and Sequence of digital skills exists.
Embed these skills in the developing curriculum.	CD and Coordinators	2012 and ongoing	Ongoing
Provide PD in the appropriate digital strategies	CD	2013-2014	Evidence of appropriate digital skills for research

Goal 4: Determine and organize grade by grade websites and software sources support learning better than other modalities.

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Construct a digital system for organizing appropriate digital sources that support the curriculum.	CD and coordinators	2012	Repository identified and/or constructed. (Now complete)
Seek and encourage use of sites and software that support and further	CD and coordinators	2012 and ongoing	All staff using appropriate sites and software

curriculum-based instruction.			
Provide PD in the use of sites and software.	CD and coordinators	2012 and ongoing	PD occurring

Goal 5: To further learning by putting technology in the hands of each student K-12

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Identify digital devices that best support learning.	K-12 Committees	2013-2014 and ongoing	Devices identified
Determine plans and procedures for implementing these devices, e.g. BYOT, 5-12, or for district provided collaborative technology, e.g. interactive white boards K-4.	Director of Technology	2012	Devices, plans and procedures are in place
Provide PD for use of devices.	CD	Ongoing	PD occurring

Goal 6: To further technology enhanced learning by having teacher support

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Hire a technology support and integration specialist for each building	BOE	2013-2014	Personnel hired
Identify go to people in each building for help with specific uses or issues	Principals	2013-2014	Go to people identified

Goal 7: To further learning by having communication tools available for individualized student to student and student to teacher communications.

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Provide for appropriate S-S and S-T connections for students grades 6-12	Director of Technology	2012-2013	Connections available
Provide for availability of response devices for students grades K-12, e.g. Clickers	Director of Technology	2013-2014	Devices available

Assessment – Leverage the power of technology to measure what matters and use assessment data for continuous improvement

Goal 1: Use the power of technology to expedite processes for continuous improvement.

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Investigate the replacement of Mastery Manager	Director of Technology and CD	2012-2013 for 2013-2014 school year	Move determined and, if necessary, made
Determine a digital repository for RtI information	Director of Technology	2012-2013	Repository identified and set up
Determine and teach digital test taking strategies	CD and K-12 Computer Technology Committee	By 2015	Accomplished by each grade taking SBAC practice tests.
Acquire and train for the use of Naviance for the SSP	CD and SSP Committee	July 2012	Naviance acquired and training accomplished.

Connected Teaching and Learning – Ensure that educators are prepared to teach 21st century learners and are 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 1: Provide professional development to support and further the use of appropriate technology.

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Provide technology PD in small groups.	CD, SIC Committee and Principals	Ongoing	Record of Occurrences and staff evaluation
Allow choice in some cases and require training in others	CD, SIC Committee and Principals	Ongoing	Offerings include choice and requirements
Offer mini series	CD, SIC Committee and Principals	Ongoing	Mini series offered
Solicit requests from PLCs	CD, SIC Committee and Principals	Ongoing	PD requests solicited from PLCs
Have “go to” people trained or have a technology integration specialist in each building.	CD, SIC Committee and Principals	Ongoing	In place by the fall of 2012
Trains staff in the appropriate use of devices, evaluation tools, windows 7, etc.	CD, SIC Committee and Principals	Ongoing	Staff training has occurred

Infrastructure for Teaching and Learning – Access to a comprehensive infrastructure for learning, when and where they need it.

Goal 1: Continue to invest in technology infrastructure to support the articulated learning goals.

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Compile a complete inventory of available technology and its functioning	Director of Technology	Spring 2012	Inventory Available
Complete the inter-building fiber project.	Director of Technology	Spring 2012	Fiber Complete
Increase amount and types of internet technologies teachers have access to	Director of Technology	Ongoing	Increased availability of internet technologies for teachers
Institute the five year technology replacement program	Director of Technology	Spring 2012	A five year technology replacement program is occurring
Tailor student web access by grade	Director of Technology	2012-2013	New web filter is in place to tailor student access by grade
Move to Windows 7 by 2014	Director of Technology	2014	Move is completed to Windows 7
Plan for “bring your own technology” – split the access	Director of Technology	2013-2014	Access is split so students can BYOT
Provide wireless technology	Director of Technology	2012	Wireless technology is available in all buildings
Have PowerSchool experts who can take full advantage of PS and support the staff in its use.	Director of Technology	2012-2013	Presence of staff who can support all aspects of PS

Productivity and Efficiency – Redesign processes and structure to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.

Goal 1: Productivity software programs are in place

Steps to Be Taken	Who is Responsible?	When This Will Occur?	How will Success be Measured?
Support Naviance to assure its full use, productivity and efficiency	Director of Technology	July 2012	Naviance is in place and functional
Support Power School (lunch count, curriculum class use (as Ucompass), nursing, report card, notes, transportation, etc.) to assure its full use, productivity and efficiency	Director of Technology	2012-2013	Power School is fully utilized
Support Mastery Manager or a similar product to compile student learning information	Director of Technology	2012-2013	System is in place

Appendix A
Technology at Tolland High School

Business Department:

Technology

- 72 student computers
- Document cameras
- Digital cameras

Software

- Business simulation program
- SAT prep software
- Keyboarding and Accounting software

Math Department

Technology

- Two student stations, one teacher station in each room
- Document readers
- Graphing calculators

Software

- Graph 4.3
- TI Smart View
- Geometer's Sketchpad
- TI Smart View
- Minitab
- Graphing calculator

Science Department:

Technology

- 13 computers in each science room
- Probeware, scanner
- Digital camera
- Digital projectors
- Avervision document readers
- Clickers

Software

- PASCO for probeware
- Examview specific for science,
- Software specific to each science discipline i.e interactive software naming compounds, atomic structure, molecular geometry

Counseling Department

Technology

- 3 computers for student use, each counselor has a computer as well

Software

- Naviance/Family Connection web-based software
- Power School

Tech Ed

Technology

- 65+ student computers
- 4 teacher computers
- Color Copier (paid for directly by Graphics SAA fund, no BOE money budgeted)
- Image Plotter
- 2 Large Format Printers
- 1 Epson Stylus Pro large printer
- Versa Laser

Software

- Multiple design and engineering programs
- Adobe Suite CS2
- Gerber Composer
- Image Setting

Physical Education

Technology

- 6 computer in the department
- 4 Printers
- Wii and televisions for students with limited mobility

Software

- Diet analysis software (in library computer lab)
- Fitness elective uses video technology for projects

Family and Consumer Science

Technology

- Publisher
- Story board for pre-school program
- Flip Video camera
- iPad
- Digital Cameras

Software

- PowerPoint
- Internet workshop lesson plans
- Blogging

Special Education

Technology

- 5 teacher computers
- 10 student computers
- 1 computer each for School Psychologist, Social Worker, Speech/Lang. Clinician & Secretary
- Calculators

Software

- Scoring programs for achievement testing (Woodcock Johnson)
- Behavior and cognitive testing (BASC)
- Language and speech specific software
- Electronic photo album
- Scoring programs for achievement testing (Woodcock Johnson)
- Behavior and cognitive testing (BASC)
- Language and speech specific software

Appendix B

Technology Faculty Survey Spring 2012 Comments

Tolland High School

- Much of what we currently have/use is old/outdated/obsolete and or nearing the end of its “useful life.” I am concerned that when/if the eqmt. “gives” it will be all at the same time or at regular intervals w/in our department as each classroom has 24 student stations that are critical to the implementation of our curriculum. As it is, our budget lost \$14,000 over the past 2 years due to “pre-purchasing” of textbooks and it seems likely that this \$ will never be put back into our budget. Therefore, the primary concern is financial simply because technology is a critical component of teaching & learning.
- Tolland is good with technology but we could stand to get better.
- CAD lab 80 in great shape due to recent hardware upgrade.
- Technology is great; I don’t have a computer at home, an iPad or Smart Phone, because I can’t afford them. If I had the money I would like them.
- The more technology we have the more it will be used to enhance student learning.
- I have a Master’s degree in educational technology and I feel like I have not been able to use my skills because of our lack of tech. Many times I start planning a tech. based lesson and find my students/self cannot access the software/website or materials. It is very upsetting.
- Has to be ongoing—one shot sessions get lost quickly—renewing understanding is essential.
- Would like to see more opportunities for tech PD during professional development time.
- I think the school has a good basis for technology, but it seriously needs to be updated. In addition, this year teachers do not have access to everything they’ve been able to access in the past. To use much of our technology now we must go through IT, which makes using the technology more of a hassle and less worth it for teachers.
- I think what we have is great! People always complain and want more. This is a nice school. We should appreciate it! Technology will always need to be updated—it never ends. We can teach well with what we have!
- I wish there was more of a district understanding that different disciplines have very specific needs to technology. A “one size fits all” approach to technology is unrealistic. Thank you!
- Access to YouTube for teachers would be very useful.
- I feel your pain. We’ve been getting behind for years, and pretty soon (especially with the new computerized testing in the future) the roof will collapse.
- We need more access to computers at THS!
- Because new technology was purchased for this building when it was built, outsiders tend to assume that what we have is sufficient and up-to-date, but that is becoming less and less true of this facility.
- Need monies for software updates and computer updates. Allow students e-Readers.
- Seriously lacking!

- To be realistic...we need to provide \$ for our existing equipment so it will actually work and be updated! Let's not worry about "pie in the sky." I am wondering if we will even have money to change lights in the overhead projectors let alone buy iPads!
- We need to update.
- I am very frustrated with the fact that there are not more computer labs available to students, and that too often machines that break down in the computer lab are not fixed or replaced in timely (2 days) manner.
- My main concern is having the mini lab in room 32 functioning properly.
- What happens when things start to "die"?
- We need to maximize the functionality of what we currently have before jumping into purchasing more. At the same time, we need to move w/ the times, so we adequately prepare our students for the future.
- At times computers are slow, frequently lose internet access. Fax is slow, unreliable, misses faxes sent.

Tolland Middle School

- I am a huge fan of web-based math program ixl.com to support my math resource class. It is tied into CT based standards.
- I would do a lot more if we had the ability to get into the lab at TMS. I recently tried to sign up 2 weeks in advance and it was booked until April. The laptop cart doesn't work well because the batteries run out and I cannot keep them charged for all of my classes. I would love to have 2 or 3 computers in my room to allow for research, remediation, enrichment or stations type work. Thanks!
- I wish there were student devices/computers in the classroom so we could use them more often. I would also like to have our student lists input into Discovery Ed so they could access activities and assessments.
- It would be great if we could access our U drive from home.
- I'm glad you're asking!
- Need Smart Board workshops.
- Smart Board training.
- Another computer lab space with the ability to run newer programs is very much needed. The students need to learn new software and be able to discriminate reputable/reliable websites from bias/unreliable websites. More technology practice needed for all students. Using teacher blogs, website, wikis, web guests. Developing presentations using NEW! technology and programs. Need to have access to computers and right now it is a 6 week wait to get into the computer lab!
- Need workshops on website design, UCompass, I move (Mac) in the TMS Library, Google Docs. #1 priority Smart Board applications; advanced PowerSchool applications.
- I believe we are behind the eight ball on technology but a lot is due to budget issues. We also have a lot of upgrading to do throughout the district, which may limit the amount of new technology we can get.
- As a reading specialist, it would be great to have an Elmo or opaque projector to project student papers onto the white board for analysis and editing.

- When are we going to get Word 2007? My computer had to be updated from Word 2000 to Word 2003. I was studying for my Master's Degree in Education and could not open documents on my teacher desktop because Word 2007 was required at my college. Also, I could not access my college's learning website from school due to lack of system requirements. I am also deeply concerned about the inequality of technology resources for Unified Arts teachers.
- Outdated; not working well or not at all.
- All computer with XP are problems as we are no longer able to run archaic system w/ new programs, etc.
- Amazed the tech department can keep our outdated systems working.
- Great—when it works the way it is supposed to work.

Tolland Intermediate School

- Most/all computers in our building are out of date.
- Needs updating!
- Our school/district supplied technology is outdated, insufficient to meet basic needs for student learning, and not always readily accessible. I only have a Smart Board due to perseverance and hard work getting a grant. If not for using my own personal equipment (at my own expense), my classroom technology for students would be almost non-existent. Our curriculum also needs to be rewritten to foster the use of technology beyond just watching videos, word processing, and playing games.
- TIS needs a certified staff member to facilitate instruction for students using technology.
- We are very outdated with our computers.
- We need to make sure that we are using our limited funds wisely. It is great to get new gadgets, but we should know how we are going to use them, and have a way to document their impact in respect to increasing the educational experience for the students. Training is a must before buying new tools.
- Unless there is time added to the schedule, I will be limited to the amount of technology I use. Students used PowerPoint in 4th grade art when we had 1 hour classes and 5th or 6th (can't remember) used Photoshop 5-10 years ago.
- Response time to issues always good.
- Very often our photocopiers are not working...it is very frustrating to go from 3 machines down to 1.
- I have purchased an iPad and a laptop which I use primarily for school. We could certainly improve in this area.
- We only have Smart Boards due to tireless grant writing efforts. All teachers who would like one should get one before other tech like iPads are purchases. I had to purchase a new laptop when I used my personal laptop at work and "caught" a virus that crashed my system. I no longer bring it to work, but create documents for school use at home and transfer them via e-mail attachments or flash drive.

Birch Grove

- Speed and quality of equipment is so out of date. This needs to be a top priority for our students and teachers. Updated technology can increase learning exponentially and improve critical thinking.
- The BG reading dept. has created Excel docs to store various reading assessment & reading support information on grades K, 1 & 2 students. These docs are used to monitor, identify, document, and place students in reading intervention programs. One of the reading paras has been an invaluable resource with the development and creation of these docs. Because of her background knowledge of the use of Excel, I would like her to present Excel workshops to the reading and math staff to support & teach us how to use these Excel docs to their fullest potential. (I have been in discussion about this already. FYI—a workshop was supposed to occur in early November on one of the in-service days during the power outage, but it never got re-scheduled. I intent to follow up on this asap—but wanted the committee to be aware of it!) Also, a coordinator offered to help us link Mastery Manager data to these Excel docs.
- Need it or not—i.e.—they do not know—what they do not know!
- I would love 2-3 PC's that I could use with students in the Reading Room. We could set up literacy centers to use with small groups given the PC's/software.
- There are so many free websites available through our G.B. kid links it's a shame most of our classrooms don't have computers that can access it.
- Thank you, tech staff, for all you do—just wish we had more of you to do this critical work!
- Most of what I know is “self learned” so I have very big gaps and I do need PD to be brought up to speed with the current tech. available. Thank you!
- I am interested in/would like to have a Smart Board in my classroom at some point in the future.
- Antiquated systems throughout the district—very poor education for our kids.
- We need basic supplies—like books for the library—before we need expensive technology.
- Computers that will work and be quiet. Fans too loud to use for students with hearing difficulty.
- I feel that TPS are very behind in technology.