

# STOCKBRIDGE VALLEY CENTRAL SCHOOL NYSED TECHNOLOGY SURVEY 2015

## A. LEA Information

1. Total student enrollment based on the most recent BEDS Day submission? **442**
2. Student enrollment by grade band based on the latest BEDS Day submission?

<b>Grade Band</b>	<b>Enrollment</b>
Grades K-2	97
Grades 3-5	108
Grades 6-8	87
Grades 9-12	150

3. What is the name of the district administrator entering the technology plan survey data?

Kathlyn W. Fisher

4. What is the title of the district administrator entering the technology plan survey data?

Other: Technology Coordinator

## B. Instructional Technology Vision and Goals

### District Mission:

**Mission:** We empower students through education.

**Vision:** We aspire to be recognized as a high-performing school district that instills excellence and graduates all students prepared for college and careers.

#### Core Beliefs:

- Students: Students are at the forefront of our decision-making.
- Safety: Every child deserves a safe, nurturing learning environment.
- Character: We value responsibility, integrity and respect.
- Learning: Learning is a life-long endeavor involving risk-taking, making mistakes and perseverance.
- Engagement: Parents, guardians and the community are necessary and valued partners in our students' education.
- Diversity: We embrace and celebrate diversity.
- Staff Development: Quality student learning demands commitment to continuous professional development.

Words: 100/100

Please provide the executive summary of the instructional technology plan, including vision and goals.

#### EXECUTIVE SUMMARY:

The Stockbridge Valley Central School will incorporate technology and telecommunications into its instructional program in order to:

- Integrate technology into the learning-focused PreK-12 Common Core curriculum.
- Understand the capabilities and applications of technology as a tool for life-long learning, creative expression and meaningful employment.
- Provide a learning environment that is flexible and responsive to change.
- Expand learning opportunities for students, staff and the community.
- Access and analyze information to make informed decisions.
- Enable and encourage communication and collaboration between students, staff, parents and the community.

#### TECHNOLOGY VISION and GOALS:

1. Technology will be invisibly woven into all areas of the PreK-12 curriculum to improve student performance.
  - Goal: Provide access to technology where learning takes place through one-to-one mobile computing for all students Grades 1-12.
  - Goal: Utilize Google Apps for Education and Google Classroom as a backbone for creativity, communication and collaboration.
  - Goal: Curriculum plans will include technology as part of the learning process.

- Goal: Technology will be used to strengthen early literacy and address other academic gaps as appropriate.
- 2. Technology will allow students to be knowledge creators and to demonstrate 21st century skills.
  - Goal: Student engagement and responsibility for learning will be elevated through application of the S.A.M.R model of technology use.
  - Goal: Provide rich multimedia resources and production equipment for demonstration of learning and creative expression.
  - Goal: Provide tools for STEM discovery (3D printing, robotics, coding) and develop understanding of applied technology in the workplace.
- 3. Our networks, infrastructure and Internet environment will be robust, reliable, and safe.
  - Goal: Install wireless access points in all learning and common spaces.
  - Goal: Increase Internet speed to 1 GB incoming network capacity.
  - Goal: Upgrade network monitoring tools and abilities to assure a safe and reliable network.
- 4. Students, faculty, staff, and community will have access to computer devices, software, and technology appropriate to their needs.
  - Goal: Expand opportunities for students and community to use technology beyond the school day.
  - Goal: Expand curriculum offerings and learning opportunities through distance learning, on-line courses and flipped classrooms.
  - Goal: Upgrade teacher devices and technology resources to keep pace with developments in the realm of educational technology.
  - Goal: Provide appropriate technology tools to meet the diverse needs of students.
- 5. Users will use technology responsibly and ethically.
  - Goal: Educate students in Internet safety and responsible use annually and continually.
  - Goal: Hold students accountable for appropriate use and care of district owned technology.
- 6. Technology will be used to collect, access, and analyze student and district data to formulate district plans.
  - Goal: Utilize data aggregation tools to recognize trends and inform decisions.
  - Goal: Survey and review technology use to make conscious technology budget decisions.
- 7. All faculty and staff will feel comfortable in the use of technology to support daily instructional and administrative duties.
  - Goal: Build technology competency through professional development
  - Goal: Provide professional development in innovative ways including on-line training and professional learning communities.
- 8. Utilize technology to communicate practically and effectively.
  - Goal: Develop new website and social media communications.
  - Goal: Use technology to promote collaboration.
  - Goal: Involve all stakeholders in technology planning.

Words: 499/500

Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

## Planning Process:

Through a series of four monthly meetings, the SVCS technology committee and administration developed a technology plan aligned with the district strategic plan and incorporating input from stakeholders.

Members of the technology committee included: (position and/or # of representatives)

1. Administration (superintendent, elementary principal, high school principal and business official)
2. Technology Coordinator
3. High school teachers (mathematics, science, social studies, Spanish)
4. Library media specialist
5. Elementary teachers (pre-K, second grade, fifth grade)
6. Special education teacher
7. Board of Education members (2)
8. Parents, business and community (3)
9. Students: Students met several times in small groups with the superintendent
10. MORIC: Model Schools and MORIC staff as consultants

At each meeting the superintendent reviewed the district mission, vision, core beliefs and strategic plan and introduced or reviewed new trends and innovations in educational technology.

Topics:

1. S.A.M.R. Model of Technology Integration
  - o SUBSTITUTION: Technology is a direct tool substitute with no functional change.
  - o AUGMENTATION: Technology is a direct tool substitute with functional improvement.
  - o MODIFICATION: Technology allows significant task redesign
  - o REDEFINITION: Technology allows the creation of new tasks, previously inconceivable.
2. STEM - Technology applications in science, technology, engineering and mathematics
  - o Demonstration of the NAO robot
  - o Demonstration of 3D printing
  - o Applications of these technologies in the local workplace
3. 21st Century Skills
  - o Collaboration
  - o Communication
  - o Critical Thinking and Problem Solving
  - o Creativity
  - o Global Awareness
  - o Information and Technology Literacy
4. One to One mobile computing
  - o Chromebooks and Google Applications for Education were used by the committee in a collaborative task
5. Video production in the classroom
  - o Committee viewed and discussed ed-tech videos produced by students using Web2.0 tools
6. Communications / Community Input
  - o Designed a new district website.
  - o Created prioritized list of needs. Reviewed spending plan
  - o Created a parent/community survey on access to Internet and support for technology in the home
7. MORIC building walk-through identified gaps in WiFi coverage.

One meeting identified technology skills we want students to have upon graduation. Using the 21st Century Skills as the foundation, small groups defined teaching models and activities incorporating those skills. Groups then created matrices that identified resources needed to accomplish those tasks.

The next meeting reviewed those matrices and developed a combined list of needs which was broken down into categories: equipment, software, and other resources. Items that could be purchased with Smart Schools funds were determined. District technology funding will be allocated for items not funded by Smart Schools. Smart Schools money for security was identified through planning by the district Facilities Committee. Remaining funds (\$435,000) will be applied to technology devices.

The administration created a proposed prioritized list of purchases with a three year spending plan which was reviewed by the committee with changes made to reflect the stakeholders' priorities. High priority was placed on providing students with immediate access to technology in the classroom. A one-to-one mobile computing plan was developed. Discussion of taking home technology lead to the development of a parent survey regarding access to the Internet at home, perceptions of student technological ability, support for student use of district provided technology in the home, and preference for amount of homework screen time.

(496/500 words)

Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals. \*

- Access Points
- Cabling
- Connectivity
- Device Gap
- Network
- Professional Development
- Staffing
- Other
- No Gap Present

Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.

**CHALLENGES:**

1. Budget / Funding

Stockbridge Valley will continually monitor its budget and look for funding opportunities to maintain and improve the level of technology in our classrooms in accord with need, best practice, and emerging technology application.

2. Rapid Change

Keeping up with the pace of educational technology requires continual research. SVCS will carefully evaluate new technologies to determine how these innovations can help us better reach instructional goals.

3. Professional Development / Curriculum Planning

The SVCS strategic and professional development plans will guide us as we provide extraordinary education everyday for our students and equip them with 21st century skills for college and careers.

Words: 100/100

## C. Technology and Infrastructure Inventory

1

What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). \*

If the district has multiple school buildings, the minimum and maximum capacity between and within school buildings should not be an average. Please list the minimum capacity at the school building with the lowest capacity and the maximum capacity at the school building that has the highest capacity.

<b>Network Bandwidth</b>	<b>Minimum Capacity (Expressed in Mb or Gb)</b>  *	<b>Maximum Capacity (Expressed in Mb or Gb)</b>  *
Network Bandwidth: Incoming connection TO district schools (WAN)	1 Gbps	1 Gbps
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	N/A	N/A
Bandwidth: Connections WITHIN school buildings (LAN)	1 Gbps	10 Gbps

2

What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).

\*

100 Mbps

This refers to the speed configured to get from the district hub out to the Internet.

3

What is the name of the agency or vendor that your district purchases its primary Internet access bandwidth service from?

\*

Time Warner

Response is limited to 50 letters.

See guidance document for further clarification and example.

Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.

Please check all that apply.

Wireless Protocols	Available/In Use
802.11a	<input checked="" type="checkbox"/> Available <input type="checkbox"/> In Use
802.11b	<input checked="" type="checkbox"/> Available <input type="checkbox"/> In Use
802.11g	<input checked="" type="checkbox"/> Available <input checked="" type="checkbox"/> In Use
802.11n	<input checked="" type="checkbox"/> Available <input checked="" type="checkbox"/> In Use
802.11ac	<input checked="" type="checkbox"/> Available <input type="checkbox"/> In Use
802.11ad	<input type="checkbox"/> Available <input type="checkbox"/> In Use
802.11af	<input type="checkbox"/> Available <input type="checkbox"/> In Use



5

Do you have wireless access points in use in the district?

\*

Please check one.

a

What percentage of your district's instructional space has wireless coverage?

\*

6

Does the district use a wireless controller?

\*

7

What is the port speed of the switches that are less than five years old in use in the district?

\*

Please respond with 0 if not applicable.

How many computing devices less than five years old are in use in the district?

<b>Computing Devices</b>	<b>Number of devices in use that are less than five years old</b> *	<b>How many of these devices are connected to the LAN?</b> *
Desktop computers/Virtual Machine (VM)	30	30
Laptops/Virtual Machine (VM)	45	45
Chromebooks	42	42
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	40	40
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	35	35
<b>Totals</b>		

Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?

\*

Response must be a numeric value.

This information should be available within the district's Special Education Student Management System.

From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies for students with disabilities.

Funding and release time for targeted professional development and instructional planning is needed to make informed and efficient choices and use of technology with and by all students. This may include RIC training, participation in professional learning communities, attendance at trade shows and vendor demonstrations, as well as in-service opportunities provided by the district. IT staff will need additional time to support the ever evolving diversity of technology being used.

Many of our students do not have Internet access or working computers in their homes and this is especially true of students with disabilities. Funding and ISP provider agreements to provide 3G or other filtered Internet access for school owned devices in our rural homes would improve equity of access for our economically disadvantaged and special needs students.

Technology use by special needs students presents both unique opportunities and challenges. Mobile technology, while providing increased access, does not always provide increased accessibility because applications may be limited in features or difficult to integrate together. For example, a speech recognition app may not integrate with Google Docs for Education. We will continually look for best fit technology solutions for our students with disabilities.

Students may have difficulty with management and care of the device. A set of spare devices will need to be maintained for days when the student's assigned device may be left home or under repair.

Words: 227/250

Response is limited to 250 words.

See guidance document for examples.

How many peripheral devices less than five years old are in use in the district?

Note: Include only peripherals used for instructional purposes. Other peripherals might include, for example, video conferencing devices, cameras, or probes.

Peripheral Devices	Number of devices in use that are less than five years old *
Document Cameras	<input type="text" value="22"/>
Flat Panel Displays	<input type="text" value="0"/>
Interactive Projectors	<input type="text" value="0"/>
Interactive Whiteboards	<input type="text" value="0"/>
Multi-function Printers	<input type="text" value="0"/>
Projectors	<input type="text" value="0"/>
Scanners	<input type="text" value="0"/>
Other Peripherals	<input type="text" value="0"/>
<b>Totals</b>	

If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.

N/A

Response is limited to 250 words.

Does your district have an asset inventory tagging system for district-owned equipment?

\*

Yes

14

Does the district allow students to Bring Your Own Device (BYOD)?

\*

Question refers to students only.

a

On an average school day, approximately how many student devices access the district's network?

\*

15

Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

\*

Please select 'Not Applicable' if the question does not apply to your district

## D. Software and IT Support

1

What are the operating systems in use in the district?

Please select "yes" if the operating system is currently in use. Please select "no" if the operating system is not currently in use.

This includes all operating systems in use throughout the district.

Operating Systems	Is this system in use? *
Mac OS Version 9 or earlier	<input type="text" value="Yes"/>
Mac OS 10 or later	<input type="text" value="No"/>
Windows XP	<input type="text" value="No"/>
Windows 7.0	<input type="text" value="Yes"/>
Windows 8.0 or greater	<input type="text" value="No"/>
Apple iOS 7 or greater	<input type="text" value="No"/>
Chrome OS	<input type="text" value="Yes"/>
Android	<input type="text" value="Yes"/>
Other	<input type="text" value="No"/>

2

Please provide the name of the operating system if the response to question one included "Other."

3

What are the web browsers, both available and supported, for use in the district?

Please select "yes" if the web browser is both available and supported for use in the district. Please select "no" if the web browser is not available and supported for use in the district.

Web Browsers	Web Browsers available and supported for use *
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	No
Other	No

4

Please provide the name of the web browser if the response to question three included "Other."

Name of "Other" web browser in question 3.

5

Please provide the name of the learning management system (LMS) most commonly used in the district.

None Used.

Examples are provided [here](#). If a district uses a locally developed LMS, please indicate. If the district does not use an LMS, please reply "None used."

Please provide the names of the five most commonly used software programs that support classroom instruction in the district.

\*

- Google Classroom and Google Apps for Education ( collaboration, word processing, spreadsheets, presentations, and integrated applications)
- Microsoft Office Suite
- Moby Max (Common Core ELA and Math, Grades K-8)
- Raz-Kids (elementary reading comprehension and E-Books)
- Learning.com (K-8 Technology skills)

Words: 37

Please provide the names of the five most frequently used research databases if applicable.

- Noodletools
- Grolier Encyclopedia
- World Book
- Gale Cengage
- BrainPop

Words: 8

This question is optional.

See this [list of common statewide research databases](#).



8

Does the district have a Parent Portal?

\*

Please select one.

a

Check all that apply to your Parent Portal if the response to question eight is "Yes."

\*

- Attendance
- Homework
- Student Schedules
- Grade Reporting
- Transcripts
- Other

Check all that apply

b

If 'other' was selected in question eight (a), please specify the other feature(s).

- Discipline

9

What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?

\*

- Learning Management System
- Emergency Broadcast System
- Website
- Facebook
- Twitter
- Other

Check all that apply.

Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.

Please select 'Add Row' to input Titles and FTEs.

Relevant staff would include the Director of Technology, IT support staff, and any other staff that assist with computer-based testing, troubleshooting, etc. Please note the survey will ask for similar information about staff assisting with instructional technology integration training and support for teachers in a later question (Section F, Question two).

Note: Guidance document clarifies how to determine FTE count for purposes of this question and Question two in Section F.

Response is limited to 500 words.

Title *	Number of Current FTEs *	Delete Row (Will be Deleted on Save)
Technology Coordinator	<input type="text" value="0.60"/>	<input type="checkbox"/>
Network Technician III	<input type="text" value="0.60"/>	<input type="checkbox"/>
	1.20	
Add Row		

## E. Curriculum and Instruction

1

What are the district's plans to use digital connectivity and technology to improve teaching and learning?

Stockbridge Valley envisions a learning environment where technology is invisibly woven into all areas of the PreK-12 Common Core curriculum. For seamless integration, students must have ready and reliable access to technology tools appropriate to the learning process. The district plans to increase use of Google Classroom and Google Applications for Education to provide students with 24-7 access to lesson materials and assignments in the cloud. With 1-to-1 mobile technology, instructional activities involving technology will be more efficient and effective, reducing transition time and allowing students to quickly access documents and resources as needed. 1-to-1 devices also provide the ability to employ engaging learning methodologies such as collaboration and communication between students and between student and teacher, learner-response applications where data is collected and analyzed immediately, use of graphics, videos and other visuals to present and represent information, query-based interactive simulations, and virtual tools.

The district is developing a more rigorous high school curriculum that includes dual credit offerings and credit recovery. These courses will be made available in a number of modes including on-line courses, blended courses, flipped classrooms, and distance learning. Technology forms the backbone of these innovative means to meet the needs of all students.

Rethinking instruction using the SAMR model of technology integration and redesigning lab learning spaces to foster creativity and collaboration will provide new opportunities for students to develop 21st century skills that will better prepare them for college and careers.

Improved communications with parents will allow all stakeholders to actively engage in educating our children.

Words: 250/250

2

Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

\*

a

If "Yes", please specify.

The needs of students with disabilities are continually assessed, both daily in the classroom and formally through our committee on special education. Ways that technology can support the learning experience of students with disabilities are reviewed and refined as needed. Students are provided with resources and devices that augment and support their particular needs, whether that is learning materials that have been technically enhanced with larger type and line spacing for students with visual acuity and tracking issues, ready access to word processing for those with physical writing challenges, or devices and applications that provide text to speech and speech to text capabilities for students with physical or sensory disabilities.

Success on assessments administered or assisted through use of technology depends upon the student's familiarity with the device. The special education and IT departments work closely to investigate the capabilities of various devices and platforms to minimize barriers to the student for both daily instruction and assessment. Additional funding will be used to provide best fit technology solutions for our students with disabilities.

Words: 173/250

Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?

a

If "Yes", please provide detail.

Special education students at Stockbridge Valley are integrated into the general education population with additional co-teaching personnel, technology, and physical supports as needed. Assistive technology solutions are carefully selected to minimize educational barriers for the student with disabilities while not being disruptive to the educational environment. Selection of devices for the general education population must whenever possible be also appropriate for the student with disabilities, minimizing the need for segregation, individualized programming, special instruction, or extra preparation by the teacher.

Both the special education and IT departments evaluate new technologies. Demonstrations and pilot programs allow for evaluation of hardware and software in the classroom environment to determine if they are an asset or a hindrance to access to and participation in the general curriculum. Often this involves providing feedback to developers on ways to improve the device or application for the student with special needs and/or evaluation of alternative products and services. Solutions are not always readily available, so both departments continually monitor new product developments to identify resources appropriate to the need. For example, an application called OmniLecture combines recording teacher lectures with broadcast scribed note taking, allowing the special needs student to participate fully in the class instruction, view live recording of legible notes by a classmate, and have both notes and a video for later review at home or at school. Deploying such advanced applications requires dedication and training for the student and teacher. Release time and other opportunities to master such prescriptive technology should be considered.

Words: 249/250

## F. Professional Development

Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.

### Overview

The professional development plan for SVCS envisions adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement to improve the quality of teaching and learning.

All professional development is directly aligned with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards and shared decision-making.

### Professional Development Opportunities through Model Schools

SVCS encourages staff to participate in programs provided by Model Schools:

- **Trending Technology Teams:** regional networks for content teachers to share technology integration best practices and create technology-rich lessons. Model Schools introduces emerging technologies for members to explore, review, and evaluate.
- **Regional PD:** Districts within the MORIC offer professional development on a regional calendar.
- **Online Courses:** The MORIC offers online courses throughout the year.
- **Webinars:** Live and recorded webinars are available to SVCS staff.
- **Conferences/Tech Days:** Regional conferences are held annually.

### Technology PD: An Integrative Approach

Our approach to technology professional development is collaborative, continuous, embedded in daily practice, and focused on student achievement. Technology is addressed integratively during programmatic workshops for instructional initiatives. Demand based follow-up includes departmental technology integration meetings, one-on-one continuous IT support, and structured workshops as initiative needs unfold.

### 2015-2016 Professional Development Plan

Topic	Faculty Audience	Delivery	2015-2016 Timeframe	PD Technology Standards
Supporting Writer's Workshop with MobyMax and GAFE	K-6	Workshop / Department	Summer	9d. Design, evaluate and monitor learning 9e. Engage with students and use technology in innovative ways
Utilizing Technology to Engage the Special Education Student	Spec Ed	Workshop	Summer	9c. Optimal and equitable learning environments 9e. Engage with

				students and use technology in innovative ways
Technology Resources for the NYS Common Core Social Studies Curriculum	K-6	Workshop / Department	Fall	9e. Engage with students and use technology in innovative ways
Designing and Documenting Thinking Strategies for Conferencing with Students	K-6	Workshop	Spring	9d. Design, evaluate and monitor learning
Mapping Technology Integration into the Instructional Curriculum	7-12	Department	Summer	9d. Design, evaluate and monitor learning
1:1 Technology: Chromebooks and Tablets	7-12	Workshops, Online, PLC	Ongoing	9a. Technological literacy 9b. New and emerging technologies 9c. Optimal and equitable learning environments 9e. Engage with and use technology in innovative ways. 9g. Legal and ethical uses of technology
Planning for Online and Distance Learning Delivery of Advanced Placement Curriculum	Select 7-12	Department	Summer	9b. New and emerging technologies 9d. Design, evaluate and monitor learning 9e. Engage with students and use technology in innovative ways.
Utilizing Technology for Instructional Planning and Delivery in a Co-Teaching Classroom	Spec Ed and 7-12	Workshop / Department	Ongoing	9c. Optimal and equitable learning environments 9e. Engage with students and use technology in innovative ways.
Integrating Technology into Argument Writing and Research Unit Planning	Core 7-12	Workshop / Department	Ongoing	9d. Design, evaluate and monitor learning 9e. Engage with students and use technology in innovative ways.
Designing Technology Experiences for the Common Core Math Curriculum	Math 7-12	Department	Summer	9d. Design, evaluate and monitor learning 9e. Engage with students and use technology in

Website Design and Development - Professional Learning using A Flipped Classroom Model	All	Flipped Classroom	Spring-Fall	innovative ways. 9a. Technological literacy 9f. Communication and collaboration
Continuous Technology Integration Support	All	One-on-One	Ongoing	9a. Technological literacy 9f. Communication and collaboration
Technology PLCs	All	Networking / Workshops	Ongoing	9f. Communication and collaboration
Emerging Technologies	Faculty/IT	Conferences, Demos, Webinars	Ongoing	9b. New and emerging technologies

**2016-2018 Professional Development Plan:**

Professional Development Plans are developed annually. Continued professional development will support initiatives begun in 2014-15 and 2015-16. Training and support for technology integration will be determined during professional development planning in accord with educational objectives.



Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.

Title *	Number of Current FTEs *	Delete Row (Will be Deleted on Save)
Technology Coordinator	0.20	<input type="checkbox"/>
Instructional Coaches	0.20	<input type="checkbox"/>

## G. Technology Investment Plan

1

Please list the top five planned technology investments in priority order over the next three years.

Note: Infrastructure is considered an instructional technology investment.

See guidance for further information.

	<b>Anticipated Item or Service</b> *	<b>Estimated Cost</b> *	<b>Is Cost One-time or Annual</b> *	<b>Potential Funding Source (May list more than one source per item.)</b> *
1	Wi-Fi	30000	One Time	RIC CLO
2	Laptops	95000	One Time	Smart Schools, NYS H/W, RIC CLO
3	Tablets	58000	One Time	Smart Schools, NYS H/W, RIC CLO
4	Desktops	50000	One Time	Smart Schools, NYS H/W, RIC CLO
5	Professional Development	20000	Annual	District Funds, RIC CLO
<b>Totals</b>		<b>\$253,000</b>		



If "Other" was selected in question one, please specify.

#### DETAILS OF INVESTMENT PLAN

One time purchases for Laptops, Chromebooks and Tablets will become on-going rotations. Our goal is a 3-4 year replacement cycle and purchasing may be phased in over the 3 year life of the plan.

Line 1: Full wireless coverage in all instructional spaces and common spaces.

Line 2: Laptops includes laptops for all faculty, and Chromebooks for all students in grades 7-12.

Line 3: Android tablets for all students in grades 1-6

Line 4: Replace 2 instructional computer labs in preparation for online assessments. Change one lab space into collaborative high end computing / maker space for 3D design, video production and STEM activities.

Line 5: Summer camps, workshops, and curriculum days for teachers

Smart Schools money will also fund upgraded interactive projectors in all classrooms and a new distance learning classroom, as well as a major security camera upgrade. The establishment of a complete wireless campus with 1-1 mobile technology will open up switch ports previously used by classroom clusters. These ports will be used to network the security cameras.

Words: 170/250

## H. Status of Technology Initiatives and Community Connectivity

Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.

\*

- Changes in District Enrollment
- Changes in Staffing
- Changes in Funding
- Technology Plan Implementation
- Computer-based Testing
- Catastrophic Event
- Developments in Technology
- Changes in Legislation
- Other
- None

Please check all that apply.

a

Please specify if response to question one was other.

\*

Words: 0

2

In this section, please describe how the district plans to increase student and teacher access to technology, in school, at home, and in the community.

A district wide mobile device program (Chromebooks and Android tablets) with cloud based applications and storage will provide desktop Internet and computing access at school for every student. A phased in take home program will improve technology access for students at home.

Information from our community survey will determine the extent of Internet and WiFi access in the homes of our students. Location and ISP data will be used to map coverage areas of ISP providers serving the community. This data will be used to begin ISP contract discussions and drive purchasing decisions regarding 3G/4G prepaid mobile hotspots for loan to students and families. The technology committee will recommend terms and procedures for loan of devices.

Increased WiFi coverage throughout building including common and community spaces such as the gymnasium, cafeteria, library, and auditorium will provide broader access to our students during the school day and access for the community during after school hours. For example: Parents and students attending community group meetings in our cafeteria and library can use the district WiFi network before, during and after the meeting. Parents attending a sporting event on campus can use the outdoor and gymnasium WiFi networks during and between matches.

New teacher laptops with higher processing and connection speeds will improve access both at home and at school for our faculty. 25% of the faculty lives within the community.

\*

Words: 227/250

Response is limited to 250 words.

3

Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.

\*

- School
- Home
- Community
- None

Please check all that apply.

## I. Instructional Technology Plan Implementation

Please provide the timeline and major milestones for the implementation of the instructional technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.

### PURCHASING PLAN

Year	Milestones	Anticipated Budget	Implementation Notes
2015-2016	<ul style="list-style-type: none"> <li>● Full WiFi Coverage</li> <li>● + One-to-one (Grades 1-10)</li> <li>● Computer Lab Upgrades</li> <li>● 3D printer and software</li> <li>● Kindergarten Collaboration Tables</li> <li>● Furnishings, A/V and 1-1 Accessories</li> </ul>	\$30,000* \$95,000* \$39,200* \$4,500 \$15,600* \$25,000	RIC Support PD and Peer mentoring Professional Development After School STEM program Smart Notebook S/W & training
2016-2017	<ul style="list-style-type: none"> <li>● +Extend 1-1 Chromebooks (Grade 11)</li> <li>● +Replace Interactive Projectors</li> <li>● Classroom Printer H/W</li> </ul>	\$8,750* \$112,000* \$20,000	PD and Peer mentoring IT and Maintenance Teams Continue Supply Contract
2017-2018	<ul style="list-style-type: none"> <li>● +Extend 1-1 Chromebooks (Grade 12)</li> <li>● +Teacher Laptops</li> <li>● Distance Learning Room</li> </ul>	\$10,000* \$48,000* \$60,000*	OCM BOCES
2018-ongoing	<ul style="list-style-type: none"> <li>● Begin Replacement Cycle               <ul style="list-style-type: none"> <li>○ (Grades 1,2,7,10)</li> <li>○ (Grades 5,6,7,10)</li> <li>○ (Grades 3,4,7,10)</li> <li>○ Teacher Laptops</li> </ul> </li> </ul>	\$40,000+ annually	May need to review budget.

Smart Schools purchases\*.

+ This plan is subject to change. One-to-one deployment may be staggered over 3 years to allow teachers time to develop curriculum and instructional methods. One-third of the interactive projectors and one-third of the teacher laptops may be replaced annually to set up a cyclic replacement cycle.

**ACTION PLAN:**

<b>Goal</b>	<b>Timeframe</b>	<b>Actions</b>
Provide access to technology through one-to-one for all students	2015- 2017	Chromebooks Grades 7-9, 10th graders keep pilot devices.  Learnpads Grades 3-6, Pilot devices to grades 1,2
Utilize Google Apps for Education and Google Classroom for creativity, communication and collaboration.	2015-2016	Google Camp & Google Classroom Initiation
Curriculum plans include technology in the learning process	Ongoing	Summer curriculum development will include technology integration
Strengthen early literacy with technology	Ongoing	Expand use of Reading Eggs and Moby Max in Grades PreK-6
Application of the S.A.M.R model of technology use	Ongoing	Curriculum design along a continuum of increasingly independent and creative use
Rich multimedia resources and production equipment for learning and creative expression.	2015-2016	Microphone headsets, video cameras, software, computers and editing equipment
Tools for STEM discovery and understanding of technology in the workplace	2015-2016	3D printer and robotics units through MORIC. After school STEM program
Wireless access in all learning and common spaces. Expand opportunities for students and community to use technology beyond the school day. Increase to 1 GB incoming network capacity. Improved network monitoring.	2015-2017	IT Team and MORIC, TimeWarner  Spiceworks / Cisco Prime
Distance learning, on-line courses and flipped classrooms.	2016-2018	Curriculum development and DL lab creation.
Upgrade teacher devices	2017-2018	New laptops for all teaching staff.
Provide appropriate technology tools to meet the diverse needs of students.	Continually	Spec Ed evaluations. Best fit technology solutions.
Internet safety and responsible use. Student accountability	Annually/ ongoing	Internet Safety and other policy review/enforcement
Utilize data aggregation tools to recognize trends and inform decisions.	2015-ongoing	Schooltool Premiere
Survey and review technology use to make conscious decisions. Involve all stakeholders in technology planning.	Ongoing	Semi-annual tech plan review by technology committee
Build technology competency through professional development in innovative ways	Continuous	District PD plan
Develop new website and social media communications. Use technology to promote collaboration.	Begin 2015-2016	Ongoing outreach

464/500 Words

Please list the dates, actions, and desired outcomes. Response is limited to 500 words.

## J. Monitoring and Evaluation

1

Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.

The SVCS technology committee will meet at least 2 times annually to monitor, evaluate and adjust this technology plan. Each meeting will include teacher or student demonstrations of technology use and growth. .

Processes that will provide information used in reviewing our progress on the plan will include:

- Development of online student portfolios.
- Continuous monitoring of student work and student data to identify trends toward improved outcomes.
- Formal and informal observations of technology use by students and teachers.
- Review of curriculum and APPR records indicating teachers are implementing the SAMR model.

A semi-annual review will determine what goals and objectives of the technology plan have been met or are on target. If progress is not being made, either toward satisfaction of educational objectives or realization of educational technology goals, the plan will be reviewed and adjusted as necessary. Changes to the plan will be documented on the district website.

The plan will be updated annually by the technology committee and formally submitted to the MORIC and NYSED in accord with Part 100.12 of the Commissioner's regulations.

Plan review and revision discussions will include:

- What goals and objectives of the technology plan were not met? Why? Are there ways to overcome these barriers?
- Are there other needs that have emerged since we last wrote/revised our plan? If so, what are they?
- Were there any unexpected outcomes or benefits to having the technology in place? How can we capitalize on these trends?
- Are there any goals and objectives that are no longer relevant to our situation and should be deleted from the plan?
- What developments in technology have emerged that we can take advantage of to improve education for our school or community?

Words: 278/500

Please list the dates, actions, and desired outcomes. Response is limited to 500 words.

Please fill in all information for the policies listed below.

The only requirement for a public forum date is for the Internet Safety/Cyberbullying Policy. Districts do not need to have a public forum date for the Acceptable Use Policy (AUP) or Parents' Bill of Rights.

<b>Policy</b>	<b>Date of Public Forum (If applicable)</b>	<b>URL</b> *	<b>Year Policy Adopted</b> *
Acceptable Use Policy -- AUP	<input type="text"/>	<input type="text" value="http://w eb2.m"/>	<input type="text" value="2009"/>
Internet Safety/Cyberbullying	<input type="text" value="09/18/2014"/>	<input type="text" value="http://w eb2.m"/>	<input type="text" value="2009"/>
Parents' Bill of Rights for Data Privacy and Security	<input type="text"/>	<input type="text" value="http://w w w .s"/>	<input type="text" value="2014"/>

Does the district have written procedures in place regarding cybersecurity?

\*

## K. Survey Feedback

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1

Was the survey clear and easy to use

2

Was the guidance document helpful?

3

What question(s) would you like to add to the survey? Why?

- Question F-1 should allow more than 250 words. Commentary on curriculum and instruction should be given as much weight as other questions.
- Add Chrome devices and interactive projectors as options to list in question G.1
- Add an optional question in section G for explanation or clarification of investment plan.

Please respond if applicable. Response is limited to 250 words.

4

What question(s) would you omit from the survey? Why?

- Questions E.2 and E.3 are very similar. Recommend combining questions and extending length to 500 words.
- Questions D.8b and H.1a are required but should be optional if "Other" was not selected.

Please respond if applicable. Response is limited to 250 words.

5

Other comments.

- Spell check was a little buggy. Words like 'online', 'Chromebook', and 'assistive' should be in the dictionary.
- Dates in question J.3 had commas inserted. Year "2009" presents as "2,009"
- Print out is difficult to read. Formatting is lost and gray background with small fine text is difficult to read.