

Instructional Technology Plan - Annually - 2016

LEA Information

A. LEA Information

1. 2014-2015 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	2,799	0	563	679	714	830	13

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

Michael A. Tromblee

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

Director of Technology

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Instructional Technology Vision and Goals

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

District Mission: Inspiring A Standard of Excellence For All Students

District Vision: (Response is over word limit. Please navigate to the following url:

http://www.pelhamschools.org/www/ud00/9/9fa592878d5c497d964c448ab636c47f/Personal_Documents/vision.pdf

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

The Pelham Public School’s Comprehensive Technology Plan is meant to illustrate the role that instructional technology and technology infrastructure have in supporting the District’s Strategic Goals:
District Strategic Plan Goals 2014-2019:

- 1. Systematically integrate the principles and content of 21st Century Learning into academic and co-curricular programs to prepare all students to meet current and future challenges.**
- 2. Provide well-articulated coordinated networks of support as well as targeted instruction for every K-12 learner.**
- 3. Foster the social-emotional development of all students to promote wellness of the “whole child” and to support every learner’s growth and success.**
- 4. Build a professional culture of learning, effective feedback and growth for every employee inspiring a standard of excellence for all. [1]**

From these Strategic Goals, action items can be categorized into one of four Strategic Plan Pillars. These pillars are used to align all District functions for the purpose of achieving the stated goals.

Strategic Plan Pillars:

- 1. Principles and Content of 21st Century Learning**
- 2. Coordinated Networks of Support and Targeted Instruction**
- 3. Social-Emotional Development and Wellness of the Whole Child**
- 4. Professional Culture of Learning, Effective Feedback and Growth.**

Pelham’s Strategic Goals, Pillars, and the Plan that elaborates on achieving those goals, impacts the action of every department, program, and employee within the District. Therefore; this document is subordinate to the overall Strategic Plan, and the information detailed in this document will reflect that relationship. This document will highlight the current state of technology programs, plans, and actions with the caveat that technology is an ever changing area of operations. This document is a living document in that the District Strategic Plan has four strategic goals or pillars, and how we reach those pillars could change. While this document addresses the same years as the Strategic Plan, this document will be reviewed, and if needed, modified each year to reflect the role that it has in supporting the District’s Strategic Plan.

The content of this document will address details such as budget/expenditures, device inventory, and infrastructure descriptions; however, more importantly, this document will outline the core values of our learning community and how instructional technology and technology infrastructures support attainment of those ideals.

[1]Pelham Public Schools Strategic Plan 2014-2019. (2014). Retrieved July 20, 2015.

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Instructional Technology Vision and Goals

3. 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.

In 2014, Superintendent of Schools, Dr. Peter Giarrizzo, under the direction of the Board of Education began the process to develop a new Strategic Plan that would serve the District until 2019. In the initial phase of the planning process over 3000 school and community members, including students had input into the development of the strategic plan. Over 15 focus groups were held along with a community forum. 2800 community members responded to surveys providing even more voices to the planning process. Once the District had received the initial input described above, over 90 school and community members began to fine tune the data into the four stated goals and an initial action plan. These goals provide for effective feedback for both students and staff. Accountability is inherent in the plan as action plans to implement each are present. Technology, as a theme, is woven throughout the plan. Direction is given as to how technology can support, enhance, and measure the District's attainment of its four stated strategic goals. During the late summer and early fall of 2015, the District compiled a team to review, develop and recommend future steps to ensure that the Technology Plan aligned and continued to align with the District's Strategic Plan.

Technology Plan Development Team:

- Ms. Fernanda Tovar, Student Alumnae, Pelham Memorial High School (Graduated 2016)
- Dr. Steven Garica, Assistant Superintendent, Curriculum, Instruction, and Personnel
- Mrs. Rosemary Matthews, Assistant Superintendent, Pupil Personnel Services
- Mrs. Maria Thompson, Director of Humanities
- Dr. Thomas Callahan, Director of Math and Science
- Mr. Eugene Farrell, Director of Guidance
- Mrs. Jeannine Clark, Principal, Pelham Memorial High School
- Mr. Judd Rothstein, Assistant Principal, Pelham Memorial High School
- Dr. Robert Roelle, Principal, Pelham Middle School
- Mrs. Lynn Sabia, Assistant Principal Pelham Middle School
- Dr. Richard Limato, Principal
- Mrs. Susan Gilbert, Principal
- Mrs. Carla Tarazi, Principal, (Retired during 2016)
- Mrs. Tonya Wilson, Principal,
- Mr. Jack Martins, Library Media Specialist
- Mrs. Lauren Rosenberg, Library Media Specialist
- Mr. Michael Tromblee, Director of Technology

Revision Dates:

- June 28th, 2015
- July 15th, 2015
- August 1st, 2015
- August 3rd, 2015
- September 9th, 2015
- September 10th, 2015
- September 22nd 2015
- October 6th, 2015
- July 11th, 2016

Date	Topic	Participants	Outcome
6/28/15	Review of Strategic Plan for Technology Plan Development	Director of Technology and Superintendent of Schools	Alignment of Technology Plan to District Strategic Plan
6/29/15-9/9/15	Technology Plan Drafting	Director of Technology	Initial Drafting of Technology Plan
9/9/15	Tech Plan Review/Development Procedure Protocol	Director of Technology/Assistant Superintendent for Curriculum Instruction and Personnel	Developed procedure for input by larger Development Team
9/10/15	Review of Draft Technology Plan and introduction to review protocol.	Technology Plan Development Team	Technology Plan Development Team given protocol for

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			input/revisions/review
9/10/15-9/24/15	Electronic review/revisions made by Technology Development Team to Technology Plan	Technology Plan Development Team	Plan updated with suggested/accepted revisions.
9/24/15-10/4/15	LHRIC Technology Plan Review	LHRIC Tech Review Team	Suggestions made on technology plan
10/6/15	Revisions made to plan based on LHRIC Tech review team.	Director of Technology	Shared revisions with Technology Plan Development Team

4. 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

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

1. 2% Tax cap causes financial constraints on the district's proposed budget.
2. Increasing vendor costs. Each year vendors tend to raise costs for instructional technology services by an average of 4%. When the tax cap is a 2% levy cap (or CPI whichever is lower) it is clear that funding is unbalanced.
3. Time constraints on educators trying to meet a myriad of federal, state, and local initiatives limits the number of professional development offerings the district can direct towards instructional technology topics.

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Instructional Technology & Infrastructure Inventory

C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1 Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

3. What is the name of the agency or vendor from which the district purchases its primary Internet access bandwidth service?

Lower Hudson Regional Information Center/ BOCES

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed

	Speed in Gpbs or Mbps
Minimum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps

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Instructional Technology & Infrastructure Inventory

	Please provide the speed at which classrooms are connected to building wiring/network closet.
	<input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

6. What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	100	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

7. What percentage of the district's wireless protocols are less than 802.11g?

0

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

- Yes
- No

8a. What percentage of your district's instructional space has wireless coverage?

100

9. Does the district use a wireless controller?

Yes

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

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	664	664
Laptops/Virtual Machine (VM)	1,048	1,048
Chromebooks	1,861	1,861
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	0	0
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	141	141
Totals:	3,714	3,714

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Instructional Technology & Infrastructure Inventory

11. What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?

14

12. Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.

1. Clear updates from NYSED on researched based advances in assistive technology solutions.
2. Funding for specialized professional development for teachers, administrators, and IT staff in order to make full use of available assistive technologies.
3. Funding for a comprehensive assistive technology needs assessment, on an individual basis, for all students identified as disabled.

13. How many peripheral devices are in use in the district?

	Number of devices in use
Document Cameras	182
Flat Panel Displays	10
Interactive Projectors	0
Interactive Whiteboards	144
Multi-function Printers	158
Projectors	6
Scanners	10
Other Peripherals	47
Totals:	557

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

- Machines used for copy/scan/fax and print that are non-networked devices (12)
- Interactive Smart TVs (35)- Replacing Interactive whiteboards through BOCES IPA's (explains the reduction in Interactive White boards)

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

Yes

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

No

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

Yes

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Instructional Technology & Infrastructure Inventory

18. What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?

- Insufficient number of devices meeting testing requirements
- Lack of reliable Internet service
- Insufficient broadband access
- Inadequate staffing levels
- Insufficient testing spaces
- District does not foresee any barriers
- Other

18a. Please provide details if response to Question 18 was Other.

Instructional time to assess students.

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Software and IT Support

D. Software and IT Support

1. **What are the operating system(s) in use in the district?**

	Is this system in use?
Mac OS Version 9 or earlier	Yes
Mac OS 10 or later	Yes
Windows XP	Yes
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	No
Other	Yes

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

Linux for Virtual Servers, Novell for Network Operations Management

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

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

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

(No Response)

5. **Please provide the name of the Learning Management System (LMS) most commonly used in the district. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of online and blended learning courses.**

Locally developed procedure to blend instruction through Google Apps for Education and eChalk. Procedures and instructional delivery allow teachers to track, report, document and create a blended learning environment. Rather than rely on a vendor platform, we focus on the pedagogy.

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

- eChalk
- IXL Learning and Raz Kids
- AimsWeb
- Brain Pop
- United Streaming/Discovery Education

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Software and IT Support

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

- ABC-Clio Data Bases
- EBSCO: Historical Abstracts/Mas Ultra
- ProQuest:SIRS Issues/American Periodical/Historical NYT
- Gale: Biography/Literature/Health and Wellness/Student
- JSTOR Suite

8. Does the district have a Parent Portal?

Yes

8a. Check all that apply to the Parent Portal if the response to question eight is "Yes."

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

8b. If 'Other' was selected in question eight (a), please specify the other feature(s).

During the 2016/2017 school year, the District purchased the Backpack module associated with our SIS, Infinite Campus. According to the vendor's description, the District now has the following functionalities:

- Progress Reports · Report Cards · Transcripts · Census Verification Reports · State Assessment Reports · Any other student specific reports Benefits
- Reduce district costs by reducing mailings to homes · District controls how long reports are viewable · Robust auditing and reporting of parent views of reports · Custom reports and audit logs can be made available to teachers as well Features · Administrative dashboard to control creation and availability of reports · Upload tool to include external student reports · Tightly integrated with Infinite Campus data security model · Reports are available only to parent accounts · System provides information on who has and has not viewed reports · Optionally, district can provide access to teachers to see students reports and pull information on what parents have viewed them.
- From: <http://www.customtech.com/assets/Campus-Backpack-Flyer.pdf>

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

9a. Please specify if the response to question nine was "Other".

- Constant Contact
- Shoutpoint Module (Emergency Notification System)

10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.

Title	Number of Current FTEs
BOCES/LHRIC NTC	0.40
BOCES/LHRIC Network Admin	1.00
BOCES/LHRIC Jr. Network Specialist	1.00
BOCES/LHRIC Jr. Network Specialist	1.00

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Software and IT Support

Title	Number of Current FTEs
Help Desk Administrator	0.50
Director of Technology	0.20
Application Support Specialist	0.80
	4.90

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Curriculum and Instruction

E. Curriculum and Instruction

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

Curriculum drives all technology decisions within the District. The first strategic goal outlined in Pelham’s Strategic Plan is to “Systematically integrate the principles of 21st Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges.” According to the Partnership for 21st Century Learning, “21st Century Learning” can be defined as learning where students engage in content and skills related to the 3R’s but also critical thinking, communication, collaboration, and creativity. In support of the Strategic Plan will seek to use digital connectivity, applications and devices that connect to the World-Wide-Web, and effective professional development to ensure that students and teachers are able to access, evaluate, and apply web based tools and content to their studies/teaching. In support of the first strategic goal, Pelham has taken steps to improve the teaching and learning environment by continually upgrading access to the resources on the World-Wide Web. This is demonstrated in three key areas Infrastructure Improvements Device Deployment Professional Development. During the 2015/2016 school year, the District began to look at implementing MakerSpaces and Active Learning classrooms throughout the District. Furthermore, after a District wide evaluation of assessment solutions, the District is looking at ways to improve the collection of assessment data to inform instruction. The District has not developed its SSIP at this time and is still working with stakeholders to do so.

NoteThe word limit restriction does not allow for a detailed explanation of this section. Please refer to the District's Technology Plan for a detailed description.

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

Yes

2a. If "Yes", please provide detail.

District technology resources will be utilized to support services as laid out in the District Special Education Plan and associated Board of Education policy. Funds from both the Pupil Personnel Office and Technology Department are allocated to ensure devices, programs, and applications can be procured in accordance for identified students. An open line of communication and information sharing will occur between the District Technology office and the Pupil Personnel Office to ensure that when a need is identified, resources are secured and support is provided on the use of those resources in an appropriate time frame. The Director of Technology attends leadership meetings where the office of Pupil Personnel Services and building leaders are present allowing for further lines of communication.

Procedure for Providing Technology Resources for Students with Disabilities : Any staff member who feels that a student could benefit from the use of any type of technology resource should follow identification procedures established by the Office of Pupil Personnel Services. If the Office of Pupil Personnel Services confirms that resources should be provided, that office will contact the Director of Technology. The Director of Technology, or his/her designee, will work to identify a vendor who provides the identified resource. Once purchased, the Technology department will work with the Office of Pupil Personnel Services to inventory and deploy the resource. Training will be provided as needed and may consist of local training or if needed, 3rd party as deemed necessary by the Office of Pupil Personnel Services

3. 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?

Yes

3a. If "Yes", please provide detail.

Examples of District Technology Resources Ensuring Equitable Access to Curricular Materials (Not All-inclusive):

- Assistive Technology
- The Director of Technology will meet as needed with Special Education and General Education teachers to ensure students with identified needs receive the appropriate resources. This could and has included tools such as text to speech recognition on computer devices or iPads with assistive speech technology.
- Universal Design for Learning (UDL)
- UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs.[2] In accordance with District Policy 7611 District technology resources will be employed to ensure that all “*Instructional materials and activities shall allow learning goals to be achievable by individuals with wide differences in abilities.*”[3] Resources on UDL practices and principles are present on the District Technology Support website.

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Curriculum and Instruction

4. Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

- Yes
- No

4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).

Technology to Meet the Needs of English Language Learners

The Director of technology or his/her designee will work in accordance with the District mission vision, and associated Board of Education Policy 8280 to assist the Assistant Superintendent for Curriculum, Instruction, and Personnel , or his/her designee, with providing instructional technology resources, as requested and approved, for English Language Learners. n open line of communication and information sharing will occur between the District Technology office and the Assistant Superintendent for Curriculum, Instruction, and Personnel to ensure that when a need is identified, resources are secured and support is provided on the use of those resources in an appropriate time frame. The Director of Technology attends leadership meetings where the office of Assistant Superintendent for Curriculum, Instruction, and Personnel and building leaders are present allowing for further lines of communication. An example of this occurred during the 2015/2016 academic school year where ELL teachers identified iOS apps that could assist them with targeted instruction for their students. The Assistant Superintendent for Curriculum, Instruction, and Personnel reached out to the Director of Technology who began the procurement process and delivered the apps to the teachers.

Examples of Resources (Not All-Inclusive)

- Translation tools
- Text to speech tools.
- Other Assistive Technologies as requested by the Office of Pupil Personnel Services.
- Professional development for staff and training for users of instructional technology tools.

The District has not developed its SSIP at this time and is still working with stakeholders to do so, however, the SSIP and ITP will outline how ELL or ENL programs will be supported.

[1] Pelham Union Free School District Policy Manual, Policy # 8280, 2015

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Professional Development

F. Professional Development

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Professional Development

1. 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.

Table 1: District Initiatives Requiring Technology Support to Enhance Teaching and Learning (Not All Inclusive)

<u>Area Needing Support</u> (From Strategic Plan SP or Professional Development Plan PDP)	<u>Professional Development Topic to Address Area of Support</u>	<u>Audience/Responsible Party</u> (Based on Board Approved Strategic Plan Committee Assignments)	<u>Method of Delivery</u>	<u>NYSED Professional Development Standards Addressed</u> [1]	<u>Estimated TimeFrame</u> *Subject to Change based on Strategic Plan Action Steps* Based on Board of Education/Supt. Of Schools 15/16 Action Items	<u>Specific Actions</u>
Establishing a K-12 Innovation and Creativity Steering Committee.	Advise adoption on ISTE Standards	K-12 Innovation and Creativity Steering Committee Members	Small group presentation and, exploration activity, discussion and adoption protocol.	4,8,and 9	Spring 2015-Complete	<ul style="list-style-type: none"> Makerspace Exploratory Team established in 2014. In 2015 District received Grand from PEF of approx. \$200,000 to implement Makerspaces.
Implementation of 1:1 Chromebook Initiative.	<ul style="list-style-type: none"> Google Apps for Education/Chromebook Technology Flipped Classroom/Mobile Learning Community presentations/user groups 	K-12 Data Analysis Committee	<ul style="list-style-type: none"> Differentiated learning experiences. 	1,2,5,6,7and 9	Ongoing 205-2019	<ul style="list-style-type: none"> Over 10 PD Courses delivered on GAFE to teachers during 2015/2016 school year.
Integrate STEAM Strand K-12.	<ul style="list-style-type: none"> ISTE Standards/Principles of 21st Century Learning 	Professional learning advisory Committee members (PLAC)/District/Community. Leaders and K-12 Data Analysis Committee	<ul style="list-style-type: none"> Small group facilitation. Hands on training courses. 	1,2,5,6,7and 9	Spring 2016	<ul style="list-style-type: none"> 2015/2016: Expanded HS Course offerings. Aligned MS courses to IB MYP program Held 2 PD courses (True Problem Solving in the Classroom and Making the Most of your Makerspace) for teachers during summer of 2016.
Create an electronic bank of best practices and resources for K-12	<ul style="list-style-type: none"> Standards of Effective Practice Possible applications that 	K-12 Innovation and Creativity steering committee	Small Group Facilitation	4,8, 9,10	Spring 2017	

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Professional Development

Educators.	could support for example- TaskStream electronic portfolio					
Create systems and venues for collaborative work for teachers and for students, both internally and beyond district borders.	Direct user training	To be determined by BOE/District Leadership	To be determined	2,4,5,6,7,9	Spring 2017	
Develop Capstone performance assessments for grades 5,8,and 12.	<ul style="list-style-type: none"> IB Learner Profile/Unit Planner Authentic Assessment Design/Alignment 	To be determined by BOE/District Leadership	To be determined	2,3,4,8,9	Spring 2016	
Mobilize and enhance professional expertise in providing effective feedback to learners in order to maximize their engagement and success.	<ul style="list-style-type: none"> Student Engagement Application support/training 	<ul style="list-style-type: none"> Assistant Superintendent for Curriculum , Instruction, and Personnel Assistant Superintendent for Pupil Personnel Services 	Directive to be given from responsible party.	6,8,9	Spring 2018	
Enhance parental partnerships in students learning.	<ul style="list-style-type: none"> Role of learning management systems Home/School communication 	To be determined by BOE/District leadership	<ul style="list-style-type: none"> Faculty meeting/breakout session Community Forum/Focus group 	4,7,9	Fall 2017	
Create curriculum-based opportunities that foster relationships beyond the school day and school boundaries.	<ul style="list-style-type: none"> Mobile learning Flipped learning Authentic/Performance Based Assessment 	To be determined by BOE/District leadership	To be determined	5,6,7,9	Spring 2017	
Create an electronic resource bank of information, research, and services made available for employees and families.	<ul style="list-style-type: none"> Data driven decisions 	To be determined by BOE/District leadership	To be determined	2, 7,8,9	Fall 2019	

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Professional Development

Adopt principles through which all professional learning in the District will be framed and evaluated; create learning framework for consistency and focus.	To be determined	Professional Learning Advisory Committee	To be determined	1	Fall 2018	
Develop a system for archiving and distributing best resources for all employees to reference/utilize.	To be determined	To be determined	To be determined	1	Spring 2016	
Develop alternate and multiple forms of professional development for employee's learning and growth, including flexible use of school calendar and extended time.	<ul style="list-style-type: none"> • Adult learning theory • Differentiated Instruction 	To be determined	To be determined	1	Spring 2016	
Customize/Personalize job- embedded learning opportunities for professional learning communities and individuals when applicable; choice and differentiation when possible.	<ul style="list-style-type: none"> • Adult learning theory • Differentiated Instruction 	To be determined	To be determined	1	Spring 2019	
Expand the use of technology: Pelham You, webinars, Google Groups, on-line learning tutorials.	<ul style="list-style-type: none"> • Effective Technology Integration. • Collaborative learning platforms. • Multit-media generation. 	To be determined	To be determined	1,4,9	Fall 2019	<ul style="list-style-type: none"> • 2015: Expanded use of Technology Support Website to deliver training materials

***Note: "To Be Determined" responses identify action items of the Strategic Plan that have not been implemented/addressed as of the drafting of this plan. All information that is known to inform professional development decisions has been expressed in the table above and will be updated as decisions are made. ***

[1] NYSED Professional Development Standards. N.p.: n.p., July 30th, 2015. PDF. <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

2. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary

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Professional Development

responsibility is delivering technology integration training and support for teachers. Does not include technical support.

Title	Number of Current FTEs
STEAM Coaches	1.20
Director of Technology	0.80
App. Support Specialist	0.20
	2.20

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Technology Investment Plan

G. Technology Investment Plan

1. Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1.	Broadband	40,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
2.	Wi-Fi	25,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
3.	Servers	90,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
4.	Other	220,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
5.	Other	100,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act

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Technology Investment Plan

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
				<input checked="" type="checkbox"/> Other
Totals:		475,000		

2. If "Other" was selected in question one, for items purchased or for a funding source, please specify.

<u>Anticipated Item/Service</u>	<u>Estimated Cost</u>	<u>Cost Type (One Time: "O" or Recurring "R")</u>	<u>Potential Funding Source</u>
Bandwidth/Broadband Expansion (Hardware, Subscription, and License)	\$40,000	R	• BOCES Contract Invoice Paid Using District Budgeted Funds
Wi Fi Expansion (Including Hardware/Smartnet)	\$25,000	R	• BOCES Contract Invoice Paid Using District Budgeted Funds • BOCES Project
EqualLogic SAN/Virtual Server Replacement	<ul style="list-style-type: none"> • 1 SAN- \$50,000 • 4 Virtual Servers- suggesting replacement of 1 a year (\$12,000 each) 	R-According to Manufacturer End of Service/End of Support Guidelines	BOCES Installment Purchase Agreement(IPA)
Desktops/Laptops/Student Devices to Connect to the World Wide Web (Replacement Cycle)	<ul style="list-style-type: none"> • Recommend replacing ¼ of inventory each year: \$220,000 	R	BOCES Installment Purchase Agreement(IPA)
Interactive Smart TV's to replace Smartboards	<ul style="list-style-type: none"> • \$100,000 	R- (Pilot starting in 2015/2016 to explore instructional value.	BOCES Installment Purchase Agreement(IPA)
Implement VOIP System	<ul style="list-style-type: none"> • \$276,917: VIOP -Annese Project: • \$30,000. Switching Upgrades associated with Voice VLAN-CSI • \$90,000. Wiring Expansion (Cat 5 and Future proof of Cat 6)- Topline 	1. Some licensing and support costs	Local budget funds and approved safety and security line item.
Makerspace Implementation and Support	<ul style="list-style-type: none"> • \$250,000 	1. Initial Grant R- Support and supplies	<ul style="list-style-type: none"> • Grant from PEF secured 2016 • Local budget funds for ongoing support • SSBA can be used to support new implementations of 21st Century Learning Spaces
Classroom Redesign To Support Active Learning	<ul style="list-style-type: none"> • \$50,00 for pilot classroom 	Pilot is one-time. Full implementation will have further financial impacts.	<ul style="list-style-type: none"> • Local budget funds • SSBA can be used to expand and support implementation of 21st Century Learning Spaces

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Status of Technology Initiatives and Community Involvement

H. Status of Technology Initiatives and Community Connectivity

1. **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

1a. **Please specify if response to question one was other.**

Additions to the Strategic Plan action items necessitate constant revisions and updates to the District ITP.

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

Infrastructure Improvements: Pelham seeks to expand internal connections (fiber, wireless area network, local area network, switching, etc.) and external connections (bandwidth). Expansion of bandwidth and wireless access points and the associated infrastructure systems needed to support expansion are priority expenditures. The District currently has 200 Mbbs of bandwidth and is seeking to continue to upgrade yearly. **Device Deployment** Pelham provides all students will access to the resources found on the World-Wide-Web by having over 2600 web enabled devices. By 2019 each student at the secondary level, will have access to a web-enabled device 24/7. Students and teachers are asked to leverage the Google Apps for Education Platform as a learning and productivity tool. students do not have access to wifi at home they are able to use resources at public libraries and similar hot spots. Students are also referred to a local civics organization through a confidential manner if they require further financial support to acces this technology. **Professional Development** Since 2012 over 100 elementary teachers have received over 10 hours of training on how to integrate iPads into their instruction. The District has developed and delivered an award winning differentiated professional development program that assists K-12 educators in creating a mobile learning environment through the use of flipped classroom principles This program has resulted in over 8 certified Google Educators and a change in how teachers teach and students learn, as evidenced by survey data collected twice a school year. Finally the Technology Support Website offers resources and training materials.

3. **Please check all locations where Internet service is available to students within the school district's geographical boundaries.**

- Home
- Community
- None

3a. **Please identify categories of available Internet locations within the community.**

1. Over 5 local businesses
2. All Westchester public libraries
3. Over 2 Governmental Agencies
4. Over 2 Governmental entities

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Instructional Technology Plan Implementation

I. Instructional Technology Plan Implementation

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Instructional Technology Plan Implementation

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

This information can be found in a previously referenced table as well as all aspects of our Districts ITP that relate to the Districts' Strategic Plan.

Table 1: District Initiatives Requiring Technology Support to Enhance Teaching and Learning (Not All Inclusive)

<u>Area Needing Support</u> (From Strategic Plan SP or Professional Development Plan PDP)	<u>Professional Development Topic to Address Area of Support</u>	<u>Audience/Responsible Party</u> (Based on Board Approved Strategic Plan Committee Assignments)	<u>Method of Delivery</u>	<u>NYSED Professional Development Standards Addressed</u> [1]	<u>Estimated TimeFrame</u> *Subject to Change based on Strategic Plan Action Steps* Based on Board of Education/Supt. Of Schools 15/16 Action Items	<u>Specific Actions</u>
Establishing a K-12 Innovation and Creativity Steering Committee.	Advise adoption on ISTE Standards	K-12 Innovation and Creativity Steering Committee Members	Small group presentation and, exploration activity, discussion and adoption protocol.	4,8,and 9	Spring 2015-Complete	<ul style="list-style-type: none"> Makerspace Exploratory Team established in 2014. In 2015 District received Grand from PEF of approx. \$200,000 to implement Makerspaces.
Implementation of 1:1 Chromebook Initiative.	<ul style="list-style-type: none"> Google Apps for Education/Chromebook Technology Flipped Classroom/Mobile Learning Community presentations/user groups 	K-12 Data Analysis Committee	<ul style="list-style-type: none"> Differentiated learning experiences. 	1,2,5,6,7and 9	Ongoing 205-2019	<ul style="list-style-type: none"> Over 10 PD Courses delivered on GAFE to teachers during 2015/2016 school year.
Integrate STEAM Strand K-12.	<ul style="list-style-type: none"> ISTE Standards/Principles of 21st Century Learning 	Professional learning advisory Committee members (PLAC)/District/Community. Leaders and K-12 Data Analysis Committee	<ul style="list-style-type: none"> Small group facilitation. Hands on training courses. 	1,2,5,6,7and 9	Spring 2016	<ul style="list-style-type: none"> 2015/2016: Expanded HS Course offerings. Aligned MS courses to IB MYP program Held 2 PD courses (True Problem Solving in the Classroom and Making the Most of your Makerspace) for teachers during summer of 2016.
Create an electronic bank of best practices and resources for K-12	<ul style="list-style-type: none"> Standards of Effective Practice Possible applications that 	K-12 Innovation and Creativity steering committee	Small Group Facilitation	4,8, 9,10	Spring 2017	

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Instructional Technology Plan Implementation

Educators.	could support for example- TaskStream electronic portfolio					
Create systems and venues for collaborative work for teachers and for students, both internally and beyond district borders.	Direct user training	To be determined by BOE/District Leadership	To be determined	2,4,5,6,7,9	Spring 2017	
Develop Capstone performance assessments for grades 5,8,and 12.	<ul style="list-style-type: none"> IB Learner Profile/Unit Planner Authentic Assessment Design/Alignment 	To be determined by BOE/District Leadership	To be determined	2,3,4,8,9	Spring 2016	
Mobilize and enhance professional expertise in providing effective feedback to learners in order to maximize their engagement and success.	<ul style="list-style-type: none"> Student Engagement Application support/training 	<ul style="list-style-type: none"> Assistant Superintendent for Curriculum , Instruction, and Personnel Assistant Superintendent for Pupil Personnel Services 	Directive to be given from responsible party.	6,8,9	Spring 2018	
Enhance parental partnerships in students learning.	<ul style="list-style-type: none"> Role of learning management systems Home/School communication 	To be determined by BOE/District leadership	<ul style="list-style-type: none"> Faculty meeting/breakout session Community Forum/Focus group 	4,7,9	Fall 2017	
Create curriculum-based opportunities that foster relationships beyond the school day and school boundaries.	<ul style="list-style-type: none"> Mobile learning Flipped learning Authentic/Performance Based Assessment 	To be determined by BOE/District leadership	To be determined	5,6,7,9	Spring 2017	
Create an electronic resource bank of information, research, and services made available for employees and families.	<ul style="list-style-type: none"> Data driven decisions 	To be determined by BOE/District leadership	To be determined	2, 7,8,9	Fall 2019	

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Instructional Technology Plan Implementation

Adopt principles through which all professional learning in the District will be framed and evaluated; create learning framework for consistency and focus.	To be determined	Professional Learning Advisory Committee	To be determined	1	Fall 2018	
Develop a system for archiving and distributing best resources for all employees to reference/utilize.	To be determined	To be determined	To be determined	1	Spring 2016	
Develop alternate and multiple forms of professional development for employee's learning and growth, including flexible use of school calendar and extended time.	<ul style="list-style-type: none"> • Adult learning theory • Differentiated Instruction 	To be determined	To be determined	1	Spring 2016	
Customize/Personalize job- embedded learning opportunities for professional learning communities and individuals when applicable; choice and differentiation when possible.	<ul style="list-style-type: none"> • Adult learning theory • Differentiated Instruction 	To be determined	To be determined	1	Spring 2019	
Expand the use of technology: Pelham You, webinars, Google Groups, on-line learning tutorials.	<ul style="list-style-type: none"> • Effective Technology Integration. • Collaborative learning platforms. • Multit-media generation. 	To be determined	To be determined	1,4,9	Fall 2019	<ul style="list-style-type: none"> • 2015: Expanded use of Technology Support Website to deliver training materials

[1] NYSED Professional Development Standards. N.p.: n.p., July 30th, 2015. PDF. <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

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Monitoring and Evaluation

J. Monitoring and Evaluation

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district’s instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.**

The District utilizes a continuous improvement model to evaluate all District wide programs. The Superintendent of Schools requires twice yearly updates on the action items listed in the Strategic Plan. Since this technology plan illustrates how the technology program is supporting attainment of the Strategic Plan action steps, those updates will act as a monitoring and evaluation process for this plan. The Board of Education or other District leadership may call for reports/presentations on various action steps, and those reports/presentations are available for public comment/viewing if part of a public Board of Education Meeting.

Pelham Public Schools believes that effective technology integration and infrastructure systems are essential for the growth of all members of the organization, especially students and teachers. The Technology Department, along with stakeholders from all areas of Pelham’s educational community, will continue to review and assess the Districts technology programming order to assist the District in its lofty mission to *inspire a standard of excellence for all students*. This plan will be updated annually as part of our efforts to enhance effective technology integration throughout our District.

- Please fill in all information for the policies listed below.**

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	https://main.wnyric.org/policies/pelham.nsf/bf25ab0f47ba5dd785256499006b15a4/6eb0fa416226f9b985257fa7006560a8/\$FILE/7552%20-%20Bullying%20in%20the%20Schools.pdf	2012
Internet Safety/Cyberbullying*	http://www.pelhamschools.org/www/pelhamschools/site/hosting/00-2014-15/Pelham%20UFSD%20Policy%20Manual%20October%202014.pdf	2012
Parents' Bill of Rights for Data Privacy and Security	http://www.pelhamschools.org/student_data_privacy__parents_bill_of_rights	2014

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Survey Feedback

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

No

1a. If response was "No", please explain.

Word restrictions often do not allow for detailed explanations. Often times when clicking on the guidance links, the survey would close out without saving work.

2. Was the guidance document helpful?

Yes

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

(No Response)

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

(No Response)

5. Other comments.

(No Response)

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Appendices

Appendices

1. **Upload additional documentation to support your submission**

Pelham Public Schools Comprehensive Technology Plan_template Annual Update 2016.pdf