

Katonah Lewisboro School District

2016-2017 - 2018-2019 LONG RANGE PLAN FOR INSTRUCTIONAL TECHNOLOGY



GIVING STUDENTS THE OPPORTUNITY TO LEARN AND COMMUNICATE ON A GLOBAL BASIS

Original Plan Presented to the Board of Education - February 10, 1994

Plan updated: 1997, 2001, 2006, 2009, 2010, 2015 and 2016

2016 Update to the Long Range Plan for Technology Submitted to NYS
by

Ahunna M. Akoma, Ed.D., Director of Technology
and the 2016-2017 District Technology Committee

Approved by NYSED in September 2016

District-wide Technology Committee 2016-2017 Members

LastName, FirstName	School/Department	Title
Akoma, Ahunna	Technology	Director of Technology/Chair
Bermiss, Monica	John Jay Middle School	Assistant Principal
Bryant, Jeanetta	John Jay High School	Teacher, English
Carrigan, Lauren	John Jay High School	Instructional Leader/Library Media Specialist
Castellano, Carolann	Meadow Pond Elementary	Principal
Collins, Bryan	Technology	Sr. Network Specialist
Cronin, Alice	Curriculum and Instruction	Assistant Superintendent
Curtis, Geoffrey	John Jay High School	Teacher Health/Athletics
Daley-Savo, Marcia	John Jay Middle School	Teacher, ELA 6/Social Studies 6
Ehrlich, Barbara	Meadow Pond Elementary	Teacher—Special Education
Gallo, Teresa	Technology	Helpdesk Analyst
Greenberg, Cindy	Special Ed Services	Supervisor K-5
McNulty, Catherine	Special Ed Services	Supervisor 6-12
Hoffman, Julianne	Increase Miller Elementary	Library Media Specialist
Jones, Maureen	Technology	CIO/Data Manager
Koles, Beth	Technology at JJMS	Computer Aide
Legato, Debra	Human Resources	Assistant Superintendent
Lucieer, Evan	John Jay Middle School	Technology, Grade 8
Masi, Daniela	Meadow Pond Elementary	Teacher, Grade 4
Murphy, Joseph	Increase Miller Elementary	Teacher, Physical Education
Noschese, Francesco	John Jay High School	Teacher, Math/Science
Pesavento, Ann Marie	Technology	Data Analyst
Pidgion, Lorraine	Technology at JJHS	Computer Aide
Ramos, Antonio	John Jay High School	Assistant Principal
Russo, Tina	John Jay Middle School	Instructional Leader/Teacher Technology 7

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LEA Information

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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	3,203	0	550	720	768	1,142	23

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

Ahunna M. Akoma

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

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B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The Mission of the Katonah-Lewisboro School District, a student-inspired, community-based center of educational excellence, is to ensure that each student has a passion for learning and defines and achieves individual success in a dynamic, competitive global society through a system distinguished by:

- Highly motivated active learners who continuously assess their progress and feel joy in their accomplishments;
- Faculty and staff dedicated to the success of all students;
- Rigorous curricula and innovative approaches to instruction that honor the uniqueness in each student;
- Collaboration among school, home, and community to create a stimulating learning environment.

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

Katonah-Lewisboro School District envisions a technologically enhanced learning environment in which teachers have access to necessary and desired staff development, technology support services, hardware, software and online/virtual learning opportunities. This purpose of this learning environment is to move all learners toward mastery of District, New York State Common Core standards and the needs of our global society in alignment with the technology standards established by the International Society for Technology in Education (ISTE) and its National Educational Technology Standards (NETs).

The use of technology will increase student engagement in the learning process and enhance their ability to select appropriate technology to support learning, critically analyze and apply information, integrate content material, master fundamental skills and core curricula, and solve real-life problems. This will prepare students to be productive citizens in a global society in the 21st century.

Learning is a process that includes the students, the family, the community and the school. With the use of telecommunication and network services, students and their families will gain access to school resources. It is the District's goal to incorporate evolving technology systems and practices to support teaching and learning, and communication within the community.

The Goals of the Long Range Plan for Technology

The Plan for Technology's instructional design should:

- Provide increased opportunities for student to be active participants in their learning and to accommodate different learning styles.
- Develop students' skills in gathering, analyzing, synthesizing, and using information.
- Develop students' critical thinking and problem-solving skills.
- Enhance communication through a variety of media.
- Support current curricula and be flexible enough to adapt to the changing needs of future curricula.
- Support and enhance the development and refinement of technology-based skills across grade levels.
- Support and enhance an interdisciplinary approach to learning.
- Provide direct access to a variety of data and programs through school-wide networks and virtual/online learning opportunities.
- Support alternative forms of assessing student performance.
- Develop students' skills in using software applications which can transfer to college/career/internship environments.
- Provide for opportunities for collaboration on the local, state and global levels.
- Develop skills for Digital Citizenship.
- Foster leadership and responsibility.
- Create a community of 21st century learners.

The Plan for Technology gives teachers active support in mastering the integration of technology into their instruction by: 1. Providing staff training through on-going professional development. 2. Providing immediate classroom and administrative management tools (e.g., for attendance, grade books, lesson plans, progress reports, and communications).

The plan is developed as an iterative process with ongoing support from the Board of Education, Superintendent, and the Technology Committee (comprised of administrators, teachers, and support staff). The plan is sustained by having the resources necessary to replace obsolete equipment on a regular basis. In addition, the plan will be reviewed on a regular basis in a manner which employs current research and appropriate evaluation methods.

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Instructional Technology Vision and Goals

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- 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.

Technology Plan Development Meetings			
Date	Purposes	Participants	Outcome
Sept 2015; Feb 2016, & May 2016	Superintendent’s Cabinet Meetings – Gather input from the Superintendent and Cabinet on the direction and strategic intent for technology in the District.	Superintendent of Schools, Assistant Superintendents, and Director of Technology and Director of Facilities (by Invitation)	Strategic input into the technology plan particularly migration of our website, technology support, curriculum alignment and professional development.
Monthly in: Sept 2015 Oct 2015 Nov 2015 Dec 2015 Jan 2016 Feb 2016 Mar 2016 Apr 2016 May 2016 June 2016	District-wide Technology Committee meetings	Assistant Superintendents Director of Technology Director of Special Education Business Manager Principals from secondary and elementary schools Elementary Teacher Representatives, Secondary Teacher Representatives for Business, Technology, STEM, Health/Phy. Ed, Speech Therapists, RTI and Special Ed Teachers, Four Library Media Specialists, Technology Support Staff Parent Representative	Strategic and organizational planning for technology, including annual technology needs assessment and update of the Multi-year Technology Plan with current needs. Engendering shared decision-making on initiatives through school and department representatives. Bringing best practices to the fore and establishing standard practices. Building consensus and improving communications. Review of software and hardware requests to ensure adherence to student data privacy protocols and appropriate usage.
Monthly	District-wide Professional Development Committee	Assistant Superintendents Director of Technology Assistant Principals Instructional Leaders (Teachers representing all schools, grade levels and subject-area departments)	Planning and delivery of professional development activities including Superintendent's Conference Day events. Review requests for professional development by teachers. Approve workshops that teachers have designed to ensure alignment with District curricula goals.
Monthly	District-wide Elementary Curriculum Council	Assistant Superintendent Director of Technology Elementary School Administrators Elementary Instructional Leaders (Teachers) representing grade levels from each school Secondary Teachers	Provide input and assist in decision-making regarding elementary curriculum development, assessments, and alignment with technology.
Monthly	District-wide Secondary Curriculum Council	Assistant Superintendent Director of Technology Secondary Assistant Principals Secondary Instructional Leaders (Teachers) representing subject	Provide input and assist in decision-making regarding secondary curriculum development, assessments, and alignment with technology.

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Instructional Technology Vision and Goals

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		areas departments	
Monthly	Grade-Level and Department Meetings	Teachers	Professional Learning Communities (PLCs) provide input on technology needs and planning.

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. More time for professional development
2. Network and Security Infrastructure
3. Staff with the right skills and training to support changing systems

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Instructional Technology & Infrastructure Inventory

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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

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 Mpbs
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 checked="" type="checkbox"/> 10 Gbps <input 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.

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum 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
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input 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	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps
Maximum Capacity of Switches	10	<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?**

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Instructional Technology & Infrastructure Inventory

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	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)	1,306	1,306
Laptops/Virtual Machine (VM)	1,007	1,007
Chromebooks	59	59
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	582	582
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	95	95
Totals:	3,049	3,049

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)?

21

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.

In the District, assistive technology support dedicated to special education students are used to conduct Assistive Technology Evaluations and provide necessary staff/student/parent training to maximize the use of technology in the classroom and to advance student learning. The Director of Special Services is an active member of the District-wide Technology Committee and ensures that the needs of special needs students are included in all planning and resource allocations.

The District uses web-based and server-based keyboarding programs at all levels to support written expression. Teachers use interactive technologies to engage students in learning. In addition, iPads, Microsoft Surface and Dell Venue tablets as well as laptops are used to support instruction in literacy and math programs. Related service providers, Speech Language and Occupational therapists incorporate apps to support the therapy progress toward goals. There are numerous technology-based programs within the District that support students with disabilities in their academic, social and physical education programs. Reading intervention programs are incorporated for grades K-11. These intervention programs (including Read 180, System 44, IREAD, iReady, AimsWeb, and others) support acquisition of foundational reading skills as well as reading comprehension, fluency, accuracy and rate.

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

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Instructional Technology & Infrastructure Inventory

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	Number of devices in use
Document Cameras	152
Flat Panel Displays	48
Interactive Projectors	57
Interactive Whiteboards	46
Multi-function Printers	29
Projectors	185
Scanners	22
Other Peripherals	0
Totals:	539

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

(No Response)

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)?

Yes

16a. On an average school day, approximately how many student devices access the district's network?

1,200

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

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

Instructional Technology Plan - Annually - 2016

Software and IT Support

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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	No
Mac OS 10 or later	Yes
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
Other	Yes

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

Windows Active Directory Network Operating System

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	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	Yes

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

Puffin Web Browser

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.**

None of those listed in the examples are used in the District. However, the District migrated to the new eChalk, which is now a functional LMS.

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

Internet Explorer
 Chrome Browser
 All Microsoft Office Products (Outlook, Word, Excel PowerPoint, OneNote, OneDrive, Office365 Apps)
 Smart Notebook
 Adobe Acrobat

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Software and IT Support

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

J-STOR at the High School
ProQuest and Global Issues in Context
Science Direct
EBSCO at the Middle School
Pebble Go (LC) at the Elementary Schools

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).

State Assessments
Household and Family Information
Locker Information
Guidance Counselor's Name
Secured Backpack to distribute information to parents on behalf of students.

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".

District website, eChalk, Survey Monkey, Connect-Ed, Schools' eChalk websites and Teachers' Pages, and Board Docs

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.

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Software and IT Support

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Title	Number of Current FTEs
Director of Technology	0.50
Data Systems Manager	0.50
Network Specialist	1.00
Data Analyst	1.00
Helpdesk Analyst	1.00
LHRIC's Network Admin	1.00
Computer Aideds	3.50
Technician	1.00
	9.50

Instructional Technology Plan - Annually - 2016

Curriculum and Instruction

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E. Curriculum and Instruction

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

With teaching and learning becoming increasingly dependent on Internet and technology resources, it is our goal to provide a technology infrastructure that is predictable in its reliability, with adequate bandwidth for data transmission and Internet, and maximum uptime so that teachers and students have ubiquitous access to tools that enhance instructional delivery and engagement, online learning, formative assessments, Response to Intervention (RTI) and data-driven instruction. The District's continuous improvement projects are based on annual needs assessments such as: five-year replacement cycle of all computers, upgrading to newer interactive technologies, increase of WAN bandwidth to 10Gbps and Internet to 400 Mbps, and high-tech security system upgrades. Other areas of focus are to:

- Increase students' and teachers' access to computers/devices, interactive projectors and presentation software, learning management systems and provide training on integration with curriculum
- Expand and support programs or apps that will increase collaboration and communication, immediate feedback between teachers and students and collaboration among students, such as Microsoft OneNote/OneDrive and Google Classroom
- Improve our Wi-Fi capacity to support District devices and BYOD initiative at the secondary school
- Increase student/staff safety by upgrading security infrastructure with new IP Security Cameras, new CISCO phones with security features, and emergency call management system
- Explore and pilot programs that will support higher order thinking and questioning
- Provide assistive technologies to support students with special needs
- Support the growing needs of computer programming, CAD, engineering design programs
- Provide a system that supports data-driven instruction
- Continue the needs assessment cycle and update technology plan accordingly

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.

The District provides technology support to all students, including those with disabilities. While all devices and resources obtained through District's operating budget are accessible to all students, students with special needs also receive devices, software and additional support through the Special Services Department. The Director of Special Ed and the District's funded programs office provide additional technology resources to support students' IEPs. All District-funded resources such as the wireless network, computers and devices in classrooms and labs, instructional and productivity software, Internet, and more, are equally accessible to special needs students. If a student's IEP requires that the student take home an iPad or a Windows tablet device, these are provided through the Special Services Department. In short, all technology resources are distributed equitably while the special needs students get above and beyond because of IDEA funds. Finally, professional development opportunities are provided to special education teachers on the technology tools.

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.

Students with disabilities are provided assistive technology resources as prescribed in their IEPs by the Committee on Special Education (CSE). During the District's annual needs assessments for technology, the teachers of special needs students and the Special Services Department make requests for technology resources which are included in our annual plans and budgets. For example, if special needs students' IEPs prescribe the use of search tools, read aloud programs capable of reading text on websites, pdf or scanned documents, touch tablets such as Microsoft Surface or iPads, talk to text programs, and more, we include those requests in our budgets.

There are many technology based programs within the district that support student with disabilities' academic, social and physical programs. Special needs students are provided access to assistive technology tools and apps that run on iPads. Other programs assist students with dictation such as Dragon Naturally Speaking. Reading intervention programs are incorporated for grades K-11. These intervention programs; IREAD, IReady, System 44 and Read 180 support acquisition of foundational reading skills as well as reading comprehension, fluency, accuracy and rate. Other programs include IXL for math skills acquisition, Razz Kids, Khan Academy, Type to Learn, adaptive assessments, and more. The Technology Committee has representatives from the special services team who bring to the fore the needs of the special needs students and these needs are included in the plan.

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Curriculum and Instruction

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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).**

Students who are classified as English Language Learners also receive equitable access to technology tools used for instructional delivery, assessment of instruction and creativity. All computer labs, wireless laptop carts, tablets (Windows and iPads), wireless network, all education software are accessible to all students, including English Language Learners. This school year the District is setting up language labs for LOTE and these labs will also be open to ELL students to enable their mastery of English language. Some ELL students, based on their educational goals, are provided with take-home iPads, devices, and programs that will engage students and facilitate learning.

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Professional Development

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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.**

Katonah Lewisboro School District views ongoing professional development as a necessary part of every initiative both instructional and administrative. Through professional development activities, teachers and staff have the opportunity to learn of new and emerging technologies that support teaching and learning, and increase efficiency of administrative functions. A continuous training cycle is necessary to realize organizational goals and to that end, the District employs various professional development models such as:

- Continuous participation in the Lower Hudson Regional Information Center’s (LHRIC) Model Schools Program which offers a myriad of instructional technology workshops.
- Trainings on District systems and infrastructure by tech staff through one-to-one or small group methods
- Continuous participation in the LHRIC’s Models Schools Core Plus program which includes training and coaching of a cohort of eight teachers who will be turnkey trainers
- Superintendent’s Conference Days, held three times a year, are used to provide technology training to teachers – October, November, and February, with District Block on Resources and Curriculum dept. specific technology, school-based technology sessions. Some sessions are facilitated by vendors, consultants, and the LHRIC’s instructional technology trainers
- Small group and one-to-one training based on teachers’ curricula and instructional requirements provided by District staff and consultants.
- Workshops provided to grade-level or subject-area teams during curriculum or Professional Learning Communities meetings.
- Participation in Microsoft Innovative Educator Training by teachers who in turn train other teachers
- Turnkey training provided by fellow teachers on topics of common interest and inducting other teachers in using technology tools to enhance teaching and learning and formative assessments
- Vendor-led training to accompany new programs, initiatives and hardware. Consultants and vendors provide subject specific training for teachers to learn how to use the software such as Razz Kids, IXL, and all other software
- Putnam Northern Westchester BOCES Workshops
- Webinar and online videos (BrainStorm, YouTube, ISTE Webinars and annual conference workshops, LHRIC, etc.)
- Participation in ISTE conference workshops
- Embedded technology training with math curriculum, ELA, LOTE, and other as required by other instructional initiatives
- Vendor training on new interactive projectors and Smart TV interactive display
- Curriculum specific and grade level based on technology required by programs
- Training for our tech staff to learn management and maintenance of installed systems such as VMWare, Alcatel switch management, Microsoft System Center Configuration Manager (SCCM), Group Policies, and more
- Coding curriculum development and professional development
- Training on data use and the State Data Warehouse
- Curriculum-specific and Tech Department workshops
- Pilots programs and related training

- Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.**

Title	Number of Current FTEs
Director of Technology	0.50
Data Systems Manager	0.50
Tech Support Staff	2.00
	3.00

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Technology Investment Plan

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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.**

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Technology Investment Plan

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Broadband	474,797	Both	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" 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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Other	259,277	One Time	<input 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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Wi-Fi	208,400	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" 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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Network Cabling	131,550	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" 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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Other	450,000	One Time	<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 type="checkbox"/> Other
Totals:	0	1,524,024	0	0

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Technology Investment Plan

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

Other 1. High Tech Security is one of the Smart Schools Bond Investment categories that the District is implementing. All our security cameras are being replaced with new high-resolution models.

Other 2. This is our annual hardware and device upgrades including desktop computers, laptops, tablets, printers, interactive projectors, VOIP phones/Cisco Call Manager upgrade, professional development on new systems, and more.

Instructional Technology Plan - Annually - 2016

Status of Technology Initiatives and Community Involvement

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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

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

The District does not provide home Internet access. However, there is Internet access at the community library and service providers' hot-spots through Verizon, Sprint, T-Mobile, AT&T, etc. However, the District provides online learning resources, computers, laptops and tablet devices, interactive projectors, and cloud-based mobile device manager to efficiently manage wireless devices. Recently, we increased our Internet bandwidth from 150 mbps to 400 mbps to accommodate growing need for online learning and students' BYOD. We participated in the NYS's Computer-Based Testing using a variety of devices and our wireless network and devices performed well.

We also participated in the LHRIC's project to upgrade wide area network infrastructure to managed fiber with 10G bandwidth. We will continue to lend iPads and laptops to teachers and also to students with special needs and ELLs.

Finally, we are increasing professional development opportunities to include parents and students various topics including home access, digital notebooks, etc.

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.

The South Salem Public Library
 Cable and cellular providers have Wi-Fi hot spots in the community
 Some Area businesses such as restaurants have Wi-Fi, independent of the District

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I. Instructional Technology Plan Implementation

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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.

Dates	Major Milestone	Actions	Desired Outcome	Person(s) Responsible
2016-17, 2017-18, 2018-19 & Ongoing	Continue to provide Professional Development to teachers and staff on the application of new technology systems for instructional and managerial purposes.	Research, plan and employ a variety of professional delivery strategies such as vendor-led with new systems, turnkey training, Webinars, small groups in PLCs and grade level/departments, one-to-one, knowledge transfer from vendors to tech support team, LHRIC's Model Schools, and more.	Provide relevant professional development opportunities and technical training for all District teachers, staff and students.	District-wide Technology Committee Technology and Data Team Professional Development Committee Turnkey Teachers Instructional Leaders Professional Development Specialists LHRIC/BOCES Consultants
2016-2017 and Ongoing	Hardware refreshment cycle and upgrades	Continue to provide up-to-date hardware and peripherals devices to teachers and staff based on annual needs assessments and five-year refreshment cycle	Provision of up-to-date hardware and devices to support teaching and learning.	District Staff LHRIC Vendors
2016-2017 and Ongoing	Computers and other devices for instruction and computer-based assessments	In alignment with the District's hardware refreshment cycle, purchase and install desktop computers, laptops, tablets, SmartBoards, projectors, assistive technology devices and other peripherals for instruction and computer-based assessments.	Continuous equipment refresh cycle and to increase students' and teachers' access to current instructional technology and communication tools for curriculum integration and assessment of learning.	District Staff LHRIC Vendors
2016-2017	New Software Acquisition and Continuous Upgrades	Continue to upgrade existing system and application software, and acquire new systems as required by users.	Upgrade operating system to Windows 10, acquire Follett Destiny as the new library system, new world language program labs in the secondary schools, math program for elementary schools, and continuous provision of subject-specific instructional software in alignment with Curriculum, and more.	District Staff PNWBOCES LHRIC Vendors
2016-17	Network Infrastructure Improvement Phase II Managed Fiber Implementation	Increase WAN connection speed from 100 MB TLS to 10Gig Managed Fiber.	Increased network bandwidth to accommodate growing needs for faster and more reliable data transmission.	District Staff LHRIC Vendor Selected through Bid Process

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2016-2017	Internet Bandwidth	Increase Internet bandwidth from 150 to 400 Mbps.	Increase Internet speed to accommodate growing need for web-based learning resources and BYOD.	District Staff LHRIC Service Provider
2016-2017	VOIP Phones Upgrade	Upgrade remaining VOIP phones.	Provide all staff new VOIP phones integrated with security protocols, intercom and emergency calling systems.	District Staff LHRIC Vendor
2016-2017 & 2017-2018	Security Upgrade, Phase II & III	Continue upgrade security cameras and new high resolution video servers; and explore options for visitor management and building access controls.	Increased security through high resolution cameras, video servers for reliability and efficiency, and building access system.	District Staff Vendor LHRIC Team
2016-2017, and 2017-2018	Switches and Optical Transceivers	Continue to upgrade switches to 10-GB models and acquire optical transceivers for internal connections to be 10G capable.	Provide a switches and transceivers that support 10-G and increased need for speed, reliability, and security.	District Staff LHRIC Vendor
2016-2017, and 2017-2018	Network Cabling (Ethernet Cat-6 and Fiber)	Acquire Ethernet and fiber cables.	Provide standardized Ethernet cabling system that is reliable and accommodates District's growing needs. Upgrade of current fiber connections between wiring closets for 10G transmission.	District Staff Vendor
2016-2017 and 2017-2018	Wireless Infrastructure Upgrade	Upgrade wireless infrastructure with new system to accommodate growing needs	Robust wireless infrastructure that accommodates new requirements.	District Staff LHRIC Vendor
2016-2017 and Ongoing	Continuous improvement of network security	Research and invest in network security systems and access control.	System security with appropriate access for users.	District Staff LHRIC Vendor

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Monitoring and Evaluation

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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.**

Continue to survey teachers and staff using District-generated surveys classroom walkthroughs
 Continue to participate in the Clarity surveys through the LHRIC
 Obtain input from the various District committees comprised of teachers, staff and community representation (Technology Committee, District Emergency Response Team, Curriculum Committees, Professional Development Committees, School-level committees, Committee on Special Education, etc.)
 Emails and recommendations from community members
 Overall improvement and reduction in helpdesk requests
 Increase in network uptime and minimal to no downtime during power outages
 Classroom teachers’ and student satisfaction as evidenced by survey results
 Emails from teachers and staff commending new system improvements
 Anecdotal records kept by staff of successful technology integration into lesson plans

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.boarddocs.com/ny/klsd/Board.nsf/files/9ABM2X592EA7/\$file/Exhibit%204526-E.2%20-%20Technolgoy%20Acceptable%20Use%20Policy%20for%20Middle%20and%20High%20School%20Students%20%20BOE%20ADOPTION%208-5-13.pdf	2013
Internet Safety/Cyberbullying*	http://www.boarddocs.com/ny/klsd/Board.nsf/files/9MCPB863C767/\$file/Regulation%204526.1-R%20Internet%20Safety%20Regulation%20BOE%20ADOPTION%207-8-14%20.pdf	2014
Parents' Bill of Rights for Data Privacy and Security	https://echalk-slate-prod.s3.amazonaws.com/private/districts/328/site/fileLinks/bf3c2968-3dd1-4b5c-9034-47a197d97b76?AWSAccessKeyId=AKIAIZQPKIVDQVS7TUJA&Expires=1472676209&response-content-disposition=%3Bfilename%3D%2211714_Parents-Bill-of-Rights.pdf%22&response-content-type=application%2Fpdf&Signature=XFbDb37HpthKwIPxIsLqM7v2ZxQ%3D	2014

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Survey Feedback

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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

Yes

2. Was the guidance document helpful?

Yes

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

None.

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

None

5. Other comments.

The drop-down on the top five priorities for investment is still a bit difficult because each hardware type such as laptops, desktops, tablets, etc., were broken into different categories instead of just being end-user devices.

Perhaps we should be allowed to enter the project priorities rather than being constrained to select from a drop-down.

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Appendices

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Appendices

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

(No Response)