

Instructional Technology Plan - Annually - 2015

LEA Information

A. LEA Information

1. What is the total student enrollment based on the most recent BEDS Day submission?

1,067

2. What is the student enrollment by grade band based on the latest BEDS Day submission?

	Enrollment
Grades K-2	261
Grades 3-5	253
Grades 6-8	215
Grades 9-12	338

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

[REDACTED]

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

[REDACTED]

4a. If the response to question four was "Other", please provide the title.

[REDACTED]

Instructional Technology Plan - Annually - 2015Instructional Technology Vision and Goals

B. Instructional Technology Vision and Goals**1. Please provide the district mission statement.**

Challenging all students to achieve their greatest potential.

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

Executive Summary

Vision

Recognizing that technology is a tool to support and enhance learning, the Instructional Technology plan supports the vision adopted by the Sidney Central Schools:

Graduate students who are well prepared for college, career and citizenship.

We will educate students who are literate in a variety of disciplines, who possess 21st Century skills, who view learning as a life-long endeavor, and who are self-reflective about themselves and their world. In order to accomplish this, we will work as a unified team with a singular focus on student achievement of Common Core, National and State standards. The use of data driven instruction, backwards curriculum design, instructional technology, and ongoing professional development reflects our collective commitment toward achieving this vision.

Goals

The District is committed to the development of grade level and/or content-based Professional Learning Communities (PLC). PLCs will regularly collaborate, share effective instructional practices, and analyze student achievement data, using common formative and summative assessments to improve K-12 instruction. The Instructional Technology plan will support PLCs through the following goals:

Goal 1: Increase teacher proficiency of student assessment software with directed professional development and Professional Learning Communities. Over the course of the plan, all teachers will become proficient in using assessment software to create formative and summative assessments and analyze data to inform instruction.

Goal 2: Increase teacher proficiency of high-yield strategies with directed professional development and Professional Learning Communities. Over the course of the plan, all teachers will become proficient in using instructional technologies to engage students in high-yield instructional strategies.

Goal 3: Increase engagement and achievement of K-12 students with a technology integrated, CCLS aligned curriculum that allows for growth in information literacy, media literacy and digital citizenship as evidenced by classroom walkthroughs and student achievement on standardized exams.

Outcomes

All teachers will use technology in both instruction and assessment. As a result, students will actively use technology in conjunction with high-yield instructional strategies to improve achievement on standardized assessments. Instructional technology that supports these outcomes are possible because of a robust technology infrastructure, 1:1 devices for both teachers and students and availability of both instructional and assessment software.

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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.

The Sidney Central School District Technology plan was developed in collaboration with a variety of stakeholders including, the Instructional Technology Coordinator, IT Project Coordinator, Director of Curriculum, Professional Learning Community Instructional Support Team, Principals from each school, Library media specialist, teachers, parents and community members.

Technology Plan Development Meetings

Date	Purpose	Participants	Outcome
June 2015	To determine the status of technology infrastructure and hardware	Instructional Technology Coordinator, IT Project Coordinator, LAN Technicians	Provided a clear picture of the status of technology infrastructure and hardware and areas of need.
July 2015	To determine the current technology curriculum in the district	Instructional Technology Coordinator, Director of Curriculum, Library Media Specialist, Technology teachers, Professional Learning Community Instructional Support Team, Principals	Provided needs and goals of the technology curriculum and hardware/software necessary for growth
August 2015	To determine parent/community perception of the district's technology needs	Parents and community members	Provided an overview of parent/community perception of district technology needs

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 challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.

The main area of need is around professional development:

- Special education teachers on the ways 1:1 devices can be used to assist their students in gaining independence.
- General education teachers around better integrating 1:1 and centers devices

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Instructional Technology & Infrastructure Inventory

C. Technology and Infrastructure Inventory

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

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	1 GB	1 GB
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1 GB	1 GB
Bandwidth: Connections WITHIN school buildings (LAN)	1 GB	1 GB

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

1 GB

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

Level 3 via SCRIC

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

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

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

Yes

5a. What percentage of your district's instructional space has wireless coverage?

95

6. Does the district use a wireless controller?

Yes

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

1 GB

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

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Instructional Technology & Infrastructure Inventory

	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)	673	673
Laptops/Virtual Machine (VM)	175	175
Chromebooks	25	25
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	10	10
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	1,086	1,086
Totals:	1,969	1,969

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

8

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

The Sidney Central School District has made investing in a robust infrastructure a priority. At this point the infrastructure is in good shape, but requires continuous updates to remain current.

Teachers, staff and administrators require continuous training to stay abreast of ever changing instructional technology.

The Special Education department has identified three main areas of need with regard to educative and assistive technologies.

1. Individualized technology training for students with disabilities on ways to increase their independence using available technology and appropriate use of that technology including digital citizenship.
2. Additional technology training for Special Education teachers to better support students' usage of technology and appropriate use of that technology including digital citizenship.
3. Outreach to parents on ways to increase their students' independence using available technology and appropriate use of that technology including digital citizenship.

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

	Number of devices in use that are less than five years old
Document Cameras	81
Flat Panel Displays	20
Interactive Projectors	0
Interactive Whiteboards	91
Multi-function Printers	11
Projectors	20
Scanners	

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Instructional Technology & Infrastructure Inventory

	Number of devices in use that are less than five years old
	6
Other Peripherals	0
Totals:	229

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

N/A

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

Yes

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

No

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

Not Applicable

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Software and IT Support

D. Software and IT Support

1. What are the operating systems 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	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
Other	No

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

N/A

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	No

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

N/A

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

Schoology

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

Imagine Learning, Compass Learning, Scholastic Reading Inventory, IXL, eDoctrina

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

ProQuest, Academic OneFile, Discovery, Literary Reference Center, Opposing Viewpoints

8. Does the district have a Parent Portal?

Yes

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Software and IT Support

8a. Check all that apply to your 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).

none

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".

Streaming video of events including graduation.

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

Title	Number of Current FTEs
Support provided by SCRIC	0.00
	0.00

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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?**

The philosophy of the Sidney Central School District Technology Curriculum is for students to use technology to its fullest advantage and to acquire technology skills in order to become lifelong learners.

The Sidney graduate will be challenged to utilize a variety of technological tools to:

- use technology to become a productive and responsible citizen
- work ethically in individual and collaborative settings
- compete successfully in a complex society

The Sidney Central School District will use digital connectivity to improve teaching and learning through the availability of devices in every K-6 classroom and 1:1 devices for students in grades 7-12. All staff will have access to the same device as students so they can model and lead responsible use of the device. Professional development opportunities will be made available for all teachers to increase their capacity to teach a technology integrated curriculum.

Both staff and students will use a Learning Management System (LMS) to organize and reflect on their learning. All learners in the Sidney Central School District will create ongoing digital portfolios to showcase their learning in the LMS. It is by engaging teachers in processes similar to those they expect their students to do, that capacity is built.

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 specify.

As part of a larger district initiative, all students in grades 7-12 have 1:1 devices. Students with disabilities work with Special Education Teachers to take advantage of the accessibility options built into the device and add applications that allow students greater independence while meeting their needs. Devices are also available in both general and special education classrooms K-6 as part of universal design for learning.

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.

1. Individualized technology training for students with disabilities on ways to increase their independence using available technology and appropriate use of that technology including digital citizenship.
2. Additional technology training for Special Education teachers to better support students' usage of technology and appropriate use of that technology including digital citizenship.
3. Outreach to parents on ways to increase their students' independence using available technology and appropriate use of that technology including digital citizenship.

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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.

In-service for staff is the single most important activity needed to insure a readiness to integrate technology into instruction. Needs assessments will be conducted on an ongoing basis to determine what training is needed. An Instructional Technology Coordinator will work one-on-one with staff and offer in-service training. Topics will be repeated as necessary. Staff will be compensated if participating in formal technology training during out-of-school hours.

	Topic(s)	Audience	Delivery Method
Summer 2015	Introduction to SMS, iPads, and other district technology	Teachers new to the district	Direct, in person instruction
Fall 2015	eDoctrina: Introduction to Assessment Creation	Teachers new to the district	Direct, in person instruction
Fall 2015	eDoctrina: Introduction to Rubric Creation	Any teachers who did not use rubrics in eDoctrina last year	Blended
Summer/Fall 2015	Google Drive: Introduction to the Google Drive Ecosystem	All teachers	Blended
Fall 2015	Google Drive: Using Google Drive with Students	All teachers	Blended
Summer/Fall 2015	Schoology: Introduction to Schoology	Any teachers who have not used Schoology in the past	Blended using Schoology
Fall 2015	Schoology: Rubrics	Any teachers who have not used Schoology rubrics in the past	Blended using Schoology
Spring 2016	Schoology: Portfolios	All teachers	Blended using Schoology
Spring 2016	High-Yield Strategies with 1:1 devices	All teachers	Blended using Schoology
Spring 2016	High-Yield Strategies with Google Drive	All teachers	Blended using Schoology
Spring 2016	High-Yield Strategies with Schoology	All teachers	Blended using Schoology
Summer 2016	Introduction to SMS, iPads, and other district technology	Teachers new to the district	Direct, in person instruction
Fall 2016	eDoctrina: Introduction to Assessment Creation	Teachers new to the district	Direct, in person instruction
Fall 2016	eDoctrina: Personalized	Any teacher who needs it	Personalized, Blended
Fall 2016	Schoology: Introduction to Schoology	Any teachers who have not used Schoology in the past	Blended using Schoology
Fall 2016	Schoology: Personalized	Any teacher who needs it	Personalized, Blended
Fall 2016	Schoology: Portfolios	All teachers	Blended using Schoology
Spring 2017	High-Yield Strategies with 1:1 devices (two additional)	All teachers	Blended using Schoology
Spring 2017	High-Yield Strategies with Google Drive (two additional)	All teachers	Blended using Schoology
Spring 2017	High-Yield Strategies with	All teachers	Blended using Schoology

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Professional Development

	Schoology (two additional)		
Summer 2017	Introduction to SMS, iPads, and other district technology	Teachers new to the district	Direct, in person instruction
Fall 2017	eDoctrina: Introduction to Assessment Creation	Teachers new to the district	Direct, in person instruction
Fall 2017	eDoctrina: Personalized	Any teacher who needs it	Personalized, Blended
Fall 2017	Schoology: Introduction to Schoology	Any teachers who have not used Schoology in the past	Blended using Schoology
Fall 2017	Schoology: Personalized	Any teacher who needs it	Personalized, Blended
Spring 2018	Schoology: Portfolios	All teachers	Blended using Schoology
Spring 2018	High-Yield Strategies with 1:1 devices (two additional)	All teachers	Blended using Schoology
Spring 2018	High-Yield Strategies with Google Drive (two additional)	All teachers	Blended using Schoology
Spring 2018	High-Yield Strategies with Schoology (two additional)	All teachers	Blended using Schoology

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

Title	Number of Current FTEs
Instruc. Tech. Coord.	0.80
	0.80

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Technology Investment Plan

G. Technology Investment Plan

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

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Server/Network Software	100,000	One Time	IPA
2	Other	100,000	One Time	IPA
3	Laptops	50,000	One Time	IPA
4	Desktops	80,000	One Time	IPA
5	Tablets	100,000	One Time	IPA
Totals:		430,000		

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

LED TVs to replace interactive whiteboard

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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

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

The district plans to increase student and teacher access to technology, in school, at home, and in the community by continuing to issue 1:1 devices to all teachers and all students in grades 7-12. As part of the district's year-round reading program, students in the elementary school are encouraged to check out leapfrog devices to interact with texts at home. These devices are part of universal design for learning that supports both special education and general education students.

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

- School
- Home
- Community
- None

3a. Please identify categories of available Wi-Fi locations within the community.

Local business, public library (1)

Instructional Technology Plan - Annually - 2015

Instructional Technology Plan Implementation

I. Instructional Technology Plan Implementation

Instructional Technology Plan - Annually - 2015

Instructional Technology Plan Implementation

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

Goal 1:		
Dates	Actions	Outcomes
2015-2016	<ul style="list-style-type: none"> Continued professional development on eDoctrina. Participation in district data-driven instructional process to assess effective use of software and data retrieval/analysis 	<ul style="list-style-type: none"> 100% of teachers will use eDoctrina to create assessments and analyze student achievement data to drive instruction. 60% of teachers will create project or performance-based assessments in eDoctrina.
2016-2017	<ul style="list-style-type: none"> Creation of authentic assessments using a combination of eDoctrina, Schoology, Google Drive elements and a one content specific software for SLO course(s). 	<ul style="list-style-type: none"> 80% of teachers will create project or performance-based assessments in eDoctrina. 40% of teachers will create and administer authentic assessments using instructional technology.
2017-2018	<ul style="list-style-type: none"> Creation of authentic assessments using a combination of eDoctrina, Schoology, Google Drive elements and a one content specific software for all courses. 	<ul style="list-style-type: none"> 100% of teachers will create project or performance-based assessments in eDoctrina. 60% of teachers will create and administer authentic assessments using instructional technology.
Goal 2:		
Dates	Actions	Outcomes
2015-2016	<ul style="list-style-type: none"> Professional development in two high-yield instructional strategies and the instructional technologies to engage students 	60% of teachers will use technology to engage students in at least 1 high-yield instructional strategy.
2016-2017	<ul style="list-style-type: none"> Professional development in two additional high-yield instructional strategies and the instructional technologies to engage students. 	80% of teachers will use technology to engage students in high-yield instructional strategies.
2017-2018	<ul style="list-style-type: none"> Professional development in two additional high-yield instructional strategies and the instructional technologies to engage students. 	100% of teachers will use technology to engage students in high-yield instructional strategies.
Goal 3:		
Dates	Actions	Outcomes
2015-2016	<p>Focus on information literacy</p> <ul style="list-style-type: none"> Evaluate information from a variety of sources for accuracy, bias, appropriateness, and comprehensiveness. Students brainstorm ideas, build concept maps, outlines, and scaffolds to support student learning. Students will appropriately cite sources used for class assignments. 	<ul style="list-style-type: none"> Improve all students' academic achievement, including students with disabilities, by 10% as measured on a variety of assessments. Students in 60% of classrooms will participate in assignments that ask them to access, evaluate, and use research/inquiry skills to produce compelling work that aligns with CCLS.
2016-2017	Focus on media literacy	

Instructional Technology Plan - Annually - 2015

Instructional Technology Plan Implementation

2017-2018

- Students are supported in the research cycle.
- Students can identify when technological tools can solve a problem, accomplish a task, or create a portfolio and be able to select the appropriate tool to meet that need.

Focus on digital citizenship

- Students will become proficient web users and can discern truth and relevance from a flood of information, determine the credibility of web sites, and learn appropriate and ethical use of Web-based programs.
- Students adhere to principles of computer technology ethics, safety and proper “netiquette”

- Creation of media-rich student portfolios showcasing student growth and integration of technology in classrooms.
- Students in 80% of classrooms will participate in assignments that ask them to access, evaluate, and use research/inquiry skills to produce compelling work that aligns with CCLS.
- 7-12 Student use 1:1 devices to complete course work and participate in appropriate digital interactions with each other and the broader community.
- K-6 students participate in digital citizenship learning activities.
- Students in 100% of classrooms will participate in assignments that ask them to access, evaluate, and use research/inquiry skills to produce compelling work that aligns with CCLS.

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Monitoring and Evaluation

J. Monitoring and Evaluation

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

The Technology Committee will meet regularly (not less than twice a year) to review the Technology Plan and will perform the following tasks:

1. Review the goals of the Instructional Technology Plan
2. Identify what needs to be done in the future to accomplish these goals.
3. Identify revisions and/or additions to this plan that need to be made at this time to keep the plan current with technological progress.

The following action steps will be taken each semester to determine the effectiveness of the instructional technology plan and progress toward goals:

- Observed curriculum integration of instructional technology through classroom walkthroughs.
- Common formative assessments and related data
- Teacher participation in regular PLC meetings
- Feedback to Instructional Technology Department
- Administrative supervision and evaluation.
- Stakeholder surveys

Please see Section I: Instructional Technology Plan Implementation for dates and desired outcomes.

2. Please fill in all information for the policies listed below.

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	(No Response)	http://www.boarddocs.com/ny/scsd/Board.nsf/goto?open&id=8RKKTT536D39	2013
Internet Safety/Cyberbullying	06/16/2015	http://www.boarddocs.com/ny/scsd/Board.nsf/goto?open&id=8RKKV3539505	2015
Parents' Bill of Rights for Data Privacy and Security	(No Response)	http://www.boarddocs.com/ny/scsd/Board.nsf/goto?open&id=8T7KJ751F681	2013

3. **Does the district have written procedures in place regarding cybersecurity?**

No

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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**

Yes

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.**

tables did not always paste in correctly. hard to format text.

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Appendices

Appendices

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

(No Response)