

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	1,846	46	401	387	443	538	31

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

William Wolfanger

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

Chief Information Officer

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Instructional Technology Vision and Goals

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

To educate, inspire and empower each student to become a creative, engaged and productive citizen.

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

ALL STUDENTS AND STAFF MUST BE COMPETENT IN THE USE OF TECHNOLOGY IN ORDER TO OBTAIN INFORMATION, TO COMMUNICATE AND TO SOLVE PROBLEMS IN AN EVOLVING, INFORMATION CENTERED, LOCAL AND GLOBAL COMMUNITY.

The goal of this plan is to continue building the District's information technology program by focusing on the following:

Proficiency - The ISTE and CCLS will serve as a framework for revising and/or developing new IT curriculum. These curricula should answer the following questions: What (content standards) do students need to know? In what form (performance indicators) will they demonstrate what they know? When (benchmarks: elementary, middle, commencement) will they demonstrate what they know? How well (performance standards and assessment criteria) must they demonstrate what they know?

Pedagogy - To help teachers learn and apply technology to meet curricular objectives in accordance with the ISTE standards for teachers, administrators and coaches. This should include the identification and implementation of effective uses of technology to meet student learning needs.

Infrastructure/Access - To provide students and staff with ready access to varied technologies and technology-based information.

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 district utilizes its Technology Advisory Committee as part of the instructional technology planning process. During the 15-16 school year the committee met 5 times, with additional sub-committee meetings throughout the year. The committee/sub-committees are comprised of a district administrator, board of education member, building principal, 4 classroom teachers representing each level, three library medial specialists, the technology resource manager, a community member and several students.

Summary of outcomes for the committee's work include:

- Staff development needs assessment with a staff development day devoted specifically to address identified needs.
- Recommended and assisted in the recruitment and employment of a Director of Information Technology to provide technical expertise and leadership in district technology planning and initiatives.
- Recommended and assisted in securing a technology engineering company to provide recommendations and planning for upgrades to the district's technology infrastructure.
- Developed technology literacy/keyboarding program based on ISTE/CCLS standards for students in grades K-5. Recommended 1.0 FTE staff to provide this instruction for the 16-17 school year.

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.

The district is 'catching up' on maintaining and upgrading its technology staffing, infrastructure and instruction after many years of 1.budget cuts; 2 lack of leadership; and 3. lack of technical expertise to maintain/upgrade infrastructure. The district is committed to working collaboratively with all stakeholders to address these gaps and has made significant progress (see question 3 above).

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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?

NERIC

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 Gbps or Mbps
Minimum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <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 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	1	<input type="checkbox"/> Mbps <input checked="" 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?

75

9. Does the district use a wireless controller?

No

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)	228	228
Laptops/Virtual Machine (VM)	88	88
Chromebooks	0	0
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	149	149
Totals:	465	465

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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)?

5

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.

While Assistive Technology is not prescribed on most student IEPs, the use of iPads in many of the district's Special Education classrooms has become a necessity. The vast majority of the iPads indicated in survey question 8 above are in use in special education classrooms. In addition, an assistive and/or educational technologist could provide needed support for students and staff to access current and new technologies in support of ISTE and CCLS standards. Additional staffing in place for the 16-17 school year may provide for more support of assistive technology services.

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

	Number of devices in use
Document Cameras	0
Flat Panel Displays	228
Interactive Projectors	0
Interactive Whiteboards	59
Multi-function Printers	25
Projectors	68
Scanners	0
Other Peripherals	0
Totals:	380

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

N/A

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?

Not Applicable

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

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

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

(No Response)

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."

(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.

Blackboard, Moodle and Edmodo

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

MS Office Suite
 Internet Explorer
 Mozilla Firefox
 Google Chrome
 SMART Notebook

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Software and IT Support

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

Opposing Viewpoints in Context - Gale
 Ancient & Medieval History - EBSCO
 Modern World History - EBSCO
 Grolier Encyclopedia - Grolier
 Student Resource In Context - Gale

8. Does the district have a Parent Portal?

No

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

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
Director of Information Technology	1.00
Technology Resource Manager	1.00
Desktop/network Support Technician	1.00
	3.00

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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 district has identified the following areas of focus:

Proficiency - The ISTE and CCLS will serve as a framework for revising and/or developing new IT curriculum. These curricula should answer the following questions: What (content standards) do students need to know? In what form (performance indicators) will they demonstrate what they know? When (benchmarks: elementary, middle, commencement) will they demonstrate what they know? How well (performance standards and assessment criteria) must they demonstrate what they know?

Pedagogy - To help teachers learn and apply technology to meet curricular objectives in accordance with the ISTE standards for teachers, administrators and coaches. This should include the identification and implementation of effective uses of technology to meet student learning needs. Infrastructure/Access - To provide students and staff with ready access to varied technologies and technology-based information.

Work will continue through the Technology Advisory Committee to build on aligning ISTE standards with CCLS and the district professional growth committee will continue to address pedagogy as it relates to technology.

The infrastructure upgrades including servers, switches, wireless access points and wiring are all part of a plan currently under development with our contracted engineering firm and district staff.

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 iPads, laptop and desktop computers and other miscellaneous hardware and software for students with disabilities that are equitable with students in general education. All classrooms, general and special education, have standardized technology provisions - hardwired/wireless access, hardware, software and support. In addition, all self-contained special education classrooms are provided with 1:1 iPads with apps specific to each student's individual need/disability. In addition, all students with assistive technology services identified in IEP's are provided as required. It is expected that Smart Schools funds will be requested to improve infrastructure and access for all buildings and benefit all students including students with disabilities.

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.

There are over 100 iPads available specifically for use in Special Education classrooms. In addition, there are over 300 Education Apps and software. For example, Lamp Words For Life and Proloquo, are provided for students with signification communication disabilities or disorders. In addition, all students with assistive technology services identified in IEP's are provided as required. Assistive technology is provided for students to support occupational therapy, speech language therapy and the general education curriculum.

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).

The district provides ESL services for 7 eligible students. ESL students have been provided as needed with 1:1 ipads for translation and instructional support. Students also benefit from available classroom technology provided for all students and will see increased accessibility with improvements in the district's technology infrastructure.

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Professional Development

F. 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.**

Professional Development will be offered at Cobleskill-Richmondville CSD via Model Schools, the Greater Capital Region Teacher Center, Local Public Access Television, and various in-house courses to address ISTE standards, Google aps for education, BYOD classroom management, blended learning and utilizing learning management systems. Professional growth needs/opportunities will be identified in conjunction with the District Professional Growth Committee working with the Technology Advisory Committee. Details of specific professional growth programs for the 16-17 school year are currently being reviewed through summer work to address priorities identified in the district's 3 year Strategic Plan. Members of the Technology Advisory Committee with be attending a Google summit this summer that also may result in recommendations for professional development in this area.

- 2. 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
IT Manager	0.20
	0.20

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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.	Servers	75,000	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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Switches	400,000	One Time	<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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Wi-Fi	300,000	One Time	<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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Server/Network Software	30,000	Both	<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
5.	Network Cabling	200,000	One Time	<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 checked="" 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 type="checkbox"/> Other
Totals:		1,005,000		

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

(No Response)

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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.

The plans for network infrastructure upgrades included in the 15-16 Instructional Technology plan were not implemented as anticipated. Instead, the district secured the services of a technology engineering firm to assess the current systems, hardware and infrastructure and provide a phased plan for improvements. The assessment of wireless access signal strength, wiring/cabling and comprehensive IT network- RISC networks has been completed and the phased plan for upgrades is anticipated for completion in August, 2016. The district will begin implementation of that plan once approved by the Board of Education.

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

Once the infrastructure is upgraded the plan is to move towards a 1:1 initiative so that students can have more access to educational information throughout their full day.

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.

Local businesses, the community public library, the local hospital and the local college library provide wi-fi access.

Instructional Technology Plan - Annually - 2016Instructional Technology Plan Implementation

I. 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.**

July-August 2016 -

- Transition new Director of Information Technology to assume leadership and responsibility for the districts technology operation including chairperson for technology advisory committee (TAC).
- Continue work with engineering firm to finalize phased plan for improvements to network infrastructure.
- Building and district level teams work on District and building level 2016-2019 Strategic Plan priority: Enhance technology infrastructure, access, pedagogy and proficiency.
- District technology advisory committee team to attend Google summit. Establish TAC sub-committee to review cloud based computing and forward recommendations to TAC for consideration.

Fall 2016

- Implement recommendation from TAC to establish technology literacy and keyboarding instruction in grades K-5.
- Re-convene TAC subcommittee to continue work on K-12 integration of technology with ISTE and CCLS.
- Assist district professional growth committee with identifying priorities for staff development specifically in the area of technology integration.
- Provide technology plan update to Board of Education with Smart Schools fund expenditure consideration.

Spring 2017

- Continue work on information technology plan in coordination with approved district and building level strategic plans.
- Provide recommendation to district budget committee on funding plan for technology for 2017-2018 school year.
- Begin implementation of approved network infrastructure upgrades.

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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, 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 Technology Committee shall meet a minimum of five times each year: once each in September, November, January, March, and May. Additional meetings may be convened on an as-needed basis by the committee chair. The committee will focus primarily on updating the District Technology plan during and also monitor progress of network infrastructure upgrades. The goal is to continue progress on upgrading technology resources and developing a working plan for moving forward in educational technology to support teaching and learning. The committee will work cooperatively with the District Professional Growth committee and building level curriculum groups to identify areas where technology training is required.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://crs.neric.org/wpcontent/uploads/2014/06/4526-Acceptable-Use-Policy.pdf	2000
Internet Safety/Cyberbullying*	http://www.crcs.k12.ny.us/wpcontent/uploads/2014/06/4526.1-CIPAIInternet-Safety.pdf	2015
Parents' Bill of Rights for Data Privacy and Security	http://www.crcs.k12.ny.us/wpcontent/uploads/2015/07/parents-bill-ofrights.pdf	2014

Instructional Technology Plan - Annually - 2016Survey 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.

(No Response)

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Appendices

Appendices

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

(No Response)