

Instructional Technology Plan - Annually - 2016

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	291	8	51	58	65	108	1

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

Brian Corey

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

Superintendent

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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.

All who enter will be educated to their fullest potential in a safe and healthy environment that allows and encourages each individual to develop the necessary skills to be productive and successful members of society.

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

The Jefferson Central School District is a small rural district on the edge of Schoharie County in the foothills of the Catskill Mountains between the towns of Stamford and Cobleskill. The school district encompasses 70 square miles and includes the village of Jefferson, and portions of the townships of Jefferson, Harpersfield, Stamford, Gilboa, Kortright, and Summit.

The average school population ranges from 280 to 310 students which are all housed in a single building. There are currently 29 full time teachers and 3 BOCES itinerant teachers. The percentage of students receiving free and reduced lunch is consistently over 50%.

Currently computer integration is provided to all students in grades K-12. We have access to the Internet through a Gig-E connection through Broome-Tioga BOCES. All teachers have a network/internet enabled desktop and students have access to a variety of desktops in the lab as well as laptops, iPads, and Chromebooks. All teachers have district assigned email account and students in grades 5-12 have district assigned limited email accounts for classroom purposes.

Technology Vision Statement:

It is the vision of The Jefferson Central School District to provide all students with the technology skills necessary to manage information, analyze data, and communicate ideas successfully in a rapidly evolving world.

Technology Goals:

General Technology Goals and Objectives:

- Legal and ethical use of technology will be encouraged and enforced
- The infrastructure of our computer network supports the technology needs of the district.
- Appropriate technology access will be available for all students, faculty, and staff.
- Technology will be integrated at an appropriate level throughout all curriculum areas.
- There will be an increased level of learning opportunities utilizing technology.
- Faculty and staff will receive adequate ongoing professional development.
- Faculty, staff, and students will receive adequate technical support.

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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.

Planning

Part B; Question 3

The District Technology Plan was developed by The Jefferson Central School Technology Committee. The Technology Committee is made up of the following members:

Thomas Jory – Technology Director

Eric Whipple – Principal

Samantha Candreva – High School Mathematics Teacher

Stephanie Masciola - High School History Teacher

Donna Potak - Computer Assistant

Michael Jonker – Board of Education Member

The planning process involved in the development of this plan is summarized below:

Technology Plan Development Meetings			
Date	Purpose	Participants	Outcome
September, 2015	Review the Technology Plan and discuss the process of setting up the Smart School Investment Plan development committee	Technology Coordinator, Superintendent, and Principal	Decided on possible members including students, faculty, community, staff and parents. We would also include the current technology committee
October, 2015	Tech. Committee/Smart Schools Investment Plan committee meeting.	Smart Schools Investment Plan Committee	Reviewed the recently approved Technology Plan and discussed technology needs which can be incorporated in the SmartSchool Investment Plan. We prioritized key technology needs
December, 2015	Tech. Committee/Smart Schools Investment Plan committee meeting	Smart Schools Investment Plan Committee	We reviewed student/Teacher/Faculty technology surveys. We continued to discuss technology priorities. I explained we would need to have our RIC complete and network assessment.
February, 2016	Met with building Principal and Superintendent to continue discussing technology priorities	Technology Coordinator, Principal, Superintendent	We discussed infrastructure needs. We agreed to hold off until the network assessment is complete.
March, 2016	Met with Techs from Broome Tioga BOCES to discuss the network Assessment	Technology Director, Dan Madden and another tech from Broome Tioga BOCES	Discussed some strengths and weaknesses of our network. Made recommendations regarding infrastructure upgrades. Will be sending us the formal Network Assessment shortly
April, 2016	Tech Committee/Smart Schools Investment Plan committee meeting to review draft SSIP	Smart Schools Investment Plan Committee	Committee agreed on plan to present to the Board of Education on May 17.
May, 2016	Present Draft Smart Schools Investment Plan to the Board of Education.	Technology Director, Superintendent, Principal, Board of Education.	Board of Education approved the tentative Smart Schools Investment Plan

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June, 2016	Met with superintendent and principal to discuss revisions for the new technology plan	Technology Director, Superintendent, Principal	Made revisions to the technology plan for 2016-2017.
June, 2016	Present Smart Schools Investment plan to the community at the public hearing	Technology Director, Superintendent, Principal, Board of Education, member of the community	Board of Education approved the Smart Schools investment plan

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.

Limited funding
 Lack of essential wifi
 Limited staffing

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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?

ISP: Level3 via SCRIC

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

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

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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 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 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?**

85

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?**

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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)	53	53
Laptops/Virtual Machine (VM)	24	24
Chromebooks	20	20
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	60	60
Totals:	157.00	157.00

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)?

2

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.

Funding for consultant to do an assistive technology needs assessment would be a first step to explore ways to increase access to technology access for disabled students. It would be helpful to have that person evaluate the IEP's and suggest assistive technologies, or other technologies available to benefit the individual students. Furthermore, funding for professional development in this are for teachers as well as the IT staff would help increase access.

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

	Number of devices in use
Document Cameras	5
Flat Panel Displays	53
Interactive Projectors	6
Interactive Whiteboards	1
Multi-function Printers	0
Projectors	9
Scanners	0
Other Peripherals	0
Totals:	74.00

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

NA

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

Yes

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Instructional Technology & Infrastructure Inventory

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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

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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	Yes
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	No
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	Yes
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

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

(No Response)

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

None Used

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

Castl Learning
 Fast Math
 HMH Readers
 Adobe Create Suite
 Google APPS for Education

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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.

Encyclopedia Britannica
 Gaile Virtual Reference Library
 World Book Online
 Over Drive
 Noodle Tools

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).

(No Response)

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
Tech Director	0.20
	0.20

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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?

Technology is integrated in all grades through all content areas to improve teaching and learning. The District works to provide staff and students with the technology required to create personalized learning environments. Within the District all teachers are provided with the following technologies

1. All teachers have at least one desktop computer for instructional and administrative functions. Several classrooms also have extra computers for student access. This plan proposes replacing many of these computers and providing additional workstations.
2. All classrooms have overhead projectors to present content. Several classrooms have an interactive projector or Smartboard. This technology plan proposes putting a Smartboard in all classrooms to enhance teaching and learning.
3. We have multiple laptop, Chromebook, and iPad carts for students to research, report, do test prep, and present information. This technology plan proposes increasing the number of portable devices for student use.
4. We are planning on implementing a Digital Conversion Plan with the aim of moving toward a "one to one" with chromebooks for grades 9-12 over the next two years
5. The students in the Graphic Arts program digitally publishes the school yearbook completely in house. This plan proposes to upgrade the computer equipment and increase the number of desktop workstations.

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.

Our technology plan addresses the needs of students with disabilities in a variety of ways. We currently have an elementary, middle school, and high school learning center. All three of the learning centers use a variety of iPad apps to address various gaps, particularly in Math and ELA. This plan proposes placing a portable, 10 station iPad cart in each of these rooms to increase the level of access the special needs student receive. The following are specific programs we're either using now or will be implementing in this plan:

1. FastMath – We're currently using this program to reinforce math concepts for students beginning in the elementary through middle school. We just purchased 30 iPad licenses to be used for students receiving math support including the identified students.
2. Acellus Computer Learning System - We implemented the Acellus Learning System during 2015 – 2016 school year. This year, the program was used mostly for Credit Recovery. The high school learning center teacher used the program to support her students in Math and Science. We plan to continue the program during the 2016-2017 school year.
3. Premier Literacy Suite – During the 2015–2016 school year, we implemented the Premier Literacy Suite which uses technology to serve the literacy demands of all students. The program features a multi-sensory approach to literacy — offering auditory features, composition tools and productivity aids as companions to traditional printed and digital materials. We will be expanding on this as we increase the number of devices available to students.

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.

Most of our severely disabled students are in outside placements. The only student we have in an outside placement is a student with cerebral palsy who is using the "Dynavox Communication System" to assist him with communication. In house, we are using "Dragon Dictate" for students who have difficulty writing because of poor motor skills. Beginning in the 2015-2016 we will be using the Premier Literacy Suite. This was mentioned in the response to the last question but it's being mentioned here also because the "multi sensory" features of the program can benefit students with physical handicaps.

The Committee on Special Education regularly meets to make recommendations for students with special needs. As recommendations are made, we will provide whatever accommodations involving technology that is needed.

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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

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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.**

The Jefferson Central School District is committed to increase student achievement by providing professional development opportunities for its teachers in integrating technological applications to classroom curriculum and instruction.

Each year, the Technology Committee determines the professional development needs of the district by conducting a needs assessment from the various Professional Learning Communities within the district. These PLC's include but are not limited to the following teams:

- The Technology Committee
- The Comprehensive District Education Plan Committee (CDEP)
- Curriculum Coordinators

The Technology Committee is made up of the technology director, the building principal, a high school teacher, an elementary teacher, a CDEP member, and a school board member. The Technology Committee meets monthly and continually collaborates as needed. The role of the committee is to work in conjunction with the other Professional Learning Communities to determine the technological needs of the district and explore ways that the technology can be integrated into the curriculum to improve learning and achievement.

The CDEP Committee is made of the district superintendent, the building principal, classroom teachers, and a board of education member. The committee meets monthly to review district goals and implement strategies to reach the goals. These strategies often involve professional development for faculty and staff.

The district has two curriculum coordinators for each of the following curriculum areas; Mathematics, ELA, Social Studies and Science. One of the coordinators for each area covers Kindergarten through Fifth Grade and the other Sixth through Twelfth Grade. The curriculum coordinators reports monthly to the CDEP team. The Technology Committee representatives on the CDEP team will then report the findings to the Technology Committee.

The following platforms will be used to conduct professional development sessions:

- **Workshops and Mini-Classes:** We will conduct professional development during our conference days. We typically start the year with two In-Service days and typically we will use one of those days for technology integration. Throughout the year, the Professional Learning Communities will continue to assess data make recommendations accordingly.
- **Train the Trainer:** We find that professional development is most effective when there are a variety of individuals that can provide "on the spot" professional development. To achieve this, we encourage teachers to become experts at various systems in the district and then provide assistance to staff when needed.
- **New Faculty/Staff Training:** Either the Technology Director or one of the staff "Train the Trainer" experts will provide professional development to the new staff in the use of the E-Mail, Network Basics, Student Management System, etc.
- **Use of webinars, blogs, videoconferences, online media, and other social media:** We will provide resources on our district website for staff to receive specific professional development.
- **Google Apps For Educations:** Faculty and staff will be trained in the use of Google Apps for Education for sharing and collaboration. Through this medium, I will be able to share documents with the staff related to IT Professional Development and they will also be able to collaborate with each other with "Best Practices."
- **Outside Conferences and Workshops:** Faculty and staff will be encouraged to participate in content specific professional development related to Technology Integration.

- 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
Tech Director/Teacher	0.20
	0.20

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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	Servers	15,000	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
2.	Wi-Fi	25,000	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.	Interactive Displays/Projectors/Whiteboards	45,000	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.	Other	35,000	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
5.	Professional Development	5,000	Annual	<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
Totals:		125,000.00		

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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.

Replacement of Network Switches

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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.

We believe the technology investments outlined in this plan will greatly increase student and teacher access to technology both in school and out of school. Currently our WiFi is limited in that it is slow and will not support a large number of mobile devices in one area. With the infrastructure improvements and purchase of additional devices, we will be able to incorporate a “one to one” model for our 9 – 12 students. Furthermore we’ll be able to support a “bring your own device” model for students and faculty. This along with the Google Apps for Education we’ve already incorporated will allow faculty and students to communicate and collaborate more effectively.

The purchase of the Smart boards will give the teachers the capability to present the curriculum in an interactive, engaging manner. This will allow them to integrate technology across the curriculum giving the students the opportunity to participate in the learning process through a “hands on” approach.

Increasing student access to technology at home and in the community is more of a challenge because our district is in a very rural section and many families do not have broadband access or cell service and other than school, there isn’t anywhere in the community with broadband access. To address this we provide “community hours” in the school where we open the library and computer lab after hours to students and community members to access our computer network. We plan to continue this and look at other ways to expand it.

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.

None

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I. Instructional Technology Plan Implementation

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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.

Date	Action	Desired Outcome
2016 - 2017	Replace 20% of the district's hardware each year.	Ensure the students, faculty, and staff has access to the latest technology.
	Replace infrastructure <ul style="list-style-type: none"> • Servers • Network Switches 	Ensure the district has the infrastructure necessary to support the technology needs of the district.
	Install a central WiFi system	Upgrade the district wireless infrastructure to support the increasing mobile demands of the students, faculty, and staff.
	Provide professional development to k-12 faculty on the use of Web 2.0 tools.	Support staff with integrating web based tools which encourage communication and collaboration.
	Provide professional development to k-12 faculty on the use of the new Learning Management System	Support staff with the school learning management system
	Implement a "Digital Convergence Plan" to plan for the eventual phase in of a "one to one" device model	Plan for the integration of a "One to One" model.
	Purchase additional Chromebooks for the 7-12	Increase the number of devices available for students to increase their access to technology
	Purchase Integrated Projectors for K-12 classrooms.	Provide interactive visual and audio peripherals enhances teaching and learning, facilitates a dynamic and engaging presentation of curriculum, and supports learning styles within the 21st century classroom.
	Purchase 5 station Chromebook cart for the middle school learning center	Provide handicapped students with access to many of teaching programs for individuals with developmental disabilities.
	Purchase 10 station iPad cart the Elementary Special Education Learning Center room.	Provide handicapped students with access to many of teaching programs for individuals with developmental disabilities.
	Purchase additional Elementary iPad Cart	Expand the elementary student's access to the many elementary apps supporting early math and literacy skills.
Date	Action	Desired Outcome
2017-2018	Replace 20% of the district's hardware each year.	Ensure the students, faculty, and staff has access to the latest technology.
	Install video surveillance system	Increase safety and security of students and staff.
	Purchase a five station Apple Mac Lab in the Art Room.	Provide the art students with the capability of creating multimedia art work utilizing graphic software with a platform which best supports digital art.

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	Purchase iMacs for the music room.	Provide the music students with the capability of composing and sharing music.
	Purchase Adobe Creative Suite Cloud licenses.	Provide students with the industry standard in Web Authoring, Photo Editing, and Digital Illustrating.
	Purchase high performance pc's for the Graphic Arts room.	Support the Graphics Arts program with the publishing of the school yearbook and other school based publications.
	Purchase additional Chromebooks for 7-12	Increase the number of devices available for students to increase their access to technology
	Purchase additional iPads for the Elementary	Increase the number of devices available for students to increase their access to technology
Date	Action	Desired Outcome
2018-2019	Replace 20% of the district's hardware each year.	Ensure the students, faculty, and staff has access to the latest technology.
	Meet as a Technology Committee to create an action plan for planning and applying for the remainder of the NYS Smart Schools Bond funds	Create team to research district's technology needs and apply for the funds allocated to our district
	Implement "One to One" Chromebooks for 9-12 in a manner deemed appropriate by the Digital Convergence planning committee	Provide the secondary students with access to technology in an anytime, anywhere, "one-to-one"
	Implement a "One to One" with iPads in an elementary setting deemed appropriate by the Digital Convergence planning committee	Provide primary students with access to technology in a more readily assessable manner.
	Re-evaluate the need for a computer lab. Consider transforming current lab to a full distance learning room.	Find the most effective use of our space and resources.

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Monitoring and Evaluation

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J.Monitoring and Evaluation

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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.

<p>Evaluation</p> <p>This technology plan is a living document and will be updated and evaluated for its effectiveness continually. Areas for effectiveness will be evaluated based on the district’s technology goals and objectives.</p> <ul style="list-style-type: none"> • Legal and ethical use of technology will be encouraged and enforced • The infrastructure of our computer network supports the technology needs of the district. • Appropriate technology access will be available for all students, faculty, and staff. • Technology will be integrated at an appropriate level throughout all curriculum areas. • There will be an increased level of learning opportunities utilizing technology. • Faculty and staff will receive adequate ongoing professional development. • Faculty, staff, and students will receive adequate technical support. 		
Date	Action	Desired Outcome
September of each year	Technology committee planning meeting	Develop surveys for faculty and staff related to technology goals.
November and March of each academic year	Survey curriculum coordinators about technology integration.	Determine the extent to which technology is being integrated within the various curriculum areas
November and March of each academic year	Survey faculty and staff about district technology.	Determine the faculty and staff’s opinion about the district’s technology in terms of availability, professional development, and technical support.
Monthly	Review laptop/ipad/chromebook sign-out logs.	Determine the frequency of use for the mobile devices
Monthly	Review computer lab use from the sign-in logs and teacher sign-up website.	Determine the frequency of computer lab use.
June of each year	Give final survey to faculty and staff about the district technology	Determine the faculty and staff’s opinion about the district’s technology

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Monitoring and Evaluation

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June of each year	Survey K-12 parents through the website	Determine district parent's opinion of the district's technology and the level of technology exposure they feel their children have received.
June of each year	Survey CDEP committee about student test scores	See if there appears to be any correlation between the increased level of technology integration and test scores.
June of each year	Survey 7 – 12 students about technology in the district	Determine student opinions about the district's technology.
June of each year	Survey administration about technology integration	Determine the level to which the administrators witness technology integration during classroom observation and their opinion as to the effectiveness of the use.
June of each year	Review all surveys and formulate goals for next year	Set technology goals for next year based on the faculty and staff feedback.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	jeffersoncsd.org/departments/technology	2010
Internet Safety/Cyberbullying*	jeffersoncsd.org/departments/technology	2013
Parents' Bill of Rights for Data Privacy and Security	jeffersoncsd.org/departments	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?

(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

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Appendices

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

(No Response)