

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	2,548	72	525	489	587	832	43

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

Melissa Bergler

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

Assistant 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.

The Lake Shore Central School District (Evans-Brant) in partnership with our students, families and school community will cultivate engaging, diverse, and challenging educational opportunities and learning environments to promote life-long learning and achievement in preparation for high school graduation, college and careers.

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

Technological tools (Hardware, software and web-based) will enable students to increase acquisition of information and apply their knowledge in order to engage in a rigorous curriculum and daily technology use. Teachers will make learning engaging by utilizing technology to provide authentic learning and problem-based activities. Distance learning opportunities and Internet access play an increasing role in providing teachers exemplary lessons and resource material that promote the use of higher order thinking skills and collaborative problem-solving.

The continued evolution of technology throughout the district will promote interactive communication and higher productivity. This vision of technology will continue to improve the quality and depth of student work and provide an environment where all students can become successful learners who take pride in their efforts and ownership of their education.

The ultimate goal of the Lake Shore Central School District is to prepare students to graduate with the knowledge and skills required to participate meaningfully in a multicultural, technological, and change-oriented society.

The district will:

- Build capacity within the school buildings by offering leadership opportunities to staff in each building to develop and/or improve the district web site, to increase the opportunities to use interactive white boards, increase the use of web 2.0 technologies, and to develop lessons using tablets, laptops, desktops and other available tools. This will allow for communication that is relevant and effective information for sharing with students, parents, and peers using a variety of digital-age media and formats.
- Provide staff with technology equipment and software (laptop carts, interactive white boards, tablet carts, 3-D printers, projection systems, and software designed to impact student learning) to enhance instruction and create an engaging environment for students. This will address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- Provide research-based software, applications and web-based resources such as IXL Math, Discovery Education, Castle Learning, STAR Math, Reading and Early Literacy, and Learning A-Z to staff support student learning. This will allow staff /students to demonstrate fluency in technology systems beyond just the hardware.
- Create courses that promote and model digital citizenship and netiquette and responsible social interactions related to the use of technology and information.
- Introduce students and staff to Cloud-Based Technology via Google Apps for Education.
- Research and provide credit recovery for high school and middle school students.
- Provide substantive professional development in the form of online learning, direct instruction, face-to-face workshops, local and state workshops, 1-1 with a technology integrator or colleague and shared service with neighboring school districts.
- Prioritize technology as a learning tool for students and reflect that priority in budgeting, professional development planning and vision.
- Implement coding, robotics, and STEAM-based technology initiatives.
- Provide opportunities for students to be creators of multimedia content that supports learning goals. Students will go beyond consuming content and become digital creators and collaborators using the appropriate educational technology. This will also help amplify student voice through technology so even the quietest students can stand out.

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3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

Technology Plan Development Meetings			
Date	Purpose	Participants	Outcome
October 6, 2015	Review and debrief of current technology and trainings/workshops; plan next steps and phase of purchasing and workshops; community survey for Smart Schools; BYOD and YouTube Channel	Technology Committee that includes teachers, administrators, community member, board members, school library media specialists, technology integrator, technology director	Refined the vision of the technology plan; community input; public relations
November 17, 2015	Social Media Presence as a district; updates on technology implementation, Google accounts, outdoor wi-fi; reflection – technology integration updates from each building and the technology integrator		Web 2.0 presence; Building updates including successes and needs
February 2, 2016	Technology Plan 15-16 review and defining vision for 16-17; slice group updates, Smart Schools Packets and feedback on proposal #1		Working understanding of Smart Schools; 2016-17 Vision-ing
April 5, 2016	Slice Group Discussions (BYOD and social media presence); professional development planning; hardware needs to support classroom instruction		Technology Plan input
May 17, 2016	Digital Wave Sharing; professional development planning; classroom needs; Google Safe Search		Technology Plan input

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

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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.**

Funding –Due to the Gap Elimination, we have reduced our technology budget significantly over the past several years. This has impacted our ability to purchase student technology, provide professional development and we are well behind in our replacement cycle forcing students and teachers to use antiquated equipment.

Staffing–Without full restoration of GEA funding (It is still at the 2007-2008 level), we are limited in our ability to provide ample support for technology integration K-12.

Professional Development – While we have a full professional development plan, many of our needs assessment items are no longer a priority because of the lack of funding/support.

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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?

WNYRIC/Erie I BOCES

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

	Speed in 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 checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input 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	10	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

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

0

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

- Yes
- No

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

100

9. Does the district use a wireless controller?

Yes

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

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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)	556	556
Laptops/Virtual Machine (VM)	274	274
Chromebooks	427	427
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	279	279
Tablets nine (9) inches or greater without access to an external keyboard	280	280
Totals:	1,816.00	1,816.00

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)?

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.

Based on a needs assessment, additional resources, if provided, would allow us to purchase iPads or tablets for a one-to-one student initiative in all self-contained classrooms. To further enhance our other special education programming, we would purchase tablets, desktops and laptops with the associated software needed to meet the goals of the IEPs. Software could include speech-to-text, zoom-text and audio enhancement. Assistive technology would be purchased to meet the goals of the IEP. Additional resources would be used for workshops in technology integration that would allow us to ensure that teachers have the skills to use technology to introduce, reinforce, enrich, extend and assess student mastery of goals.

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

	Number of devices in use
Document Cameras	4
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	0
Multi-function Printers	0
Projectors	0
Scanners	0
Other Peripherals	0
Totals:	4.00

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

4 Canon EOS Rebel Cameras

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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

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D. Software and IT Support

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

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	Yes
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	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	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.**

None used

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

IXL, Discovery Education, STAR, Castle Learning, Learning A-Z

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

World Book Online, Opposing Viewpoints, PebbleGo, Facts on File World History, Career Cruising

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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
Technology Director	1.00
Lead Technical Support	1.00
Microcomputer Technical	2.00
	4.00

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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?

The district plans to use digital connectivity and technology to improve teaching and learning for all students. With the addition of a technology integrator and a laser-like focus in getting technology in the hands of kids, we are increasing our professional development planning to ensure that technology is thoughtfully integrated into teaching and learning. We envision an increase in online learning, credit recovery, differentiated instruction, game-based learning, web 2.0 tools, and teacher leadership in helping to drive the planning process. Our active technology committee consists of 23 teachers/administrators who have met 5 times this year to continue to build vision and discuss ways to roll out technology tools. Our budget was designed to increase hardware for students and establish a replacement cycle. Our plan will sustain student learning with support for teachers through after school classes, in-house and regional workshops and state/national conferences. Our aim is to align the tools to instruction and to observe an elevation in the level of rigor.

There will also be an increased ability to collect data to drive instruction. We expect to see an increase in the use of IXL and Star Literacy/Reading/Math to track learning points throughout the year. Other tools such as e-Doctrina, Nearpod and Kahoot will allow us to get immediate formative assessment to drive teaching and learning.

We envision increasing our web 2.0 presence. Our technology committee will work collaboratively to increase the use of social media and connect students to allow them to create and collaborate and share globally.

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's technology plan addresses the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments. With support and techniques that we provide, students with a learning disability are able to compensate for difficulties that they may have in learning the curriculum. We strive to help them grow as independent learners and provide them with assistive technologies that include both the simple and the complex to expand learning opportunities and promote a positive classroom environment.

Student IEPs address assistive technology and adaptation to materials to allow for full access to instruction. Students with disabilities have access to enlarged print materials, zoom text and visual acuity devices, hearing devices, speech dictation and word prediction software, enlarged letter and braille keyboards, tablets, laptops with software that align with IEP needs. All classrooms have data projection systems to enlarge materials and special education classrooms have interactive white boards.

Our district is aggressive in keeping students in our district (versus sending them to an outside program) and we are aggressive in providing all that a student needs for full access to classroom instruction in the general education classroom. Our technology integrator works 1-1 with special education students/teachers to provide more in-depth training on software/hardware available to them to maximize learning tools.

The technology that is provided can help motivate the learners and engage them in learning no matter the skills. Our budget and technology plan both fully support student IEP needs and classroom teachers ensure equitable access for all learners.

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

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Curriculum and Instruction

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

Our Technology Plan addresses the provision of assistive technology to ensure access to and participation in the general curriculum. Student IEP's address assistive technology and adaptation to materials to allow for full access to and participation in the curriculum. Student IEPs address assistive technology and adaptation to materials to allow for full access to instruction. When in classrooms, students with disabilities have access to enlarged print materials, zoom text and visual acuity devices, hearing devices, speech dictation and word prediction software, enlarged letter and braille keyboards, tablets, laptops with software that align with IEP needs. In addition, all classrooms have data projection systems to enlarge materials and resources and all special education classrooms have interactive white boards. Our budget fully supports full access and participation in our curriculum for all learners. Hardware and software are purchased help student to learn the curriculum and help them perform on a level playing field with their peers. We fully comply with student IEPs and provide teachers workshops to learn about assistive technology so that we can continue to grow in our efforts to support all students. Professional development is provided on all assistive technology tools. Recommendations are made each year from staff input on what works best in the classroom and what new technologies will augment existing 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's technology plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments. With the support and techniques that we provide, ELL students at Lake Shore Central School District are able to compensate for difficulties that they may have in learning the curriculum. We strive to help them grow as independent learners and provide them with assistive technologies that are include both the simple and the complex to expand their learning opportunities and promote a more positive classroom environment. Assistive technology is provided as needed. Technology has been found to accelareate the acquisition of phonics, increase vocabulary, improve fluency and reading comprehension skills, and encourage language building block acquisition. ELL students benefit from the reinforcement of concepts and vocabulary through pictures, graphics and video. The inclusion of multimedia technology provides them with the necessary context clues to understand new or unfamiliar ideas and language. Lake Shore is implementing Read&Write by Texthelp, a family of literacy software that makes the web, documents and files more accessible - any time, any place, and on any platform or device. It's great for people with dyslexia and other learning difficulties, or anyone whose first language isn't English. The technology that is provided can help motivate the learners and engage them in learning no matter the skills. Our budget and technology plan both fully support ELL students and classroom teachers ensure equitable access for all learners.

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Professional Development

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F. Professional Development

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Professional Development

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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.

Through after school/summer/school day PD (via face-to-face/online/and other viable options), superintendent’s conference days and push-in PD with the technology integrator, Lake Shore Central School will employ BOCES, consultants, and teacher leaders to improve and enhance teaching and learning with technology:

Technology Tool /Topic	Purpose	Teachers
Augmented Reality in the Classroom	Student projects that allow for increase in family engagement and using technology in innovative ways	K-5
Breakout EDU	Immersive learning games	K-12
Chromebooks	Maximizing Apps and Extensions	K-12
Coding in the Classroom	programming skills and computer science concepts that ensure educator and student technological literacy	K-12
Copyright and Digital Citizenship	Updates and curriculum	K-12
CueThink in the classroom	Problem solving	K-12 math
Edmodo/Schoology	online courses and paperless classroom-technology as a tool to design learning opportunities and use technology with the curriculum	K-12
e-Doctrina	Online assessment, formative assessment, data-driven tool	K-12
EverFi	Future Goals/Ignition program - (6-8 Digital Citizenship) ensuring the legal and ethical uses of technology; Financial Literacy, Radius Coding, STEM Scholars, Commons Civics) - multimedia/game based learning.	K-12
FitnessGram	Data to drive instruction	PE
Genius Hour/20% time	Amplifying student choice and voice	K-8
GoNoodle	Brain Breaks for the Classroom – using technology in innovative ways	K-5
Google Apps for Education and Google Classroom	Comprehensive suite of Google Applications from basics to Google Tour Builder and Cultural Institute aimed at improving instruction, collaboration and student achievement; Book studies	K-12
Google Expeditions	Virtual field trips	K-12
Hstry - Digital Timelines	For student projects using technology in innovate ways	K-12
Hyperdocs	Differentiated instruction, blended learning	K-12

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Infographics	Summarize learning creatively	K-12
Intel Education	PLN	K-12
IXL Math	To ensure the effectiveness of instruction and to monitor student learning	K-12 math
Makerspace/coding clubs - Cubelets, Makey Makey, Little Bits, Dash & Dot, Project Ignite	Innovative projects, 3D Modeling, digital electronics, and coding	K-12
Microsoft Sway, Office Mix 2016, Windows 10	Multimedia products with audio, video, and full interactivity	K-12
Minecraft EDU	Student creation and creativity	K-12
Mystery Skype, Google Hangout	Connect classrooms globally	K-12
Online Learning using GradPoint	Differentiating instruction, diverse learning	6-12 Core
Nearpod, Socrative, Plickers, Google Forms/Kahoot	Formative Assessment – Data-driven instruction	K-12
Ocean180.org Video Project Competition	Authentic research and scientists virtually	6-8
Padlet	Backchanneling, resource curation – using technology to communicate and collaborate	K-12
Podcasts in the classroom	Using technology in innovative ways to assess learning, deliver learning and monitor learning	K-12
Read and Write TextHelp	Assistive Technology	K-12
Student Portfolios	Authentic work published to a greater audience	K-12
Twitter for Teachers	Connected Educators	K-12
Video blogs	Increase in parent and family communication and engagement	K-12

In summary, there will be more technology hardware, software and tools available over the next three years. This will increase our ability to improve our teaching and learning for the 21st century learner by immersing them in web 2.0 tools, better monitoring of their learning through immediate online feedback through assessment tools, and allowing us to diversify our learning based on learning styles and interests of our students.

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
Technology Integrator	1.00
	1.00

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Technology Investment Plan

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G. Technology Investment Plan

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

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Technology Investment Plan

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Desktops	150,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Tablets	100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Other	200,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Professional Development	60,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" 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
5.	Staffing	85,000	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:		595,000.00		

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

Access Points

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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.

Our community surveys will continue to help us decide if or how to increase hardware access at home for students. The survey may drive our decision to go to a one-to-one initiative.

We also monitor our sources in our community to determine the breadth and reliability of wireless and/or hardware access for our students.

- Seneca Nation Education Department - access to hardware and wireless in their Community Center including to what extent students can use what is available
- Angola Public Library - including to what extent students can use what is available
- Boys and Girls Club - including to what extent students can use what is available
- Tim Horton's - Wireless (both sites)
- McDonald's (Wireless)

We offer opportunities through Community Education for students based on any foreseen needs. We offer an end of the day open period in grades 6-12 so that students can use the hardware, software and internet for projects and homework. The Boys and Girls Club offers extended hours as well.

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.

We have identified four local businesses, one public library, one community center and one non-profit that has available internet.

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I. Instructional Technology Plan Implementation

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

Date	Action	Desired Outcome
July-August 2016	Server Updates	<ul style="list-style-type: none"> Ensures that our servers are able to support the newest versions of our Student Management System
September 2016	Increase the number of chrome books, tablets and laptops at each building.	<ul style="list-style-type: none"> A shift from traditional pedagogical approaches to those that foster collaborative teaching strategies and student-centered learning Shift from fragmented approaches to curriculum and instruction to those that utilize an integrated platform that can be managed and accessed anywhere at any time Utilize technology to differentiate instruction to students' specific abilities and lets them learn at their own pace
July 2016-August 2016	Migrate to new version of PowerSchool	<ul style="list-style-type: none"> Needed update to maximize our parent portal
August 2016-June 2017	Google Apps for Education	<ul style="list-style-type: none"> Engage teachers, students and parents to transform teaching and learning
	Increase professional development during the school day, after school, summer and on Superintendent's Conference Days that is sustained and focused on student achievement and engagement	<ul style="list-style-type: none"> Prepare our teachers to develop the kinds of problem-based, project-based learning environments where technology is used as a thinking tool
Fall 2016	Review and recommend protocols for use of social media to promote and engage with our community	<ul style="list-style-type: none"> Increase parent participation System of continuous updates Solicit feedback
September 2017	Incorporate a replacement cycle for teachers and students	<ul style="list-style-type: none"> A plan that is efficient and sustains technology use over the long-term
	Employ technology integrator	<ul style="list-style-type: none"> Transform teaching and learning
July 2016-June 2017	Increase professional development during the school day, after school, summer and on Superintendent's Conference Days that is sustained and focused on student achievement and engagement	<ul style="list-style-type: none"> Prepare our teachers to develop the kinds of problem-based, project-based learning environments where technology is used as a thinking tool
September 2017	Increase the number of chrome books, tablets and laptops at each building.	<ul style="list-style-type: none"> A shift from traditional pedagogical approaches to those that foster collaborative teaching strategies and student-centered learning Shift from fragmented approaches to curriculum and instruction to those that utilize an integrated platform that can be managed and accessed anywhere at any time
September 2018	Increase the number of chrome books, tablets and laptops at each building.	<ul style="list-style-type: none"> A shift from traditional pedagogical approaches to those that foster collaborative teaching strategies and student-centered

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		<p>learning</p> <ul style="list-style-type: none"> • Shift from fragmented approaches to curriculum and instruction to those that utilize an integrated platform that can be managed and accessed anywhere at any time
September –December 2018	Teacher Desktop Replacements	<ul style="list-style-type: none"> • Ensures that substitutes, in a teacher’s absence, can continue technology integration and perform routine tasks
July 2018-June 2019	Increase professional development during the school day, after school, summer and on Superintendent’s Conference Days that is sustained and focused on student achievement and engagement	<ul style="list-style-type: none"> • Prepare our teachers to develop the kinds of problem-based, project-based learning environments where technology is used as a thinking tool

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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.

Date	Action	Outcome
Spring 2016	School Report Card Data	• Assess impact on student achievement
July 2016-June 2017	Collect feedback on professional development courses	• Assess immediate impact on teaching
	Collect student growth data in STAR Reading, Early Literacy, and Math	• Assess impact on student achievement
	Collect usage reports on technology supports purchased through the district	• Assess usage of technology tools to garner value of tools and impact on teaching and learning
	Quarterly Technology Meetings	• Garner anecdotal data on technology integration
	Quarterly Meetings with Technology Integrator and Director of Technology	
	Monthly Administrative Meetings	• Garner anecdotal and quantitative data through the lens of APPR and instructional observations
	Mentor Teacher Program Data Analysis through surveys	• Collect data on student achievement specific to new teachers and mentor training
When applicable	Surveys as a result of workshops in-house or Superintendent’s Conference Days	• Assess immediate impact on teaching and determine next steps
Spring 2017	School Report Card Data	• Assess impact on student achievement
July 2017-June 2018	Collect feedback on professional development courses	• Assess immediate impact on teaching
	Collect student growth data in STAR Reading, Early Literacy, and Math	• Assess impact on student achievement
	Collect usage reports on technology supports purchased through the district	• Assess usage of technology tools to garner value of tools and impact on teaching and learning
	Monthly Administrative Meetings	• Garner anecdotal and quantitative data through the lens of APPR and instructional observations
	Mentor Teacher Program Data Analysis through surveys	• Collect data on student achievement specific to new teachers and mentor training
When applicable	Surveys as a result of workshops in-house or Superintendent’s Conference Days	• Assess immediate impact on teaching and determine next steps
Spring 2018	School Report Card Data	• Assess impact on student achievement
July 2018-June 2019	Collect feedback on professional development courses	• Assess immediate impact on teaching
	Collect student growth data in STAR Reading, Early Literacy, and Math	• Assess impact on student achievement

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	Collect usage reports on technology supports purchased through the district	<ul style="list-style-type: none"> Assess usage of technology tools to garner value of tools and impact on teaching and learning
	Quarterly Technology Meetings	<ul style="list-style-type: none"> Garner anecdotal data on technology integration
	Quarterly Meetings with Technology Integrator and Director of Technology	
	Monthly Administrative Meetings	<ul style="list-style-type: none"> Garner anecdotal and quantitative data through the lens of APPR and instructional observations
	Mentor Teacher Program Data Analysis through surveys	<ul style="list-style-type: none"> Collect data on student achievement specific to new teachers and mentor training
When applicable	Surveys as a result of workshops in-house or Superintendent's Conference Days	<ul style="list-style-type: none"> Assess immediate impact on teaching and determine next steps

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.lakeshorecsd.org/Page/280 (7315)	2012
Internet Safety/Cyberbullying*	http://www.lakeshorecsd.org/Page/280 (7552)	2012
Parents' Bill of Rights for Data Privacy and Security	http://www.lakeshorecsd.org/site/Default.aspx?PageType=1&SiteID=4&ChannelID=18&DirectoryType=6	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?**

NA

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

NA

5. **Other comments.**

I appreciate that some data was rolled over.

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Appendices

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Appendices

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

(No Response)