GALWAY

Central School District

2022-2025
Instructional Technology Plan

District Vision, Mission, & Goals	**3**
New York State Education Department Technology Vision and Technology Goals	**4**
District Technology Planning	**5**
Appendix A: NYSED Submission	**8**
Appendix B: Previous Technology Plans	**8**

Galway Central School District

Instructional Technology Plan

DISTRICT NAME:	Galway Central School District
BEDS CODE:	52 07 01 04 0000
SUPERINTENDENT:	Brita Donovan
ADDRESS:	5317 Sacandaga Road
	Galway, New York 12074
PHONE:	(518) 882-1033
YEARS PLAN IS IN EFFECT:	2022 - 2025

Administration

Superintendent:	Brita Donovan
Business Administrator:	Courtney Sayward
Director of Curriculum, Assessment and DEI:	Christine Delaney
Director of Pupil Services:	Jennifer Hall
Principal Jr/Sr High School:	Michael Miller
Principal Joseph Henry Elementary School:	Michelle McDougall
Athletic Director/Assistant Principal:	Elise Britt-Gaeta

Board of Education

Linda Jackowski, President

Jay Anderson, Vice President

Dennis Schaperjahn

Michelle Bombard

Stacey Caruso-Sharpe

Karen English

District Vision, Mission, & Goals

District Vision Statement

All students will embrace optimal wellness; sustain a thoughtful, informed, and inquisitive perspective; and think, communicate, and interact with the world.

District Mission Statement

The Galway Central School Community believes that all students can succeed in learning. Our school's purpose is to educate all students to their highest level of academic performance while fostering positive growth in social/emotional behavior and attitudes. We accept the responsibility to provide the proper atmosphere and opportunity so that each student can attain his or her maximum potential.

Motto

Empowering generations of learners

District Core Values

Social, Behavioral, & Environmental Wellness
Wonder & Passion for Learning
Critical & Reflective Thinking
Model Citizens

District Goals

Goal 1: Well Rounded Education

Based on Student Academic Achievement, Student Growth, Graduation Rate, Leadership, and the Humanities.

Goal 2: Equitable Access for all

Chronic absenteeism below 5%; 100% participation in culturally responsive education; wellness; English language proficiency; citizenship

Goal 3: Innovative School Environment

Flexible & progressive learning spaces; Student driven learning; College, Career, & Civic Readiness; Personalized professional learning

New York State Education Department Technology Vision and Technology Goals

New York State Technology Vision Statement

District Instructional Technology Plans, required by Commissioner's Regulation 100.12, will support the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

New York State Educational Technology Goals

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;

4. Design, implement, and sustain a robust, secure network in order to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

District Technology Planning

Technology Vision Statement

Instructional Technology at Galway Central School district will: enhance teaching & learning; provide new opportunities; connect our learners with the global learning environment; provide resources for professional & personal growth

Technology Planning Process

While developing and revising the District Technology Plan, it has been the practice of the district to utilize a Technology Committee made up of instructional staff, non-instructional staff, administrative staff, curriculum director and instructional technology staff to help inform the process. Staff surveys were also used to gather input from teachers and support staff at large. Formation of the written plan was completed collaboratively by Committee members. The Technology Committee is a standing committee which meets regularly to ensure the District Technology Plan is being followed with fidelity.

District Professional Development

The technology committee will coordinate with the professional development committee to provide technology instructional guidance to meet the needs of staff and administration. Educational needs will be determined by surveys, feedback and evaluation. Please see the district Professional Development Plan below.

Galway Central School District Professional Development Plan

2022-2025 Goals

Goal 1: Increase offsite internet capacity by adding 1 additional free internet option in the community by June 2024
Action Items: ● Establish a community partnership with the town & the public library ● Research grants & other funding opportunities ● Install wifi in a public area, promote, & monitor usage
NYS Goal Alignment: *Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.*

Goal 2: Increase student capacity with technology by establishing 1 educational and career pathway in technology, establishing an esports club, and adding 1 internship opportunity by June 30, 2025
Action Items: ● Research: pathway courses, esports, internship opportunities ● Planning: Plan course alignment & expansion (as needed) PK-12; create a roll out plan for esports, & plan internship opportunities ● Implementation: Implement new courses/alignment for pathway; establish esports club; establish a tech internship opportunity ● Evaluation: Evaluate increased capacity by reviewing enrollment/participation data & feedback
NYS Goal Alignment: *Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences*

Goal 3: 100% Implementation of the NYS Computer Science & Digital Fluency standards by June 30, 2024
Action Items: ● Planning: Plan the CS/DF standard roll out district wide ● Curriculum: Deep dive into the curriculum and roadmaps PK-12 ● Professional Learning: Work with faculty on the curriculum & how they will implement standards in the classroom ● Implementation: Implement standards fully

NYS Goal Alignment: *Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.*

District Goals Monitoring & Evaluation

The district will monitor and evaluate the instructional technology goals using enrollment/participation/usage date and staff and student feedback. This data will be constantly reviewed for program improvement.

Appendix A: NYSED Submission

1 What is the name of the district administrator responsible for entering the Instructional Technology Plan data? *

Courtney Sayward

NYSED will consider this person to be the point of contact for questions about the plan.

2 What is the title of the district administrator responsible for entering the Instructional Technology Plan data? *

Other

Please select one from drop down menu:

a If 'Other' was selected in Question 2 above, please identify the title. *

Business Administrator

For help with completing the plan, please visit 2022-2025_ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

1 What is the overall district mission? *

The Galway Central School Community believes that all students can succeed in learning. Our school's purpose is to educate all students to their highest level of academic performance while fostering positive growth in social/emotional behavior and attitudes. We accept the responsibility to provide the proper atmosphere and opportunity so that each student can attain his or her maximum potential.

The district mission is usually approved by the district board of education and can be located in the district strategic plan.

2 What is the vision statement that guides instructional technology use in the district? *

Instructional Technology at Galway Central School district will: enhance teaching & learning; provide new opportunities; connect our learners with the global learning environment; provide resources for professional & personal growth

The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?

3 Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings. *

The Instructional Technology Planning process includes education and collaboration. The Director of Curriculum, Assessment, & DEI and the Business Administrator attended WSWHE BOCES for their Instructional Technology Planning (ITP) Workshop (June 21, 2021) to learn about the new instructional technology plan and the submission process. In addtion to this in person workshop, the Business Administrator also met with Instructional Technology Learders in the area to discuss the ITP, viewed email coorespondance reagding the ITP, and viewed webinars related to the ITP. Following this, the technology committee met to discuss the plan and the goals to be included in the plan. The committee consists of administrators (Business Administrator and Director of Curriculum, Assessment, & DEI), teachers, technology aide, and IT staff. The committee meets monthly. This team attempted to meet with the academic stakeholders group, but they did not meet together as a large group due to COVID. The technology plan will be presented to the Board of Education.

Timeline:

Dec 2021 - ITP Workshop & Tech Committee Meeting

Jan 2021- Tech committee meeting

Feb 2021 - Tech committee meeting

March 2021- Webinars, Tech Director meeting & Tech committee meeting

The instructional technology planning process should align with the district's strategic planning process. The district level technology committee should include multiple stakeholder participants in order to build advocacy for district programs and financial plans.

Responses should include a description of the following:

- The stakeholder groups that worked on this plan
- A timeline of the planning process
- The frequency of meetings
- The outcomes of the plan development
- Any additional aspects of the planning process that the district wishes to share.

4

How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan? *

Planning process: Our planning processes were similar (education - learning about the plans and how to complete them; collaboration - work with a team for planning & implementation), but it was more difficult to achieve this time. The pandemic changed our school schedule and split the ES and JR/SR HS into 2 different start and end times. This made meetings difficult to schedule and the attendance was much lower than in the past. The pandemic also made it difficult for our academic stakeholder group to meet.

Previous Goals:

Goal 1: The district will increase physical access to technology to all of our students.

*This goal was met during the plan years. We completed our 1-1 initiative, updated our servers and switches, and increased our bandwidth

Goal 2: The district will improve the digital learning environment, including the culture and mindset, by providing meaningful professional development opportunities to all staff.

*This goal was partially met. The district provided opportunities for professional learning in various delivery formats and platforms. The district also added Otis (personalize PD) to support this work. We noticed that attendance for Professional Learning Activities decreased throughout the plan years. We will constantly look to add new ways to encourage professional growth, but be mindful of burnout.

Goal 3: The district will empower students to be digital citizens by providing equitable, technology-rich learning experiences.

*We started strong here, however, the pandemic really impacted this goal. With moving to small class sized so we could bring students back into the building, we had to move teachers who were dedicated to this work to the classroom (we had a dig cit special before). We did add Nearpod with the digital citizenship component so all students could still benefit, but there was not a widespread use. With the help of the new standards and with our school returning to a somewhat normal operation, we hope to focus on this. We have seen the need for this learning as students are struggling with mental health and relearning how to be a student.

New Plan: For this plan, we will continue our work with professional learning and digital citizenship, but add offsite accessbility and explore/highlight technology career pathways

Responses should include a description of the following:

- How this planning process was different than previous years
- How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan
- How this plan intends to address any goals from the previous plan that may not have been fully met

5

How does the district Instructional Technology Plan reflect experiences during the COVID pandemic? *

During the COVID pandemic we noticed the following three main areas: 1. Instructional Technology Momentum; 2. Instuctional Technology Inundation; 3. Accessibility offsite

Momentum - When schools we forced to close educators had to be creative and open to trying new technologies/programs to engage and support continued student learning in new ways. This created a huge momentum in our district for instructional technology. We used this momentum to add additional professional learning opportunities and tools.

Inundation - While the momentum was a positive for our district, it soon became apparent that we were inundated with instructional technology programs. From an EdLaw2d, budgetary, and instructional standpoints, that is problematic. We did not have a handle on who was using what software anymore; there was no consistency in what was being used in the classrooms in the same grade levels and buildings, and then all the companies (who were free at first) began to charge for their products/services. Moving into the next plan, we need to go back to our foundation and take a deeper look at what is actually working for our staff and students.

Accessibility - We were fortunate to be 1-1 when the pandemic hit, but we soon realized that many students did not have reliable internet access at home. We worked to support these students by purchasing more mifi units to loan out and utilized a grant to add exterior wifi coverage to our parking lots. While this helped a lot of students, it did not help everyone. Some students do not have cell phone services, so the wifi units do not work for them. Others could not get a ride to school to use the parking lot wifi. The new plan will continue our work to addess the accessibility challenges we face as a rural school district.

Responses should include a description of the following, where applicable:

- Online or blended learning options (changes or additions)
- Need to address internet connectivity, to the extent practicable, at students' places of residence
- Device purchases (any increases, changes in quantity or type, etc.)
- Device deployment (changes, if applicable)
- Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)
- Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students)
- Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)

6

Is your district currently fully 1:1? *

Yes

For the purposes of this survey, "1:1" implies that each student enrolled in the district, grades K-12 (as applicable), has a dedicated device provided by the District for their use both in school and their place of residence.

7

Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2. *

Professional Learning has changed a lot since the pandemic. Positive: more delivery formats & convenient. Challenges: teacher burnout = lower PL attendance, low teacher & sub shortages so it is difficult to have a teacher out of the classroom for PL for a day or more. Our Professional Learning Plan attempts to address the challenges while using the positives to increase momentum for professional growth.

PL Plan

SSIP

The technology committee coordinates with the professional learning committee to provide technology instructional guidance to meet the needs of staff and administration and to support district goals. Educational needs and educator capacity are determined by surveys, feedback, and evaluation. By anaylzing these data points, that professional learning committee develops/facilitates a variety of PL options. Professional learning opportunities are held in district during Conference Days, in district during the day and after school (no longer doing these because of the pandemic schedule changes and low subs), remotely through online learning opportunities, and at local workshops and conferences (these are just starting back up again, just in time as many staff members have "Zoom fatigue"). The committee reassess PL opportunity annually, but with a new Director of Curriculum, Assessment, & DEI, we hope to better anaylze PL effectiveness and make action plans.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 8 in the Classroom Learning Technology section.

As a best practice, the instructional technology professional development plan should be a subset of the district Professional Development Plan for Teaching and Learning (PDP).

Resources:

Office of Teaching Initiatives: Professional Development Standards

http://www.highered.nysed.gov/tcert/resteachers/pd.html

Professional Learning and Growth: Resources for Teaching Standards, Professional Development Standards and Toolkits

http://www.nysed.gov/educator-quality/professional-learning-and-growth

Responses should include a description of the following:

- How the technology professional development aligns with the district's overall goals to improve learning and instruction

- How the district determined the current capacity of educators
- How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest
- How the effectiveness of the professional development plan will be evaluated
- Plans for implementation support or follow-up, if any

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Contact Us
SED Monitoring Version 2.8.2.17

Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1

Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has met this goal: *

Significantly

2

Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal: *

Significantly

3

Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has met this goal: *

Fully

4

Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal: *

Fully

5

Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The district has met this goal: *

Minimally

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Contact Us

SED Monitoring Version 2.8.2.17

IV. Action Plan - Goal 1 Instructions

In this section the district is required to list a minimum of three goals. The plan allows up to five goals. This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:

- Which NYSED goal best aligns with the district goal?
- What is the target student population(s)?
- What are the additional target populations, if any?
- How will the goal be measured and evaluated?
- What are the action steps necessary to attain the goal?
- What is the timeline for attainment of the goal?
- What stakeholder type will be responsible for ensuring that the action steps are complete?

1 Enter Goal 1 below: *

Increase offsite internet capacity by adding 1 additional free internet option in the community by June 2024

2 Select the NYSED goal that best aligns with this district goal. *

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3 Target Student Population(s). Check all that apply. *

- [x] All students
- [ ] Early Learning (Pre-K -3)
- [ ] Elementary/intermediate
- [ ] Middle School
- [ ] High School
- [ ] Students with Disabilities
- [ ] English Language Learners
- [ ] Students who are migratory or seasonal farmworkers, or children of such workers

- [ ] Students experiencing homelessness and/or housing insecurity
- [ ] Economically disadvantaged students
- [ ] Students between the ages of 18-21
- [ ] Students who are targeted for dropout prevention or credit recovery programs
- [ ] Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- [ ] Students who do not have internet access at their place of residence
- [ ] Students in foster care
- [ ] Students in juvenile justice system settings
- [ ] Vulnerable populations/vulnerable students
- [ ] Other (please identify in Question 3a, below)

4

Additional Target Population(s). Check all that apply.

- [x] Teachers/Teacher Aides
- [x] Administrators
- [x] Parents/Guardians/Families/School Community
- [ ] Technology Integration Specialists
- [ ] Other

5

How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc. *

This goal will be measured as complete by completing the install of a public wifi in the community space that the school also utilizes. The goal will be evaluated by checking on the wifi functionality and usage.

Responses should include a description of the following:

- The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.
- How the evidence will be analyzed and utilized.
- How you will know if the goal has been accomplished.

6

List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

he responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. If you selected 'Other' Responsible Stakeholder in column 5, please identify the title in column 6. Otherwise, write "N/A."

The list of action steps may extend across the three-year time frame of the technology plan.

Goal 1 Action Steps	Action Step *	Action Step - Description *	Responsible Stakeholder: *	'Other' Responsible Stakeholder *	Anticipated date of completion *	Anticipated Cost *

Goal 1 Action Steps	Action Step *	Action Step - Description *	Responsible Stakeholder: *	'Other' Responsible Stakeholder *	Anticipated date of completion *	Anticipated Cost *
Action Step 1	Community Partnerships	Collaborate with the town & public library to create a partnership & determine funding (grant) & location options	Business Official	NA	01/01/2023	0
Action Step 2	Research	Research grant opportunities & appropriate locations	Business Official	NA	06/30/2023	0
Action Step 3	Purchasing	Purchase wifi	Business Official	NA	01/01/2024	1000
Action Step 4	Implementation	Install, promote, & monitor wifi	Business Official	Installation company & community groups	06/28/2024	1000

7

This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

List up to four additional action steps. It is not necessary to complete all four rows of this table, as the entire table is optional.

Goal 1 Action Steps Cont	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5						
Action Step 6						
Action Step 7						
Action Step 8						

For help with completing the plan, please visit 2022-2025_ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

IV. Action Plan - Goal 2 Instructions

In this section the district is required to list a minimum of three goals. The plan allows up to five goals. This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:

- Which NYSED goal best aligns with the district goal?
- What is the target student population(s)?
- What are the additional target populations, if any?
- How will the goal be measured and evaluated?
- What are the action steps necessary to attain the goal?
- What is the timeline for attainment of the goal?
- What stakeholder type will be responsible for ensuring that the action steps are complete?

1 Enter Goal 2 below: *

Increase student capacity with technology by establishing 1 educational and career pathway in technology, establishing an esports club, and adding 1 internship opportunity by June 30, 2025

2 Select the NYSED goal that best aligns with this district goal. *

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3 Target Student Population(s). Check all that apply. *

- [x] All students
- [ ] Early Learning (Pre-K -3)
- [ ] Elementary/intermediate
- [ ] Middle School
- [ ] High School
- [ ] Students with Disabilities
- [ ] English Language Learners
- [ ] Students who are migratory or seasonal farmworkers, or children of such workers
- [ ] Students experiencing homelessness and/or housing insecurity
- [ ] Economically disadvantaged students
- [ ] Students between the ages of 18-21
- [ ] Students who are targeted for dropout prevention or credit recovery programs

- [ ] Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- [ ] Students who do not have internet access at their place of residence
- [ ] Students in foster care
- [ ] Students in juvenile justice system settings
- [ ] Vulnerable populations/vulnerable students
- [ ] Other (please identify in Question 3a, below)

4

Additional Target Population(s). Check all that apply.

- [ ] Teachers/Teacher Aides
- [ ] Administrators
- [ ] Parents/Guardians/Families/School Community
- [ ] Technology Integration Specialists
- [ ] Other

5

How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc. *

The district will create a pathway in technology that is relevant to our student population. Once we gather data on current classes (enrollment & student feedback), we can begin to shape the pathway. The district will also add an esports club and create an internship opportunity in technology. These three components of increasing student capacity with technology will continue to be monitored and evaluated by enrollment data and student feedback.

Responses should include a description of the following:

- The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.
- How the evidence will be analyzed and utilized.
- How you will know if the goal has been accomplished.

6

List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. If you selected 'Other' Responsible Stakeholder in column 5, please identify the title in column 6. Otherwise, write "N/A."

The list of action steps may extend across the three-year time frame of the technology plan.

Goal 2 Action Steps	Action Step *	Action Step - Description *	Responsible Stakeholder: *	"Other" Responsible Stakeholder *	Anticipated date of completion *	Anticipated Cost *
Action Step 1	Research	Research current and future course options, esports in the area, and feasible tech intern opportunities	Business Official	Director of Curriculum & Building Principals	01/01/2023	0

Goal 2 Action Steps	Action Step *	Action Step - Description *	Responsible Stakeholder: *	"Other" Responsible Stakeholder *	Anticipated date of completion *	Anticipated Cost *
Action Step 2	Planning	Plan course alignment & expansion (as needed) PK-12; create a roll out plan for esports, & plan internship opportunities	Curriculum and Instruction Leader	Business Admin & Principals	06/30/2023	0
Action Step 3	Implementation	Implement new courses/alignment for pathway; establish esports club; establish a tech internship opportunity	Building Principal	Director of Curriculum & Business Admin	09/01/2023	5000
Action Step 4	Evaluation	Evaluate increased capacity by reviewing enrollment/participation data & feedback	Business Official	Director of Curriculum & Building Principals	06/30/2024	0

7

This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

List up to four additional action steps. It is not necessary to complete all four rows of this table, as the entire table is optional.

Goal 2 Action Steps Cont	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5						
Action Step 6						
Action Step 7						
Action Step 8						

For help with completing the plan, please visit 2022-2025_ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

IV. Action Plan - Goal 3 Instructions

In this section the district is required to list a minimum of three goals. The plan allows up to five goals. This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:

- Which NYSED goal best aligns with the district goal?
- What is the target student population(s)?
- What are the additional target populations, if any?
- How will the goal be measured and evaluated?
- What are the action steps necessary to attain the goal?
- What is the timeline for attainment of the goal?
- What stakeholder type will be responsible for ensuring that the action steps are complete?

1 Enter Goal 3 below: *

100% Implementation of the NYS Computer Science & Digital Fluency standards by June 30, 2024

2 Select the NYSED goal that best aligns with this district goal. *

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3 Target Student Population(s). Check all that apply. *

- [x] All students
- [ ] Early Learning (Pre-K -3)
- [ ] Elementary/intermediate
- [ ] Middle School
- [ ] High School

- [ ] Students with Disabilities
- [ ] English Language Learners
- [ ] Students who are migratory or seasonal farmworkers, or children of such workers
- [ ] Students experiencing homelessness and/or housing insecurity
- [ ] Economically disadvantaged students
- [ ] Students between the ages of 18-21
- [ ] Students who are targeted for dropout prevention or credit recovery programs
- [ ] Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- [ ] Students who do not have internet access at their place of residence
- [ ] Students in foster care
- [ ] Students in juvenile justice system settings
- [ ] Vulnerable populations/vulnerable students
- [ ] Other (please identify in Question 3a, below)

4

Additional Target Population(s). Check all that apply.

- [x] Teachers/Teacher Aides
- [x] Administrators
- [ ] Parents/Guardians/Families/School Community
- [ ] Technology Integration Specialists
- [ ] Other

5

How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc. *

The Director of Curriculum, Assessment, & DEI will establish the standards roll out plan and professional development sessions. The Director will work with a curriculum committee on this work and illicit feedback from the committee and grade level leaders throughout the planning and PD process. Once implementation begins, the Director and building principals will then begin to support and observe the standards implementation in special area classes and regular classes. At the end of the first implemenation year, student, teacher, and teacher evaluation feedback will be reviewed. From here, a plan will be developed to modify/adjust the implementation plan as needed to ensure all students have equitable access to the standards.

Responses should include a description of the following:

- The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.
- How the evidence will be analyzed and utilized.
- How you will know if the goal has been accomplished.

6

List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire

goal. If you selected 'Other' Responsible Stakeholder in column 5, please identify the title in column 6. Otherwise, write "N/A."

The list of action steps may extend across the three-year time frame of the technology plan.

Goal 3 Action Steps	Action Step *	Action Step - Description *	Responsible Stakeholder: *	"Other" Responsible Stakeholder *	Anticipated date of completion *	Anticipated Cost *
Action Step 1	Planning	Plan the CS/DF standard roll out district wide	Curriculum and Instruction Leader	Business Administrator (who is also the Tech Admin)	09/01/2022	0
Action Step 2	Curriculum	Deep dive into the curriculum and roadmaps PK-12	Curriculum and Instruction Leader	NA	03/01/2023	0
Action Step 3	Professional Development	Work with faculty on the curriculum & how they will implement standards in the classroom	Curriculum and Instruction Leader	NA	09/01/2023	500
Action Step 4	Implementation	Implement standards fully	Curriculum and Instruction Leader	Classroom teachers	06/30/2024	0

7

This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

List up to four additional action steps. It is not necessary to complete all four rows of this table, as the entire table is optional.

Goal 3 Action Steps Cont	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost

Goal 3 Action Steps Cont	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Evaluate how the implementation went by reviewing classroom observation feedback and teacher & student feedback	Curriculum and Instruction Leader	NA	09/01/2024	0
Action Step 6						
Action Step 7						
Action Step 8						

8 Would you like to list a fourth goal? *

No

For help with completing the plan, please visit 2022-2025_ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Contact Us

SED Monitoring Version 2.8.2.17

1

Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students. *

Instructional technology in the district strives to be seamless integration where students do not think of a device or digital content as another separate thing, but rather a daily resource & tool. The district strives for balance between digital and in-print content and activities to meet all student needs. The biggest areas the district finds to be beneficial in teaching and learning are the adaptive digital tools which aid in content differentiation, up to date, dynamic content, and increased creative with teachers and students.

Responses should include a description of the following:

- How technology is integrated into teaching and learning throughout the district
- Explain the extent to which technology is used by teachers to facilitate their practice
- The extent to which technology is used by students to demonstrate understanding of skills and concepts
- The extent to which technology is used to provide multiple pathways to access and participate in learning.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 4 in the School Connectivity section.

2

Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc. *

The district provides 1-1 devices that students can take home. We also provide mifi devices for at home internet if students do not have reliable internet offsite. One of the goals in this plan is to continue to increase offsite internet access for students since some areas in our district do not have high speed internet or cell service. With this goal, we hope to partner with the town and the library to expand offsite wifi. We continue to increase and update our on campus infrastructure to accommodate our growing technology use.

3

Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities. *

The district utilizes adaptive programs that differentiate content for all students. These programs include iReady, NewsELA, and more. The district also utilizes assistive technology tools such as talk to text, font adjustments, speaking devices & programs for non-verbal students, screen readers, and large screen devices. Based on student needs, the district will continue to provide devices and other tools to support our special education students.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

This question is referring to the intentional application of technologies and instructional strategies that are specifically used for students with disabilities. The response should address specifically the various technologies and instructional strategies that are used.

Example: A district who has a 1:1 program should include how those devices are specifically being used with students with disabilities; not simply that they have access to the same devices as all students.

Response should include a description of the following:

- Specific technology, applications, and/or devices that the district uses to serve students with disabilities.
- How teachers use technology to address accessibility and to differentiate, modify, and accommodate the instruction of students with disabilities.

4

How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list. *

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).

- [ ] Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- [x] Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- [x] Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- [x] Assistive technology is utilized.
- [x] Technology is used to increase options for students to demonstrate knowledge and skill.
- [x] Learning games and other interactive software are used to supplement instruction.
- [ ] Other (please identify in Question 4a, below)

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

5

Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list. *

- [ ] Technology to support writers in the elementary classroom
- [ ] Technology to support writers in the secondary classroom
- [ ] Research, writing and technology in a digital world
- [ ] Enhancing children's vocabulary development with technology
- [ ] Reading strategies through technology for students with disabilities
- [x] Choosing assistive technology for instructional purposes in the special education classroom
- [x] Using technology to differentiate instruction in the special education classroom
- [ ] Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- [x] Multiple ways of assessing student learning through technology
- [x] Electronic communication and collaboration
- [x] Promotion of model digital citizenship and responsibility
- [x] Integrating technology and curriculum across core content areas
- [ ] Helping students with disabilities to connect with the world
- [ ] Other (please identify in Question 5a, below)

6

How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list. *

- [x] Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- [ ] Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- [x] Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- [x] Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- [x] Home language dictionaries and translation programs are provided through technology.
- [x] Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- [ ] Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- [x] Learning games and other interactive software are used to supplement instruction.
- [x] Other (Please identify in Question 6a, below)

a

If 'Other' was selected in Question 6 above, please explain here. *

We currently do not have ELLs. Choices above would be used if we did.

7

The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages. *

No

8

Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list. *

- [ ] Technology to support writers in the elementary classroom
- [ ] Technology to support writers in the secondary classroom
- [ ] Research, writing and technology in a digital world
- [ ] Writing and technology workshop for teachers
- [x] Enhancing children's vocabulary development with technology
- [ ] Writer's workshop in the Bilingual classroom
- [x] Reading strategies for English Language Learners
- [ ] Moving from learning letters to learning to read
- [x] The power of technology to support language acquisition
- [ ] Using technology to differentiate instruction in the language classroom

- [ ] Multiple ways of assessing student learning through technology
- [ ] Electronic communication and collaboration
- [ ] Promotion of model digital citizenship and responsibility
- [ ] Integrating technology and curriculum across core content areas
- [ ] Web authoring tools
- [ ] Helping students connect with the world
- [x] The interactive whiteboard and language learning
- [ ] Use camera for documentation
- [x] Other (please identify in Question 8a, below)

a

If 'Other' was selected in Question 8 above, please explain here. *

We do not currently have an ELLs. The choices above would be offered if we do have any ELLs

9

How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list. *

- [x] McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- [x] If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- [x] Offer/phone/enrollment as an alternative to/in-person/enrollment.
- [ ] Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- [ ] Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.
- [ ] Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
- [ ] Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- [x] Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- [x] Provide students a way to protect and charge any devices they are provided/with/by the district.
- [x] Replace devices that are damaged or stolen/as needed.
- [ ] Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
- [ ] Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

- [x] Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.
- [x] Class lesson plans, materials, and assignment instructions are available to students and families for
- [ ] Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./
- [x] Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- [x] Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- [ ] Adjust assignments/to be completed successfully using/only/the/resources students have available./
- [ ] Provide online mentoring programs.
- [ ] Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
- [ ] Offer a technology/support hotline during flexible hours.
- [ ] Make sure technology/support is offered in multiple languages.
- [ ] Other (Please identify in Question 9a, below)

10 How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list. *

- [x] The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- [x] The district uses instructional technology to facilitate classroom projects that involve the community.
- [x] The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- [x] The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- [ ] The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- [x] The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- [ ] Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Contact Us
SED Monitoring Version 2.8.2.17

1

Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

Enter the FTE for each title, even if it is zero. Responses limited to two decimal points.

Relevant staff would include:

- District Technology Leadership – Examples of roles in this category include district level positions such as Director/Coordinator of Technology, Chief Technology Officer, Director of Innovation, Director/Coordinator of Instructional Technology, etc.
- Instructional Support – Examples of roles in this category include staff whose primary responsibility is in the integration of technology in curriculum to support teachers and students
- Technical Support – Examples of roles in this category include network engineers, system administrators, computer support and repair, computer aides whose primary role is technical support, etc.

If the same individual staff member supports multiple categories, such as leadership, technology integration, and/or technical support, they should allocate their time between the functions. Total FTE count for any one individual should not exceed 1.0. Do not include contractors unless paid as an FTE.

Title	Full-time Equivalent (FTE) *
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	3.00
Totals	4.00

2

Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

The anticipated item or service column offers a drop-down menu of options. Select one category for each of the district's top four anticipated purchases in priority order – 1= first priority, 2 = second priority, and so on. The anticipated categories should be planned instructional technology purchases beginning within the three (3) year cycle of this technology plan. Anticipated purchases do not necessarily need to be completed within the three (3) year cycle of this instructional technology plan

If the district anticipates purchasing an item or service not included as an option on the drop-down list, select "Other" and specify it/them.

Next, select whether the purchase of the anticipated item or service is expected to be a one-time or annual expenditure or both (e.g. initial purchase of new software AND annual payments for subscription licenses). Then, identify the funding source(s) the district anticipates using to pay for the expected purchases. If the district has identified a source not included in the check box options or at, the time of plan submission, has not identified a discrete funding source for the anticipated item or service expected to be purchased, select "Other" from among the available check boxes in the Funding Sources column and specify it/them.

Please note this question relates to funding sources, NOT funding mechanisms. Example: An Install-Purchase agreement (IPA) is a funding mechanism. The source of the money to make the payments under the IPA is the funding source. For the purposes of this plan, infrastructure is considered an instructional technology investment.

Investment Plan	Anticipated Item or Service *	"Other" Anticipated Item or Service *	Estimated Cost *	Is Cost One-time, Annual, or Both? *	Potential Funding Source *	"Other" Funding Source *
Totals			3,000			

Investment Plan	Anticipated Item or Service *	"Other" Anticipated Item or Service *	Estimated Cost *	Is Cost One-time, Annual, or Both? *	Potential Funding Source *	"Other" Funding Source *
1	Internet Connectivity	NA	2,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
Totals			3,000			

Investment Plan	Anticipated Item or Service *	"Other" Anticipated Item or Service *	Estimated Cost *	Is Cost One-time, Annual, or Both? *	Potential Funding Source *	"Other" Funding Source *
2	Professional Development	NA	500	One time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
Totals			3,000			

Investment Plan	Anticipated Item or Service *	"Other" Anticipated Item or Service *	Estimated Cost *	Is Cost One-time, Annual, or Both? *	Potential Funding Source *	"Other" Funding Source *
3	Staffing	NA	500	One time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	NA
Totals			3,000			

Investment Plan	Anticipated Item or Service *	"Other" Anticipated Item or Service *	Estimated Cost *	Is Cost One-time, Annual, or Both? *	Potential Funding Source *	"Other" Funding Source *
4	N/A	NA	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	NA
Totals			3,000			

3

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

Only select 'Not Applicable' if there are no non-public schools in the district.

4

Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community. *

Tech Plan Post

For help with completing the plan, please visit 2022-2025_ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

Contact Us
SED Monitoring Version 2.8.2.17

Appendix B: Previous Technology Plans

2018-2021

Technology Vision Statement

The Galway Central School Technology Plan exists to support the district Mission Statement and Goals. The District Technology Plan is additionally designed to provide a scope and vision for technology infrastructure, budgeting, hardware, software and applications. The plan is dynamic in nature, reflective of the realm of technology itself. We will provide a secure, reliable, and cost-effective technology infrastructure. Ensuring that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided. We will meet the curricular needs of all learners and improve academic achievement, including technology literacy by integrating technology rich curriculum and learning strategies.

Technology Planning Process

While developing and revising the District Technology Plan, it has been the practice of the district to utilize a Technology Committee made up of instructional staff, non-instructional staff, administrative staff, curriculum director and instructional technology staff to help inform the process. Staff surveys were also used to gather input from teachers and support staff at large. Formation of the written plan was completed collaboratively by Committee members. The Technology Committee is a standing committee which meets regularly to ensure the District Technology Plan is being followed with fidelity.

District Professional Development

The technology committee will coordinate with the professional development committee to provide technology instructional guidance to meet the needs of staff and administration. Educational needs will be determined by surveys, feedback and evaluation. Please see the district Professional Development Plan below.

Galway Central School District Professional Development Plan

2018-2021 Goals

Goal 1: The district will increase physical access to technology to all of our students.
Action Items:

● Improve infrastructure ● Improve network equipment ● 1-1 device program
NYS Goal Alignment: *Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.*

Goal 2: The district will improve the digital learning environment, including the culture and mindset, by providing meaningful professional development opportunities to all staff.
Action Items: ● Baseline survey & growth surveys ● Expanded professional development opportunities
NYS Goal Alignment: *Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.*

Goal 3: The district will empower students to be digital citizens by providing equitable, technology-rich learning experiences.
Action Items: ● Benchmark skills ● Keyboarding & Computer Based Assessments ● Digital Citizenship
NYS Goal Alignment: *Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning.*

District Goals Monitoring & Evaluation

The district will monitor and evaluate the instructional technology goals using inventories, monitoring programs, and surveys. This data will be constantly reviewed for program improvement.

2016-18 Overview

- Evaluate Lightspeed's effectiveness as MDM
- Server infrastructure update
- Audit of Wifi capacity
- Update/Evaluate effectiveness of Smart Schools Bond Act Investment Plan
- Switch Update
- Windows 10 Deployment
- System Center Configuration Manager Setup Setup and Integration
- Install/Train on Smartboard Replacements
- BYOD

2016-18 Details

Evaluate Lightspeed's effectiveness as MDM
With the expansion of iPads throughout the District it is necessary to evaluate the effectiveness of Airwatch as our MDM solution. Airwatch is an exceptional product, yet we have not had the opportunity to use the product beyond 300+ devices. If it is determined a replacement is needed, evaluate current market leaders and work with WSWHE BOCES to find a replacement.

Server infrastructure update
Life cycle of the current inventory of Servers will have this year looking to make a platform purchase. This platform should provide a 5 years life cycle as well as 4 years of expandability for physical host, storage capabilities, network expandability and hosting virtual servers.

Audit of Wifi capability
As mobile devices have increased over the past few years an audit of our current wifi capability is needed to address the possibility of a needed expansion. The current infrastructure of 98 Access Points may be limiting the effectiveness of the wifi capabilities in classrooms. Conducting a physical audit of each of the classrooms and wifi areas can be done to ensure proper resources are available.

Update/Evaluate effectiveness of Smart Schools Bond Act Investment Plan
The Smart Schools Investment Plan is one that can be altered and resubmitted as technology needs change within the District. The plan will be reviewed for effectiveness yearly and resubmitted as needed. This will possibly be the last year the funds are available.

Switch Update
This year is the year to review of all the switching in the District. Ensuring that all network switching is adequate to meet the needs of the District. Are there enough ports available, adequate bandwidth per area. Analyze POE utilization to ensure POE needs are being met.

Windows 10 Deployment
We will be preparing the network for a Windows 10 Deployment.

From a technical standpoint, this involves an update of our server based AMDX templates and Group Policy Objects to work with the Windows 10 OS. We will select key spaces for early deployment and testing and plan further deployments on a rolling basis.

System Center Configuration Manager Setup Setup and Integration
In simplified terms, SCCM allows for upgrading multiple devices on the network all at the same time (remotely) while enhancing network security. A more technical explanation follows:

Microsoft System Center Configuration Manager 2012 (SCCM 2012) is a Windows product that enables administrators to manage the deployment and security of devices and applications across an enterprise. The SCCM integrated console enables management of Microsoft Application Virtualization (App-V), Microsoft Enterprise Desktop Virtualization (Med-V), Citrix XenApp and Microsoft Forefront from a single location. System Center Configuration Manager 2012 discovers servers, desktops, tablets, and mobile devices connected to a network through Active Directory and installs client software on each node. It then manages application deployments and updates on a device or group basis, allowing for automated patching with Windows Server Update Services and policy enforcement with Network Access Protection. System Center Endpoint Protection Manager 2012, formerly known as Forefront Endpoint Protection, is built into System Center Configuration Manager to secure data stored on those devices. End users can search for applications with a self-service Software Center and specify times when installations and upgrades take place. IT administrators can install applications in different ways on different devices -- for example, as a native application on a primary device or as a Remote Desktop Services app or App-V program on a tablet. SCCM 2012 also includes role-based access control (RBAC), which enhances system security by only showing end users the interface elements that apply to their specific roles as defined by Active Directory. System Center will help us manage, deploy and update all networked devices from a central system.

Install/Train on Smartboard Replacements
As most every classroom in the district is currently equipped with a Smartboard, phasing out this now unsupported technology is an unexpected challenge. The Technology Committee has already been exploring the different replacement technologies and has collaborated with the Professional Development Committee regarding the same. This transition will involve additional piloting, cost/budgeting projections, and professional development.

BYOD

Bring Your Own Device is under review by the Technology Committee. Infrastructure to ensure secure access has yet to be fully outlined. Providing network access to non managed devices (i.e., student and teacher owned devices) requires separate networks to be built and managed.

Initial exploration and outside vendor quotes for implementing BYOD network security is $45,000 the first year and $10,000 to $15,000 annually. Implications of having students use their own networks (i.e. service provider-Verizon, AT&T, Sprint, etc.) are also concerning as the District has an obligation to secure access for children while they are under our care/supervision. This remains a new "field" so further state regulation and/or guidance may also be forthcoming.

2015-16 Overview

- Collaborate with the Professional Development Committee and the newly created Academic Stakeholder's Council to support District Goals and Mission
- Evaluate effectiveness of iPad integration into elementary classrooms
- Evaluate effectiveness of Chromebook integration into the Jr.Sr High
- Continue/finalize Camera replacement project
- Review Lease Program
- Review Smart Schools Bond Act Investment Plan
- Install/Train on Smartboard replacements
- Advance iPad integration into elementary classrooms one grade level per year
- Upgrade/Replace Camera System
- Chromebook Integration
- Review preparedness for Online State Testing
- Network Security
- BYOD Exploration
- Network Switch Replacement

2015-16 Details

Additional Information and points of consideration
Smart Schools Bond Act funding will be used in support of the Three Year Technology Plan, mainly to improve Network Infrastructure. Funding shall be allocated in conjunction with the annual Technology budget in order to stabilize the IT Budget from year to year while maintaining an appropriate level of academic and programmatic support.

Smartboards have unexpectedly lost manufacturer support as they have essentially gone out of business, so exploration of on site support and development of a transition plan to other technologies will be discussed collaboratively with the Academic Stakeholders Council and the Professional Development Committee with input from related stakeholders and end users.

Evaluate effectiveness of iPad integration into elementary classrooms
Develop a metric (subjective as well as objective) to gauge the overall effectiveness of iPad integration into the elementary school; then inform and adjust the plan as warranted. Collaborate with the Academic Stakeholders Council and the Professional Development Committee to develop such metrics and to adjust specifics (e.g., one to one, grade level sets only, pace of rollout, comparison to other districts, student achievement data, early literacy/numeracy, etc.).

Evaluate effectiveness of Chromebook integration into the Jr.Sr High
Develop a metric (subjective as well as objective) to gauge the overall effectiveness of Chromebook integration into the Jr./Sr. HS; then inform and adjust the plan as warranted. Collaborate with the Academic Stakeholders Council and the Professional Development Committee to develop such metrics and to adjust specifics (e.g., one to one, grade level sets

only, pace of rollout, comparison to other districts, student achievement data, etc.).

Continue/finalize Camera replacement project
This project should be completed no later than the 16-17 School year. Review life cycle of hardware, software and maintenance and include the related financial data into long range budgetary planning for IT,.

Review Lease Program
Review the effectiveness of the Lease program. Is the 5-year replacement cycle for hardware sufficient in relation to item lifespan and utility? Has the lease program had the intended effect of stabilizing a portion of the IT budget while meeting the hardware needs of students and teachers?

Update/Evaluate effectiveness of Smart Schools Bond Act Investment Plan
Once approved, the spending components of the SSBAIP are subject to change depending upon circumstances. This should be reviewed annually, with an eye on supporting and stabilizing the 3-Year Technology Plan with its associated annual budget.

Install/Train on Smartboard Replacements
As most every classroom in the district is currently equipped with a Smartboard, phasing out this now unsupported technology is an unexpected challenge. The Technology Committee has already been exploring the different replacement technologies and has collaborated with the Professional Development Committee regarding the same. This transition will involve additional piloting, cost/budgeting projections, and professional development.

iPad Integration
The current vision is for "one to one" iPad classrooms for grades K - 4; however, the vision may need to be adjusted depending upon the success of the current grade level pilots. See above, "**Evaluate effectiveness of iPad integration into elementary classrooms"** for additional details. Research regarding 1:1 initiatives is inconclusive so far, so we will be looking at our own metrics to determine overall effectiveness. Student engagement has been demonstrated to increase with use of iPads, and there are strong feelings about such technology in general, but it remains to be seen whether larger scale implementation (1:1) will have a statistically significant impact on student achievement.

The cost of the iPad expansion is approximately $55,000 per year for a grade level. Given an estimated 5 year life cycle, this would involve leasing 60 - 80 iPads per year, depending on class sizes.

Regardless of the scope of implementation, iPads must be maintained by the IT staff, teachers will require training, piloting of various educational "apps" will need to occur and best practices will need to be identified.

Upgrade/Replace Camera System
District camera coverage has been "right sized" over the past two years, such that camera coverage is now fairly universal throughout the facilities, including parking lots and areas adjacent to the schools. The base/"old" camera system is outdated (analog) and in need of a complete replacement.

The base camera system will be replaced with a modern IP based system consisting of IP cameras and a dedicated camera server for storage and control. The new system will run in parallel with the recently expanded system. Having separate systems is not ideal yet represents the most cost effective solution while not sacrificing utility. As failures occur with the old system cameras they will always be replaced with IP based cameras. This can be challenging due to the switching requirements of the new IP cameras, but will gradually transition the district to an all IP system.

Chromebook Integration
In conjunction with "**Evaluate[ing] effectivness of Chromebook integration into the Jr.Sr High"** (see above)**,** Chromebooks will continue to be integratedinto the Jr.Sr High. The vision is for a "1:1" student/Chromebook initiative. One grade level plus one portable "cart" per year of Chromebooks is planned (approximately 100 devices per year at a cost of $38,5000 per year). After "saturation" has been reached, the life cycle of Chromebooks will result in the leasing of 100 units per year on an ongoing basis.

Chromebooks are being integrated simultaneously with the "Google Suite" (Google Classroom, Google Docs, Google Sheets, etc.). Google mail (gmail) has already been successfully integrated districtwide.

Review preparedness for Online State Testing
Online State Testing has undergone several iterations of legislation (it has come slower than first indicated), but is still a legal readiness requirement. If carried through for 3-8 exams, as well as Regents exams, having a 1:1 supply of Chromebooks will be very useful in this regard. There are numerous security and set up implications which will need to be navigated. Pilots (e.g. field tests and NYS Alternative Assessments) are currently underway which will then better inform our process and scope going forward. Future deadlines and legislation will also be significant, but yet undetermined factors.

Network Security Improvements (technical)
A major focus for this year will be to improve the current method of Network Access Protocols with a focus on using 802.11X authentication. Our first initiative will be working within the Windows NAC and NAP systems to secure our network from wired and wireless connections to non approved devices. Our second initiative will be review possible vendor solutions for providing continued and enhanced network security.

BYOD
Bring Your Own Device is under review by the Technology Committee. Infrastructure to

ensure secure access has yet to be fully outlined. Providing network access to non managed devices (i.e., student and teacher owned devices) requires separate networks to be built and managed.
Initial exploration and outside vendor quotes for implementing BYOD network security is $45,000 the first year and $10,000 to $15,000 annually. Implications of having students use their own networks (i.e. service provider-Verizon, AT&T, Sprint, etc.) are also concerning as the District has an obligation to secure access for children while they are under our care/supervision. This remains a new "field" so further state regulation and/or guidance may also be forthcoming.

Network Replacement Project
One time Smartbond funding should allow for a complete network replacement estimated to cost $430,000. The scope of the project includes replacing several edge switches, the Switching Core, our Firewall and recabling all IDFs directly back to the Core. Additionally, approximately half of this project will be a replacement of all Wireless Access Points, WAPs (96 of them) with newer technology models (upgrading).

This represents a leap forward, and requires that subsequent replacement be done on a rotating basis in order to maintain a stable IT budget after the one time funds are depleted.

2014 - 2015 Overview

- Rebuild IP space
- Build a new Domain to replace our current Domain
- Chromebook expansion
- iPad expansion
- Formalize a Computer/Server Replacement Plan (by leveraging BOCES leasing options)
- Replace the district Phone system with a VOIP system
- Replace the district PA System
- Replace remaining Switching equipment not upgraded in wifi project
- Continue with Server Virtualization
- Upgrade Camera System - IP based system
- Implement a Turnkey Training Solution - Tech Teacher Trainers
- New Item - Replace Server Core
- Google Classroom
- Ensure the District is prepared for online State Testing
- Purchase Mac server for iPad Caching/Replace Bind Server
- Develop Smart School funding Plan that supports the Technology Plan

2014 - 2015 Details

Build a new Domain replacing current Domain

A Domain is the form of the network structure that is used to organize all users, computers, printers, and networked devices in a directory. That directory then has policies, or rules, applied to every computer and user in the Domain. Users and computers are placed in logical structures based on groups and locations (e.g. ES, HS, Admin, printers by location or department). The current domain structure has been built "on demand", somewhat like when an urban area expands beyond what was originally planned. Building a new domain is essentially like building the network from scratch, taking into account the current users, user groups and available technology and organizing it systematically. In the end, organization increases efficiency and decreases troubleshooting woes.

*This is a work in progress, however over the Thanksgiving break an update to the Server infrastructure was completed. We will be completing this work over the course of a few days. The upgrade involves migrating from an older server to a new server platform and updated Operating System. The new OS will allow for us to provide a major improvement to our network security. The second step to this project is introducing a new protocol to address our currently insecure network. It is easy for anyone to come into the District and pull a network cable from an existing computer and plug it into their computer to gain access to our network. This leaves us vulnerable to "insider" insider attacks.

iPad expansion

iPads are transformative learning tools in education and provide an astonishing array of learning opportunities to effectively engage students. With an unparalleled amount of early learning apps the iPad is an excellent fit for K-6 students. Adding at least two grade

level class sets per year realizes a K-6 “one-to-one” program within 6 years.

The expansion of these devices is an integral component to the direction that the District is taking with technology. These devices will help Teachers to meet the state mandates of technology use in the classroom. Our students will be better prepared for not only for college and the workforce ahead but there daily lives.

Chromebook expansion

As Districts approach the deadline for online state testing Chromebooks are a relatively inexpensive solution. Like iPads, Chromebooks also reduce the need for more expensive “PC” units while providing expanded portability into the classroom. As we are already expanding the use of Chromebooks, this will ease the transition to online testing. The expansion of Chromebooks is an essential part to providing the students the skills necessary to compete in environment this is becoming increasingly dependent on technology and media-driven applications.

Formalize a Computer/Server Replacement Plan (by leveraging BOCES leasing options)

Having a regular purchase/replacement plan in place provides a stable and reliable Technology platform and allows for consistent budgeting, while staying constantly “up to date”. Due to the length of leases (3-5) years 20% of all computers should be replaced each year. Additionally 20% of all server and switching equipment should be replaced every year taking into account needs for wifi, cameras and storage, and new technologies. Replacement will alway be oldest equipment first and new equipment will be placed in high priority areas and current inventory will be shifted to lesser priority areas as services, usage, speed and power dictate. I.E. Labs will typically be replaced every other year to keep these high traffic areas updated with the best computers. The current inventory will then be placed into lower traffic areas. As iPads and Chromebook inventory increase we will be able to minimize Desktop inventory, however the same principles of replacement apply. iPads currently have an approximate life cycle of 4 to 5 years the same as Desktops and Laptops. Chromebooks will have a life cycle of approximately 3 to 5 years.

*A three year lease to cover all life cycle inventory is approximately $40,000 per year which equates to $120,000 per year to cover all current leases and one new lease. On years that the leasing agreement is for 4 or 5 years some fluctuation will occur. By leveraging Boces leasing opportunities the District will maintain a more consistent budget year to year and will continue to provide “up to date” hardware.

Rebuild IP space addressing

A complete restructuring of the IP space addressing currently used will allow us to align device IPs (internet protocol) addressing by device type. Eliminating the 10 year old current structure allows more flexibility and increases data security. This involves upgrading to a current Windows Server base. This removes the ability for a rogue computer to be plugged into the network and infect the infrastructure.

*Currently 50% of the IP spacing has been updated to provide a more flexible network and to provide improved security. We have configured the network to utilize a filtering protocol

which will provide us with a network that is inaccessible by devices that are not explicitly allowed. This protocol was not not a feature in earlier versions of Windows Server so the upgrade to Server 2012r2 has allowed us to take advantage of this feature.

Upgrade/Replace Camera System
The camera system is currently at end of life. This will be a multi year project as funding allows. The current camera system will be replaced with a modern IP based system consisting of IP cameras and a dedicated camera server for storage and control. We will run the new system in parallel with the current system. Having separate systems although not ideal is the most cost effect. As failures occur with the old system cameras they will always be replaced with IP based cameras. This can be a minor difficulty due to the switching requirements of the new IP cameras. We will work with Administration to determine a priority for additional camera coverage as well as a need for better cameras in certain locations.

Replace the Phone system with a VOIP system
The current phone system is significantly out-dated and needs replacement. There are no longer replacement parts for the current system and the supplier/manufacturer went out of business in 2011. The current standard for phone systems is a Voice Over the Internet Protocol based system. This is a "high priority" item as there have been system failures and PA system "crossovers" which could potentially expose the district to acute vulnerability in the event of an actual district wide emergency.

Replace the PA System
The PA system is extremely outdated and needs replacement. The system is unreliable and may result in the inability to properly execute lock down procedures. The system is out dated to the point of non-replaceable parts. The recommendation from Tech Services is to replace the system as soon as possible.

Replace remaining Switching equipment not upgraded in wifi project
Currently there are 6 remaining 10/100mb switches that need to be replaced. These switches do not function to the current 1000 mb standard. These switches cause bottlenecks in all computer functions.
Update: The VOIP project has eliminated the need to replace 2 of these switches.

Continue with Server Virtualization
The migration to virtual servers will take several years to fully accomplish.
* We have eliminated two additional physical file servers and have repurposed one to be used as a physical Domain Controller with Server 2012r2 as the OS.

Implement a Turnkey Training Solution
Proposal to Tech Committee to develop a details for a model of Teacher training Teacher. Basic elements consist of Technology Staff/Model Schools providing in-depth training to "trainers". Trainers then provide a minimum of one hour of training to Teachers on topic per month.

*Our Tech Teacher Training program has been developed and implemented. We have six Teachers that been approved to be part of the program for this year. These Trainers are being utilized to aid in staff development of new technologies such as Google Classroom. The trainers are paid a stipend to provide support to all Teachers and staff as well as presenting on Superintendent Days. We are continuing to analyze the effectiveness of this program and are continually developing methods for success. We are currently constructing better "marketing" methods such as building a flyer with trainings that can be taken and who will provide the training.

Google Classroom

Google has introduced Google Classroom which leverages all of the Google Apps for Education services by provide an outstanding Classroom/Assignment management tool.
Classroom is part of Google Apps for Education, a free suite of productivity tools including Gmail, Docs, Sheets. Classroom is designed to help teachers create and collect assignments paperlessly, including time-saving features like the ability to automatically make a copy of a Google Document for each student. It also creates Drive folders for each assignment and for each student to help keep everyone organized. Students can keep track of what's due on the Assignments page and begin working with just a click. Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Classroom. The benefits to Google Classroom will be significant. Regular "training" / Collaborative meetings should be held to insure teacher understanding and participation.

Ensure preparedness for Online State Testing

Has the District met the requirements to provide State Testing to Students online? Does the District have adequate hardware for students, and is there sufficient wifi/network connectivity in testing locations? Have the staff been properly trained to administer online testing? The State has not yet been able to provide enough information to ensure that we are completely prepared. Over the past three years the State has made drastic changes to the information provided. The methodology for Districts has been to best prepare for the most stringent of the guidelines given by the State without inventing funding to meet these needs. The expectation is that the State will have finalized the requirements and will provide District with the needed information this fall.

Purchase Mac server for iPad Caching/Bind replacement

A Caching Server is needed to decrease bandwidth usage of iPad updates for OS and App updates. By leveraging the caching ability of a Mac Server only one update request is made to the internet, all subsequent updates are made to the caching server. This greatly reduces the bandwidth needed to provide updates to all iPads. Additionally this server will replace the 8 year old Mac Server used to bind Mac Desktops to our Active Directory that provides such things as Domain logins and printing functionality to the Mac Desktops.
*The Server has been purchased and configured for Caching and Bind.

Develop a Smart School Investment Plan that supports the Technology Plan

New York State passed the Smart Schools Bond Act that will provide the District with

$759,384 of funding to be used to improve educational technology. From the site: The Smart Schools Bond Act was passed as part of the 2014-15 Enacted Budget. (L. 2014, ch. 56, Parts B and C). The Smart Schools Bond Act authorizes the issuance of $2 billion of general obligation bonds to finance improved educational technology and infrastructure to improve learning and opportunity for students throughout the State. The Plan will be developed by the Technology Department, the Technology Committee and key stakeholders, such as the Business Office, Parents and Community and the Superintendent of Schools. This investment plan will be submitted for approval to the Smart Schools Review Board. More information can be found at http://programs.governor.ny.gov/smart-schools-ny

2013-2014 Overview

- “Virtualize” Server Infrastructure - multi year project
- District-wide Wifi + Switch upgrade - multi year project
- Upgrade every computer in District to Windows 7
- Implement Full Server & Data Backup
- Archive District Email
- Convert from Exchange Email to Gmail
- Convert from Microsoft Office to Google Apps for Education
- Chromebook expansion
- iPad expansion
- Develop a robust Professional Development Plan for staff
- Improve Communication with Staff, Students, Parents & Community
- Transition from GlobalConnect to SchoolMessenger
- Implement online Help Desk “Ticket” System
- Replace/upgrade computers as needed - every year project
- Create a three year technology budget framework
- Develop BOCES hardware leasing possibilities

2013 - 2014 Details

Virtualize Server Infrastructure
Virtualizing Servers is the process of taking one physical server and all of its hardware components and creating them in software form running on another server. This allows us to “host” multiple servers within one physical box yielding numerous configuration benefits while also reducing power consumption, cutting licensing fees and reducing server replacement costs. This is a multi-year project as new servers need to be purchased with the ability to be host servers. Currently we have 3 host servers running 7 virtual servers. We have virtualized 2 of the old Student Management System servers that were end of life and malfunctioning. We have created a new Print Server, a Virtual Management Server, the Maintenance Help Desk Server and a new Infomatic Server that will have our Business software hosted on it allowing us to decommission our current end of life Windows 2003 Server. Virtualization also allows the district to experience an end of life event (hardware failure) and still remain “up” and fully in business.

Archive Email
*Federal Law (Freedom of Information Act) requires that all government entities have an archive retaining email and other electronic documents. We have purchased archiving from Gaggle, an online archiving solution that will integrate into Google Apps in Education as we make that transition. The district was previously not in compliance with this requirement.

Convert from Exchange Email to Google Apps for Education

Google Apps in Education is a free service that Google provides to K-12 and Higher Ed schools. Google Apps In EDU includes a domain controlled version of Gmail. This version of Gmail will allow us to remove the current in-house hosted Microsoft Exchange Email System we are using while reducing cost to the District and expanding mailbox storage, improving search capabilities and improving communication. This move will also reduce future licensing cost, improves the update cycle and eliminates a mail server to support and replace.
*The Gmail conversion was a huge success. We were well prepared for the transition, we worked closely with Administrators and Office personnel to ensure that there was no down time for them and made the transition to Gmail on one by one basis. For our Teachers we set a date for the migration to happen over a weekend to minimize impact. When we returned on Monday everyone was up and running with zero issues. We trained staff prior to the migration on several occasions including Superintendent days and after school trainings during faculty meetings. We also provide small group and one on one trainings for anyone who need more time to make the adjustments.

Along with online email Google Apps for Education provides online storage, online word processing, spreadsheets and presentation slides (e.g. "Powerpoint" capabilities) all of which offer an extremely easy to share interface and unique collaboration tools. These collaboration tools offer many exciting new learning opportunities and far better ways to share documents across staff members.

Chromebook and iPad Expansion
As staff and students become more familiar with the opportunities Chromebooks offer we will increase the number of devices available for use. Currently the District has 94 Chromebooks. Chromebook carts are currently available on a shared basis district wide, but we are already seeing the request for devices exceeding current availability, so are planning a further expansion in the short term. Looking forward, Chromebooks will also be used, along with the current computer labs, for online state and federal testing.

iPads are currently deployed to 3 First Grade teachers and their students 1 to 1, iPads are being used in the GTV program, we have 10 iPads in the Elementary Library and several iPads are being used by the Special Ed Department.

District wide Wifi + Switch upgrade
This is a two year project with the majority of the work and purchasing being done year one. Since the beginning of the 2013 - 2014 school year the District has achieved approximately 90% wifi coverage. There is still some major wiring that needs to be done to complete this first phase of the project. Additionally testing for saturation points and dead spots will be done over the course of this year. The second phase of the project will be to complete the switching upgrade and eliminate all 100mb switches by replacing them with 1000mb (1GB) POE (power over Ethernet) switches, the current standard in computing network speed. A third component to this project would be the rewiring of all network drops replacing the 15 year old cat 5 cable with the current cat 6E cabling required to maximize bandwidth abilities and throughput needs.

Develop a robust Professional Development Plan for staff
Currently, we have established regular 2 day a month after school training sessions available to all staff. We have trained on the Google Apps in EDU, Chromebooks and some high level collaboration functions through Google Apps in EDU. We are exploring the Model Schools Program offered through BOCES for 2014-2015 which could provide the District with 2 full days of training each month. The Model School Trainers specialize in integrating District technology into the classrooms by working directly with teachers and their curriculum.

Improve Communication with Staff, Students, Parents & Community
Transition from GlobalConnect to SchoolMessenger
Regular IT Dept. updates to staff have started in September and will continue approximately monthly. Sharing of training documents has also been ongoing through Google Apps for Education. An online helpdesk system (see below) has also been implemented in order to target assistance. The Technology Committee has also been reestablished and has been instrumental in gauging staff readiness, identifying professional development needs and in serving as liaisons between the IT dept and teachers.

School Messenger is a mass calling system that far exceeds the capabilities of the district's current mass calling system, Global Connect. Global Connect has been unable to provide the District with auto-attendance calling and has required over 30 hrs of I.T. Dept. time to successfully interface with our school lunch program, NutriKids. SchoolMessenger has exceptional capabilities that include the ability to use social media, email, text messaging, desktop notification and automatic updates the District's website with news, school closings and public announcements.

Implement Help Desk System
To help improve staff's ability to request help we have built and trained staff on a Help Desk Ticketing system that allows staff quickly fill out an online form requesting help on a variety of technology related topics. This system allows us to track who is responding to the request, how the issues are fixed and addressed, response time and statistical data related to all requests and responses. At this time we have had over 900 help desk tickets submitted and currently have 17 tickets open. Average response time to a ticket is less than 3 hours.
We have also implemented the same system for the Maintenance staff and have included the Bus Garage staff into the system as well.

Upgrade every computer in District to Windows 7

Replace/upgrade computers as needed
We have had over 80 computers donated to the District by the SUNY Adirondack College that are much newer than the majority of the current PC inventory. We will be replacing the oldest computers in District with these PCs over the coming months and will be upgrading the rest to Windows 7 and Office 2007. The process for doing this has been streamlined

using a process known as imaging. This allows you to configure on computer with the all software, updates and configuration needed. The PC is then copied or imaged using a Windows Deployment Server. This process allows us to configure one "image" and push this image to many computers.

Implement Full Server & Data Backup

A new hardware back-up unit will be purchased and deployed allowing for disaster recovery of servers and routine off-site data backups.

Create a three year technology budget framework

A framework of the budget has been created to project out 3 years. While this framework is in no way conclusive or detailed to what the budgets will be each year it is informative of the expectations of each budget year. A 3 year life cycle for all hardware is the rule that the will be used for purchasing. General software has a similar life cycle however as the needs of the District, State reporting, State Testing, Federal Mandates and a vast array of other factors play into software needs, so will the need to have a fluid budget. Although the District will be frugal in its pursuit for meeting these needs. Most software budgets will remain relatively constant with major changes trending only every 3 to 6 years. Supply budgeting may be volatile over the coming years but should trend downward as we work towards curbing the major expense of printing and book buying. With more and more opportunities to use digital resources, as well as making devices such as the iPad more ubiquitous, printing and book buy cost should diminish. Along with the integration of technologies comes the ever present need for staff training. Use of Model Schools is an excellent method to provide Teacher training while other options are explored. Staffing will consume a large portion of the budget and is often the least supported. In a world where everything is relying more and more on computerized systems the need for Staff to support these systems is growing in every District. With the use of the WSWHE Boces services these needs can be met with exceptional cost savings to every District. The cost of using Boces Services is not only less expensive than hiring an employee out right the long term savings of having no additional cost such as Healthcare and Retirement is substantial. Furthermore we receive over 40% of every dollar back in State Aid.

Develop BOCES hardware leasing possibilities

We are currently in the process of developing a full Technology Budget for next year with projections for a total of five years. The WSWHE BOCES lease program will provide us with the opportunity to make larger purchases and pay for them over the course of 3 to 5 years. Any equipment purchased through this process has the added benefit of being aid-able and being supported by BOCES throughout district use. It also gives long term stability to technology budgeting and allows the creation of a five year hardware replacement plan for all end user technology hardware.