



LYNCOURT UNION FREE
SCHOOL DISTRICT

2015-2019 Technology Plan

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Technology Plan Team Members

Name	Position
Jay Austin	Superintendent
Kim Davis	Principal
Amy Rotundo	Data Coordinator
Katie Mahoney	Director of Special Education
Brian Cool	Teacher
Nancy Schmidt	CNYRIC Technology Integration Specialist
Jacqueline Derouchie	Librarian
Kaitlyn Gardner	Teacher
Matthew Dean	Director of Technology

Area of Emphasis One

Adopt Technology Learning Standards

Goal

To align the districts instructional practices using the International Society for Technology in Education (ISTE) standards to create benchmarks for student development.

Expectations

At the end of each of the school year Lyncourt students should be proficient with ISTE Standards per performance indicators and should have opportunities to demonstrate throughout the school year.

Technology Standards and Performance Indicators for Students

The technology standards for students are divided into six broad categories. These standards provide a framework for creating age appropriate performance indicators. They are meant to clearly define the district's expectations for students. They will be implemented within all curricular areas and connected to the content of that area. The standards were created by the International Society for Technology in Education (ISTE) and updated in 2007. These standards are in the process of being updated for the summer of 2016. We will update our technology plan when those new standards come available. The standards can be found in the appendices.

ISTE Standards	
<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>Students:</p>	<ul style="list-style-type: none"> a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. d. identify trends and forecast possibilities.
<p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>Students:</p>	<ul style="list-style-type: none"> a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. d. contribute to project teams to produce original works or solve problems.
<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.</p> <p>Students:</p>	<ul style="list-style-type: none"> a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results.

<p>4. Critical Thinking, Problem-Solving & Decision-Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.</p> <p>Students:</p>	<ul style="list-style-type: none"> a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.
<p>5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>Students:</p>	<ul style="list-style-type: none"> a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship.
<p>6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>Students:</p>	<ul style="list-style-type: none"> a. understand and use technology systems. b. select and use applications effectively and productively. c. troubleshoot systems and applications. d. transfer current knowledge to learning of new technologies.

Performance Indicators	
<p>Grades K-2 Prior to completion of Grade 2 students will:</p>	<ol style="list-style-type: none"> 1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, and other technologies. (ISTE Standard 1) 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3) 3. Communicate about technology using developmentally appropriate and accurate terminology. (1) 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1) 5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2) 6. Demonstrate positive social and ethical behaviors when using technology. (2) 7. Practice responsible use of technology systems and software. (2) 8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3) 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, and digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6) 10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)
<p>Grades 3 – 5 Prior to completion of Grade 5 students will:</p>	<ol style="list-style-type: none"> 1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1) 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2) 3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2) 4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3) 5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

	<ol style="list-style-type: none"> 6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4) 7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5) 8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6) 9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6) 10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)
<p>Grades 6 – 8 Prior to completion of Grade 8 students will:</p>	<ol style="list-style-type: none"> 1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1) 2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2) 3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2) 4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5) 5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6) 6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6) 7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5) 8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6) 9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)

	10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)
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Area of Emphasis One Action Steps

2015 – 2016

- Create an instructional technology plan that aligns with the ISTE Standards.

2016 – 2017

- Reevaluate the plan.
- Work with feedback from staff and students to adjust plan (as needed).

2017 – 2018

- Reevaluate the plan.
- Work with feedback from staff and students to adjust plan (as needed).

2018 – 2019

- Reevaluate the plan.
- Work with feedback from staff and students to adjust plan (as needed).
- Work on creating the instructional tech plan for 2019-2023

Area of Emphasis Two

Professional Development

Goal

The district will devote resources to technologies required to enhance instruction and support student learning. Ongoing, continuous support and training will be provided to administrators, faculty, and staff.

Expectations for Teachers:

As part of the ongoing professional development the Lyncourt learning community expects teachers to:

- Use available technologies to support teaching and learning.
- Encourage and facilitate students' use of technology to further their learning.
- Seek out assistance and/or training when new technologies become available.

Expectation for Administrators:

The Lyncourt learning community expects administrators to:

- Use available technologies to support administrative services.
- Encourage and facilitate employee and student use of technology to enhance instruction and improve student outcomes.
- Seek out assistance and/or training when new technologies become available.

Expectation for Staff use of Technology

The Lyncourt learning community expects non-instructional staff to:

- Use available technologies to perform their jobs effectively.
- Seek out assistance and/or training when new technologies become available.

Professional Development Strategies

It is critical that a successful and sustained professional development (PD) program meet the needs of a diversity of staff experience and expertise in the use of technology. To determine the level of expertise an annual staff survey will be conducted to:

- determine a baseline of skills, experience and expertise.
- track the progress of staff on an annual basis.

We will provide PD opportunities focused on the needs of specific groups of teachers and/or individuals. These opportunities will include training on:

- the use of specific hardware.
- the use of peripheral devices.
- software applications for both instructional and management purposes.
- instructional methods to integrate technology into all curricular areas.

PD is most effective when there exists an immediate opportunity for practice and application of the newly acquired skill. Ongoing follow-up and support is critical to skill development, maintenance, and growth. Therefore, it is important to task each building technology committee as forum for the development of on-site staff development to the greatest extent possible. The district remains committed to a comprehensive system to meet the needs of a diversity of staff. A variety of training opportunities are available year round that will include, but not exclusive to:

- Workshops or conferences scheduled during the school day, weekends, or summer.
- Training sessions scheduled during faculty team meeting times.
- Teachers-Training-Teachers (T3) workshops to provide staff development opportunities outside of the school day.
- Onondaga Cortland Madison (OCM) BOCES sponsored workshops, conferences, or events.
- On-site/Hands-on support by the district technology team
- Peer coaching, including the mentor-intern program.
- Collaboration with educators from other schools, including on-site visits to model settings.
- Training opportunities for district faculty and staff on specific technology integration topics by curriculum area and/or grade level.
- Individual coaching and mentoring sessions offered during teacher preparation or on topics specific to individual needs.

In addition to our PD plan, staff should begin to incorporate technology integration into the instruction at Lyncourt School utilizing the SAMR Model.

SAMR stands for:

Substitution

Augmentation

Modification

Redefinition

Level	Definition	Examples	Functional Change
Substitution	Computer technology is used to perform the same task as was done before the use of computers.	Students print out worksheet, finish it, pass it in.	No functional change in teaching and learning. There may well be times when this the appropriate level of work as there is no real gain to be had from computer technology. One needs to decide computer use based on any other possible

			benefits. This area tends to be teacher centric where the instructor is guiding all aspects of a lesson.
Augmentation	Computer Technology offers an effective tool to perform common tasks.	Students take a quiz using a Google Form instead of using pencil and paper.	There is some functional benefit here in that paper is being saved, students and teacher can receive almost immediate feedback on student level of understanding of material. This level starts to move along the teacher / student centric continuum. The impact of immediate feedback is that students may begin to become more engaged in learning.
Modification	This is the first step over the line between enhancing the traditional goings-on of the classroom and transforming the classroom. Common classroom tasks are being accomplished through the use of computer technology.	Students are asked to write an essay around the theme "And This I Believe...". An audio recording of the essay is made along with an original musical soundtrack. The recording will be played in front of an authentic audience such as parents, or college admission counselors.	There is significant functional change in the classroom. While all students are learning similar writing skills, the reality of an authentic audience gives each student has a personal stake in the quality of the work. Computer technology is necessary for this classroom to function allowing peer and teacher feedback, easy rewriting, and audio recording. Questions about writing skills increasingly come from the students themselves.
Redefinition	Computer technology allows for new tasks that were previously inconceivable.	A classroom is asked to create a documentary video answering an essential question related to important concepts. Teams of students take on different subtopics	At this level, common classroom tasks and computer technology exist not as ends but as supports for student centered learning. Students learn content and skills in support of important concepts as they

		and collaborate to create one final product. Teams are expected to contact outside sources for information.	pursue the challenge of creating a professional quality video. Collaboration becomes necessary and technology allows such communications to occur. Questions and discussion are increasingly student generated.
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Source: <https://sites.google.com/a/msad60.org/technology-is-learning/samr-model>

Area of Emphasis Two Action Steps

2015 – 2016

- Create an instructional technology plan that includes many options for professional development opportunities.

2016 – 2017

- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).

2017 – 2018

- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).

2018 – 2019

- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).
- Work on creating the instructional tech plan for 2019-2023

Area of Emphasis Three

Technology Infrastructure to Support Learning

Goal

The goal is to have one device per student/staff. In order to make this goal obtainable, there is going to need to be upgrades made to the district's infrastructure.

Expectations

Currently, the district maintains an inventory of approximately 400 computing devices (desktops, laptops, Chromebooks, iPads, etc). A majority of the desktops and laptops are in classrooms and offices. The district is using a one-to-many shared model (carts) for the Chromebooks and iPads that are available for staff to sign out for their classes.

The district's network is due for an upgrade. The core of the network is running on Nortel networking switches with old Cat5 cabling to classrooms, then split using hubs in order to connect desktops to the network.

Contrary to the wired network, Lyncourt's wireless is new and robust. All areas in the building have Wi-Fi coverage and the ability to support the districts mobile carts.

Lyncourt's server infrastructure was migrated to neighboring Solvay UFSD over the summer of 2015. The district runs a virtualized server environment with 40 virtualized servers with 24 terabytes (TB) of local storage.

Lyncourt is also a Google Apps for Education school district which allows each student/staff member to store up to 25 GB of data in "Cloud Storage" for access at any time with an Internet connection. This is the direction Lyncourt is heading: leveraging the power of Google Apps to be able to deliver a solid learning platform to any student or staff member anywhere at any time.

Area of Emphasis Three Action Steps

2015 – 2016

- Server Migration to Solvay UFSD's network
- Avaya Phone solution installed

2016 – 2017

- Network Switch Upgrade
- Monitor Internet bandwidth (as devices are added, the need for more bandwidth increases)
- Develop a replacement schedule
- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).

2017 – 2018

- Monitor Internet bandwidth
- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).

2018 – 2019

- Monitor Internet bandwidth
- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).
- Work on creating the instructional tech plan for 2019-2023

Area of Emphasis Four

IT Support

Goal

Make sure the district has the support staff in place to support the increased number of devices. Furthermore, the IT support staff will be trained on all technologies being used throughout the district to quickly return the technology back to service to minimize computer systems downtime

Expectations

- Students: Provide suggestions and ideas about improving the IT support and installation process. Use equipment responsibly and in a way that minimizes the need for repairs and downtime.
- Staff: Provide suggestions and ideas about improving the IT support and installation process. Educate students in the proper use of technology so as to minimize downtime of technology assets.

Area of Emphasis Four Action Items

2015 – 2016

- Survey staff and students to gauge IT support satisfaction.
- Reevaluate the plan

2016 – 2017

- Send out annual IT support survey to staff/students.
- Make modifications to IT support using the data from survey.
- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).

2017 – 2018

- Send out annual IT support survey to staff/students.
- Make modifications to IT support using the data from survey.
- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).

2018 – 2019

- Send out annual IT support survey to staff/students.
- Make modifications to IT support using the data from survey.
- Reevaluate the plan.
- Work with feedback from staff and adjust plan (as needed).
- Work on creating the instructional tech plan for 2019-2023

Appendices

- a) NYSED Approved Instructional Technology Plan
- b) ISTE Standard for Students
- c) ISTE Standard for Teachers
- d) ISTE Standard for Administrators

A. LEA Information

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

321

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

	Enrollment
Grades K-2	111
Grades 3-5	112
Grades 6-8	98
Grades 9-12	0

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

Matthew C Dean

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

Director of Technology

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

(No Response)

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The Lyncourt Union Free School District, in partnership with the community, is committed to educating all learners to reach their full potential.

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

The goal of instructional technology plan is to create an environment that will provide each and every student with the ability to use on a daily basis some form of an advanced computing device. We are preparing our students to enter into a world of extremely fast moving technology and we are teaching them so they will have the strong foundation to take on that world.

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

On an annual basis each Building Technology Committee will review the District's Technology Plan objectives and goals. Each committee will make recommendations to amend, change, or revise the plan based on the following criteria:

- Technology needed to support new curriculum initiatives,
- Building level needs,
- Grade or department level needs,
- Individual program needs.

Each committee will forward the recommended amendments, changes or revisions and to the Director of Technology for approval.

The committee will be made up of:

- Superintendent
- Building Principal
- Teacher leaders
- Technology coaches
- Teacher/Parent
- Director of Technology

The Director of Technology will review all the submitted amendments, changes, or modifications to the plan. If the Director approves the revisions to the plan, he/she will submit to the Superintendent of Schools for approval. If not approved the Director will return the plan to the building committees with recommendations/modifications for approval.

The Director of Technology will submit the plan to the Superintendent of Schools for review and approval. If it is not approved, the plan will be returned to the Director with recommendations/modifications for approval.

The Superintendent of Schools will submit the plan the Board of Education for review and adoption. If it is not adopted, the plan will be returned to the Superintendent with recommendations/modifications for approval.

4. Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.

- Access Points (Checked)
- Cabling (Checked)
- Connectivity (Checked)
- Device Gap (Checked)
- Network (Checked)
- Professional Development (Checked)
- Staffing (Checked)

4a. Please specify if "Other" was selected in question four.

(No Response)

5. Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.

The three challenges are:

- Needing to upgrade the cable infrastructure for the district
- Get more devices into the hands of students/staff
- Train the students and staff to use the technology to the best of its capabilities

C. Technology and Infrastructure Inventory

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

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	50MB	50MB
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	100MB	100MB
Bandwidth: Connections WITHIN school buildings (LAN)	100MB	100MB

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

50MB

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

CNYRIC

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

	Available/In Use
802.11a	Available (Checked) In Use (Checked)
802.11b	Available (Checked) In Use (Checked)
802.11g	Available (Checked) In Use (Checked)
802.11n	Available (Checked) In Use (Checked)
802.11ac	(No Response)
802.11ad	(No Response)
802.11af	(No Response)

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

Yes

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

85

6. **Does the district use a wireless controller?**

Yes

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

100MB

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

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	51	51
Laptops/Virtual Machine (VM)	7	7
Chromebooks	10	10
Tablets less than nine (9) inches with access to an external keyboard	54	54
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	0	0
Totals:	122.00	122.00

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

3

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

Ultimately, it would be ideal to have a one to one relationship for device to student. This way we can provide tech and assistive tech to student with disabilities.

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

	Number of devices in use that are less than five years old
Document Cameras	5
Flat Panel Displays	51
Interactive Projectors	0
Interactive Whiteboards	29
Multi-function Printers	5
Projectors	31
Scanners	1
Other Peripherals	0
Totals:	122.00

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

(No Response)

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

Yes

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

No

14a. On an average school day, approximately how many student devices access the district's network?

(No Response)

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

No

D. Software and IT Support

1. What are the operating systems in use in the district?

	Is this system in use?
Mac OS Version 9 or earlier	Yes
Mac OS 10 or later	Yes
Windows XP	Yes
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	No
Other	No

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

(No Response)

3. What are the web browsers, both available and supported, for use in the district?

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	Yes
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

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

(No Response)

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

None

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

Google Apps For Education, Brainpop, iXL Math, Learning A-Z, and Raz Kids

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

(No Response)

8. Does the district have a Parent Portal?

No

8a. Check all that apply to your Parent Portal if the response to question eight is "Yes."

(No Response)

8b. If 'other' was selected in question eight (a), please specify the other feature(s).

(No Response)

9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?

Emergency Broadcast System (Checked)
Website (Checked)
Facebook (Checked)

9a. Please specify if the response to question nine was "Other".

(No Response)

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

Title	Number of Current FTEs
Director of Technology	0.25
LAN Tech	0.40
	0.65

E. Curriculum and Instruction

1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?

The district is currently working with Onondaga-Cortland-Madison BOCES and CNYRIC Model Schools for assistance in developing our Professional Development plan. We currently work with them, but we are going to increase our work with the Model Schools service. The district hopes to be able to continue to work to being a one to one district. After upgrading the network infrastructure in the district we will be in a much better position to deploy digital connectivity to all teachers and students.

2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

Yes

2a. If "Yes", please specify.

The District's technology plan will comply and provide instructional technology devices if it is listed in the student's IEP.

3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?

Yes

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

The District's technology plan will comply and provide instructional technology devices if it is listed in the student's IEP.

F. Professional Development

1. **Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.**

Ongoing follow-up and support is critical to skill development, maintenance, and growth. Therefore, it is important to task each building technology committee as a forum for the development of on-site staff development to the greatest extent possible. The district remains committed to a comprehensive system to meet the needs of a diversity of staff. A variety of venues will be available year round that will include, but are not exclusive to:

Workshops or conferences scheduled during the school day, weekends, or summer.

Scheduling training sessions during faculty team meeting times.

Maximize the use of the Teachers-Training-Teachers (T3) program to provide staff development opportunities outside of the school day.

Onondaga Cortland Madison (OCM) BOCES sponsored workshops, conferences, or events.

On-site/Hands-on support by the District Technology Team

Peer coaching, including the mentor-intern program.

Collaboration with educators from other schools, including on-site visits to model settings.

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

Title	Number of Current FTEs
Director of Technology	1.00
Tech Intragration Spec	1.00
	2.00

G. Technology Investment Plan

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

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Network Cabling	30,000	One Time	Project
2	Desktops	30,000	One Time	Lease Purchase
3	Professional Development	10,000	Annual	BOCES COSER
4	Instructional Software	10,000	Annual	BOCES COSER
5	Other	20,000	One Time	Lease purchase
Totals:		100,000.00		

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

Google Chromebooks

H. Status of Technology Initiatives and Community Connectivity

1. Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.

Changes in District Enrollment (Checked)
Changes in Funding (Checked)
Technology Plan Implementation (Checked)
Developments in Technology (Checked)

1a. Please specify if response to question one was other.

(No Response)

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

Campus wide public wireless access with the development of a BYOD policy and hopes to expand to 1:1 devices to each student that would allow the devices to go back and forth from school to home.
We could look to providing kiosk at public locations that will provide access to our networked resources.

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

School (Checked)
Home (Checked)
Community (Checked)

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

none was not checked

I. Instructional Technology Plan Implementation

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

By June 2016 the District will upgrade all internal network switching equipment to support 10 Gigabyte or higher connectivity and provide ubiquitous and uninterrupted public (for non-district devices) and secured private (for district devices) Wi-Fi access at all district facilities. By June 2017 the District will increase the availability of portable wireless devices for teacher and student use with the goal of having 1:1 student to device ratio. Lastly, on a planned periodic basis, the District will continue upgrade or replace existing computer hardware, servers, and digital peripheral devices.

J. Monitoring and Evaluation

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

The district's technology committee meets monthly to discuss the technology plan. During the meetings we will discuss what changes need to be made to improve teaching and learning. We meet the second Tuesday of every month and we hope to keep the technology plan as a fluid document that we can work to enhance monthly.

- Please fill in all information for the policies listed below.**

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	(No Response)	none	0
Internet Safety/Cyberbullying	08/22/2006	http://www.lyncourtschool.org/tfiles/folder67/8270.pdf	2006
Parents' Bill of Rights for Data Privacy and Security	(No Response)	none	0

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

No

K. Survey Feedback

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1. Was the survey clear and easy to use

Yes

1a. If response was "No", please explain.

(No Response)

2. Was the guidance document helpful?

Yes

2a. If "No", please explain.

(No Response)

3. What question(s) would you like to add to the survey? Why?

(No Response)

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

(No Response)

5. Other comments.

(No Response)

Appendices

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

(No Response)

ISTE Standards

Students

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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ISTE Standards

Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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ISTE Standards Administrators

1. Visionary leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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