

Instructional Technology Plan - Annually - 2016

LEA Information

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A. LEA Information

1. 2014-2015 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	425	24	105	82	84	130	0

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

Eric Feola

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

Director of Technology

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Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The DeRuyter Central School District, in partnership with parents and the community, will educate and empower all students to embrace a passion for learning while developing into respectful, productive members of society.

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

The DeRuyter Central School District (DCS) is committed to providing students with the technological tools necessary to work productively and collaboratively in a global society. Students will have the opportunity to use technology to embrace learning and make their own discoveries as they create and innovate in the 21st century.

DCS will provide resources for our staff to facilitate and inspire student learning and creativity, design and develop digital age learning experiences, facilitate communication with parents, students, and colleagues, as well as working productively and effectively.

The District is dedicated to the improvement of technology to support teaching, learning, and administrative functions. Our committee has identified four areas for growth:

- Development of local and wide area networks
- Classroom instructional technology
- Professional Development
- Technology for building operations, security and administrative support

Network Development

DCS is connected to the Internet through the Central New York Regional Information Center (CNYRIC/OCM BOCES) via a fiber connection.

All District buildings have comprehensive wired and wireless networks. Classrooms, labs, libraries, offices, and all other areas have connectivity to the network, which is secured through the CNYRIC with firewall and filtering systems.

Limitations in wired and wireless network speeds as well as wireless network capacity and reliability will be the main areas of improvement outlined in this plan.

Classroom instructional technology:

Each classroom in the District has a variety of educational technology hardware, software, and services including, but not limited to, interactive whiteboards, document cameras and projectors. Some of this technology is more than five years old and will be upgraded as part of this three-year plan. In addition to a mobile laptop lab and desktop computers, staff and students also have access to a small, but growing, number of tablets.

To increase the ability for faculty and students to have access to connected devices, the District will seek to increase availability of connected devices for students in grades PK-5, implement a "Bring Your Own Device" (BYOD) program district wide and begin a one-to-one computing program for middle and high school students. The BYOD program will supplement the phased-in implementation of the one-to-one program.

Professional Development:

Professional development opportunities to support educational technologies are provided through conferences, staff development days, and workshops provided through the CNYRIC. There is a significant amount of unstructured staff development in teacher-to-teacher settings and individual support by technology staff.

Funding for these development opportunities is made available through local budgeting and our subscription to the CNYRIC Model Schools service.

Technology for operations, security and support:

There are a number of programs used to support special education and academic intervention services. There is a comprehensive computerized financial system hosted by OCM BOCES. The maintenance staff uses an energy management system, and the cafeteria staff uses an automated services program.

Software application improvements are needed for transportation information and routing, facility-use management, absence reporting and purchase requisition management. The District is also seeking to improve physical security in the school with proximity card access to selected entrances and an improved security camera network.

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

The DeRuyter Central School Instructional Technology Plan is developed by the district technology committee comprised of the following members: Superintendent of Schools, Director of Technology, Business Administrator, Building Principals, Teachers, Library Media Specialist, Community/Business Partners, Board of Education members, Parents and Students. The committee meets every other month to identify educational technology needs, align needs to goals and expected outcomes in the technology plan, update and monitor the progress of the technology plan, and provide recommendations regarding technology related purchases.

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

- Access Points
- Cabling
- Connectivity
- Device Gap
- Network
- Professional Development
- Staffing
- Other
- No Gap Present

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

The current vision for instructional technology requires an upgraded network infrastructure and more robust WiFi network to handle an increase in network traffic. Addition network switches will provide additional capacity and new WiFi access points will allow for additional simultaneous users. The lack of equipment to handle the amount of network traffic is currently hindering our ability to positively impact students. Funding shortages for these projects are a result of the district's 2% property tax cap combined with limited district reserve funds.

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Instructional Technology & Infrastructure Inventory

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C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1 Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

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

CNYRIC

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

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

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

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Instructional Technology & Infrastructure Inventory

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

6. **What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?**

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	0	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	0	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps

7. **What percentage of the district's wireless protocols are less than 802.11g?**
0

8. **Do you have wireless access points in use in the district?**
 Yes
 No

8a. **What percentage of your district's instructional space has wireless coverage?**
100

9. **Does the district use a wireless controller?**
Yes

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

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	133	133
Laptops/Virtual Machine (VM)	80	80
Chromebooks	2	2
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	5	5
Tablets nine (9) inches or greater without access to an external keyboard	20	20
Totals:	240.00	240.00

11. **What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?**

0

12. **Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.**

Additional funding for professional development on technology integration strategies and devices that will help students with disabilities achieve their greatest potential in the classroom.

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

	Number of devices in use
Document Cameras	47
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	46
Multi-function Printers	12
Projectors	49
Scanners	4
Other Peripherals	17
Totals:	175.00

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

Personal Response Devices: 6
 IP Video Conference Units: 3
 Digital Cameras: 8

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

Yes

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Instructional Technology & Infrastructure Inventory

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

No

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

Not Applicable

18. What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?

- Insufficient number of devices meeting testing requirements
- Lack of reliable Internet service
- Insufficient broadband access
- Inadequate staffing levels
- Insufficient testing spaces
- District does not foresee any barriers
- Other

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Software and IT Support

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D. Software and IT Support

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

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

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

(No Response)

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

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

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

(No Response)

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

Edmodo

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

Read 180, SMART Notebook, Google Apps for Education

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

(No Response)

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Software and IT Support

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8. Does the district have a Parent Portal?

Yes

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

- Attendance
- Homework
- Student Schedules
- Grade Reporting
- Transcripts
- Other

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

(No Response)

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

- Learning Management System
- Emergency Broadcast System
- Website
- Facebook
- Twitter
- Other

10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.

Title	Number of Current FTEs
Director of Technology	0.10
Technology Network Coordinator	1.00
	1.10

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Curriculum and Instruction

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E. Curriculum and Instruction

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

The DeRuyter Central School District is committed to providing the tools necessary to ensure that students are prepared to live in and adapt to a highly technological, dynamic, and demanding global society. In order for students to find success in their futures, educators are responsible for ensuring they possess necessary next generation skills. Students must be critical thinkers, effective communicators, demonstrate creativity and cultural empathy, and possess the ability to collaborate with others.

It is our belief that through the use of technology, students will be able to demonstrate creativity and innovation by applying existing knowledge to generate new ideas, products or processes. Over the course of this three-year plan the DeRuyter Central School district will implement upgrade classroom learning technology (interactive displays), implement a one-to-one Chromebook program in grades 6-12 so students and teachers have access to online resources for learning, collaboration, and communication. Additionally, we will introduce newer computing devices for students in grades PK-5 to enhance classroom instruction. All of these devices, combined with an improved network infrastructure will up us reinforce 21st century learning skills. Our students will use their access to improved digital connectivity and technology to communicate and work collaboratively to support individual learning and contribute to the learning of others. They will use critical thinking skills to conduct research, solve problems, and make informed decisions while incorporating appropriate digital tools and resources. Our students will learn human, cultural, and societal issues related to technology and practice ethical behavior.

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

Yes

2a. If "Yes", please provide detail.

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered for children with disabilities which includes:

All reading materials, writing assignments, and math instruction are provided at the student's instructional level.

The district provides instructional materials in an alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. This includes the use of audio books, alternative textbooks, computer hardware and software specific to student needs.

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 DeRuyter Central School District embraces the use of assistive technology to provide students with the tools they need to reach their full potential. Technology supports for students with various disabilities are met based on the individual needs outline in the students Individualized Education Program (IEP) document.

Assistive technology is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities" (34 CFR 300.5). An extra computer, software, or mobile device may be required and is provided to assist students in compensating for their specific areas of need in relation to their disability.

4. Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

 Yes

 No

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Curriculum and Instruction

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- 4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).**

The DeRuyter Central School District embraces the use of assistive technology to provide students with the tools they need to reach their full potential. Technology supports for English Language Learners will be made available to teachers and students. This includes, but is not limited to, interactive whiteboards or digital displays that allows for classroom-wide viewing of notes and lecture material with the ability to save these materials for later review by students; online collaboration and communication tools; electronic translation aids.

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Professional Development

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F. Professional Development

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

Professional staff development to support the growth of technology skills and curricular integration strategies continues to be a high priority. All teachers must be proficient in the use of technology to ensure that all students develop next generation skills and knowledge. It is critical that the professional development program meets the needs of novice staff at the same time it meets the needs of staff that have more experience using technology in the classroom.

The District will provide professional development focused on the needs of specific groups of teachers and/or individuals in all curricular areas. These opportunities will include training in the use and integration of specific hardware and software.

Ongoing follow-up and support is critical to skill development, maintenance, and professional growth. We remain committed to a system of development that meets the diverse needs of our staff.

A variety of venues will be available year round and will include:

- Workshop/Conference opportunities during the school day, after school hours and during the summer
- OCM BOCES/CNYRIC coordinated workshops
- Hands-on support for specific projects provided by District technology staff
- Peer-coaching
- Individual coaching and mentoring sessions offered during teacher preparation time on topics specific to individual needs

All professional development is aligned to the Common Core Learning Standards (CCLS) in accordance with the DeRuyter Central School District Professional Development Plan.

Technology related professional development also incorporates the New York State Professional Development Standards:

Designing Professional Development:
 Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

Content Knowledge and Quality Teaching:
 Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Research-based Professional Learning:
 Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research. Collaboration:
 Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

Diverse Learning:
 Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. Student Learning Environments:
 Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Parent, Family and Community Engagement:
 Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Data-driven Professional Practice:
 Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Technology:
 Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. Evaluation:
 Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

- Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.**

Title	Number of Current FTEs
Director of Technology	0.10
	0.10

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Technology Investment Plan

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G. Technology Investment Plan

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

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Technology Investment Plan

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Switches	100,000	One Time	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Wi-Fi	90,000	One Time	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Chromebooks	120,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Interactive Displays/Projectors/Whiteboards	120,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	VOIP	8,000	One Time	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:		438,000.00		

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Technology Investment Plan

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

(No Response)

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Status of Technology Initiatives and Community Involvement

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H. Status of Technology Initiatives and Community Connectivity

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

- Changes in District Enrollment
- Changes in Staffing
- Changes in Funding
- Technology Plan Implementation
- Computer-based Testing
- Catastrophic Event
- Developments in Technology
- Changes in Legislation
- Other
- None

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

During the next three years the DeRuyter Central School District will be concentrating on upgrading and adding instructional technology hardware and software to all classrooms (PK-12) for teacher and student use. There is a need to increase our wireless infrastructure to add overall robustness, capacity, and coverage for all instructional spaces.

The District will also seek to implement a Bring Your Own Device (BYOD) district wide and add a one-to-one computing program for students in grades 6 through 12. With access to personal devices in a wireless environment students can learn at their own pace, ability levels, and take advantage of the worldwide resources available online. Teachers become facilitators – meaningfully linking technology to curriculum and instruction. Additionally, professional development in the appropriate instructional use of the hardware and software will be a required prior to and during the implementation of new technologies.

3. Please check all locations where Internet service is available to students within the school district's geographical boundaries.

- Home
- Community
- None

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

Public WiFi access is currently available to all students at the DeRuyter Free (Public) Library and within at least one area business.

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Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

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Instructional Technology Plan Implementation

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

	2015-2016	2016-2017	2017-2018
	YEAR 1	YEAR 2	YEAR 3
ACTIONS	<ol style="list-style-type: none"> Increase Wi-Fi reliability by purchasing and installing additional access points throughout the district. Purchase/install upgraded network switches and cabling in main wiring closets to match in-building network speed with incoming WAN speed. Purchase/install monitored proximity card access system. Purchase/deploy connected devices for staff participating in pilot one-to-one personal device project during 2016-2017 school year. Provide staff development in technology integration. 	<ol style="list-style-type: none"> Purchase/install networked security camera system. Implement BYOD program for students in grades 6-12. Purchase/deploy personal devices for students participating in one-to-one pilot program. Purchase/deploy devices for PK-5 instructional use. Purchase/install phase one of upgraded interactive classroom technology systems (Interactive Whiteboards, projectors, etc.) Continued PD in technology integration. 	<ol style="list-style-type: none"> Purchase/deploy personal devices for all students in grades 6-12 as part of one-to-one computing program. Purchase/install phase two of upgraded interactive classroom technology systems (Interactive Whiteboards, projectors, etc.) Continued PD in technology integration.
DESIRED OUTCOMES	<ol style="list-style-type: none"> Increased wireless capacity and reliability is required for future plans that will include BYOD or one-to-one programs. This step ensures all students and staff have uninterrupted access to networked systems. Upgraded switches and wiring ensures that every access point is capable of retrieving a connection that supports the bandwidth necessary for 21st century learning. Monitored proximity card access to the building will ensure district staff have the ability to enter the building when necessary while keeping doors locked and secure 24/7. Staff will have access to connected devices prior to student implementation to ensure that classroom lessons are adapted and properly integrated with technology. Professional development for all staff in necessary for the proper implementation of any 	<ol style="list-style-type: none"> Student/staff safety in of great importance. A networked building security camera system will help district staff monitor public areas of the building 24/7 to ensure all people in the building are safe. Students will have the ability to connect their own devices to the district's wireless network as part of our BYOD program. This ensures that students and teachers have the tools they need for successful 21st century learning. To ensure proper implementation of any future one-to-one computing program, a pilot group will test the reliability and configuration of personal devices prior to a widespread deployment. Each student participating in this pilot will be required to provide feedback to the technology committee to aid in any future adjustments to the program. PK-5 teachers will have access to devices for student use 	<ol style="list-style-type: none"> After a successful pilot, each student in grades 6 through 12 will be issued an Internet-connected device that will follow them throughout the school day to ensure that all students have access to the Internet for proper 21st century learning. Upgrading remaining classroom technologies ensure that all teachers have the right tools in their classroom for proper instruction in the 21st century. Continued PD is necessary for proper implementation.

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	new program or initiative.	during classroom instruction. 5. Upgrading classroom technologies ensure that teachers have the right tools in their classroom for instruction in the 21st century. 6. Continued PD is necessary for proper implementation.	
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Instructional Technology Plan - Annually - 2016

Monitoring and Evaluation

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J. Monitoring and Evaluation

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district's instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.**

It will be the responsibility of the technology committee to formally evaluate the effectiveness of current technology hardware, software and related services twice throughout each school year.

Evaluation will include:

Review of the technology used by staff and students at the elementary, middle school, and high school levels.

Professional development data related to staff proficiency in the use of technology for instructional and management functions. Review of evaluation data from staff development activities.

Review of requests for technology related professional development days, workshops, and conferences.

Technology facility usage data (logs of computer lab use, laptop cart use, and use of shared hardware).

Technical assistance and work-order requests.

Analysis of data related to student learning.

Student data such as state and local assessments; screening, benchmarking and (progress monitoring).

Surveys of staff, students, and/or parents as appropriate.

Recommendations with supporting documentation will be submitted on a regular basis to the Superintendent of School and the Board of Education.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://deruytercentral.org/files/filesystem/staffAUP.pdf	2015
Internet Safety/Cyberbullying*	http://deruytercentral.org/files/filesystem/Policy8271.pdf	2015
Parents' Bill of Rights for Data Privacy and Security	http://deruytercentral.org/parents.cfm?subpage=54181	2014

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Survey Feedback

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K. Survey Feedback

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

1. **Was the survey clear and easy to use**

Yes

2. **Was the guidance document helpful?**

Yes

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

(No Response)

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

(No Response)

5. **Other comments.**

(No Response)

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Appendices

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Appendices

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

(No Response)