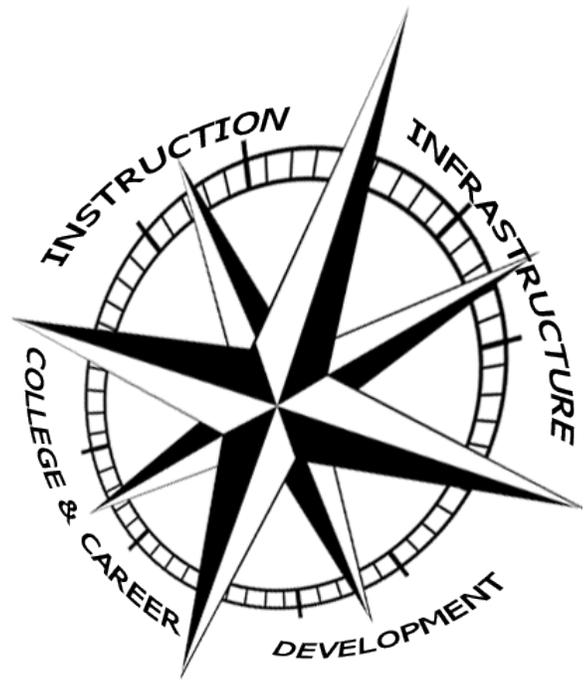


ELMIRA CITY SCHOOL DISTRICT

TECHNOLOGY PLAN



2018-2021



Approved by NYS Education Department: September 27, 2018
Approved by Board of Education: May 22, 2019

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Executive Summary

Introduction



The Elmira City School District is a public school district located in Elmira, New York of Chemung County. The District serves the city of Elmira and the towns of Ashland, Baldwin, Erin, Pine City, Southport, and Wellsburg (including the hamlet of Lowman). Elmira NY is located within the Southern Tier of New York State and provides free education to approximately 6,100 students. The District has 11 schools, including four primary elementary schools serving pre-kindergarten through second grade, four intermediate elementary schools serving grade 3 through 6, one middle school serving seventh grade only, one middle school serving grades eight and nine and one high school serving grades 10-12.

- Beecher Elementary School, grades 3-6
- Broadway Elementary School, grades 3-6
- Coburn Elementary School, grades 3-6
- Diven Elementary School, grades PK-2
- Fassett Elementary School, grades PK-2
- Hendy Elementary School, grades 3-6
- Pine City Elementary School, grades PK-2
- Riverside Elementary School, grades PK-2
- Broadway Academy, grade 7
- Ernie Davis Academy, grades 8-9
- Elmira High School, grades 10-12

The Elmira City School District is considered a mid-sized district and all of our schools are Title I schools. The District as a whole is considered a Focus District by the New York State Department of Education. Of the 6,100 students served, 67% have reported living in poverty. The Elmira community has a population of 29,200 people, a median income of \$29,995 and a reported poverty rate of 31.7%, according to the April 2010 U.S. Census Bureau. Due to the poverty of our region, the Elmira City School District receives a Federal Grant from the Community Eligibility Provision, in partnership with the USDA, to provide free breakfast and lunch to all students.

The educational data of our 2013-2014 academic year influenced significant change within the Elmira City School District. Based on state evaluations, Elmira was in need of a course-change to significantly impact the success of the school district and ultimately our students. Superintendent Hillary Austin and the Board



of Education envisioned the expansion of Community Schools as a central strategy for advancing Elmira's improvement plan.

The Community Schools initiative is an educational philosophy that is a critical component of the Elmira City School District's Improvement Plan. School leadership has identified Community Schools as a way to re-imagine the school system in a way that continues to deliver high quality academic instruction along with social, emotional and physical health support for students. This model addresses the whole-student and recognizes that students and families who face chronic obstacles to learning in the classroom, from hunger to health, can be connected with programming to improve student outcomes.

Mission

The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all. *[Adopted November 6, 2013]*

Beliefs

WE BELIEVE...

- In connecting young people and their families with the tools they need to learn, grow, and reach their fullest potential.
- In the power of honest, trusting relationships and that individuals can make a difference toward student achievement.
- In reimagining and revitalizing our schools with comprehensive, community-based partnerships in order to build the capacity of schools, school district, and the evolving needs of our community.
- In developing the whole-child by supporting the social and emotional health of our families as a means to academic excellence.



Technology Plan Advisory Committee

The Technology Plan Advisory Committee is composed of teachers and administrators who represent their varying grade levels and school buildings through the school Technology Teams.

Co-Chairs

- Josh Miller, Technology Director
- Kelley Bacalles, Supervisor of School Innovation

Our Charge

- Examine the state and funding of technology in the Elmira City School District
- Determine the direction of technology by setting goals and objectives
- Analyze the need for technology training/development for staff and students
- Recommend policy changes and improvements consistent with the desired goals and objectives
- Create, review, approve, and evaluate a state-approved District Technology Plan

Our Vision

TECHNOLOGY

- Will enhance teaching and learning in our classrooms for students and teachers
- Needs collaboration between teachers, students, administrators, parents, and stakeholders to succeed
- Is essential for students for college and career-readiness
- Equalizes learning for students with disabilities, LOTE learners, and students in poverty
- Requires continual Professional Development and training
- Needs a reliable and robust infrastructure
- Is important for safety and security in our schools
- Should be standardized as often as practicable
- Improves communication between school and home

2018-2021 Goals and Objectives

- We will standardize computer-based instruction and assessment for all classrooms in grades 3-12 as we continue to roll out the 21st Century Classrooms for College and Careers (21C) 1:1 Student Device Program to ensure students are ready for computer-based testing and to develop college and career readiness for the 21st century.
- We will provide digital citizenship and digital literacy instruction for students to encourage positive and appropriate use of technology. We will develop and offer professional development for teachers and staff. We will provide cyber security awareness for staff and when applicable and age-appropriate for students.
- We will identify and provide access to high quality digital hardware and software resources to address the diverse needs of all student learners. We will develop a technology toolbox of resources and interventions available for teachers to use with students at all levels and learning styles. We will provide professional development for key resources in the toolbox aimed at making all classroom materials accessible to every student.



- We will review and evaluate security cameras, building access controls and procedures to create a welcome and safe learning environment for all.
- We will continue to evaluate network redundancy and restructure the network to improve reliability and redundancy for disaster recovery.

Summary of Findings

The Elmira City School District recognizes the potential of every student and technology can be an important tool in the toolbox to realize that potential. Classroom technology is pervasive in our classrooms with interactive whiteboards in every classroom, laptop carts, iPads, and other mobile devices. Software packages allow students to learn, explore, and enhance experiences in ways that were never possible. The district remains committed to improving both the instructional technology available and the critical infrastructure that makes the learning possible.

Capital Projects to maintain district technology have included:

- Vision 2009: installed an interactive whiteboard in each classroom and created a districtwide wireless network
- Districtwide Technology 2014: upgraded building-to-building speeds to 10gb and improved security, management, and maintenance of the network
- Smart Schools: upgraded the wireless network and added wireless access points to every classroom and gathering space (cafeterias, gyms, etc.), improved network redundancy with multiple paths through the network at each school to address equipment and power failures, overhauled the security camera network and software
- Ernie Davis Academy 2018: replaces interactive whiteboards exceeding 10 years in age with interactive laser projectors with wireless connectivity. This project is the first of several capital projects in the planning stages that will update the interactive whiteboards installed beginning in 2008.

In the next 3 years, our primary focus on technology is on student device 1:1 programs that will provide each student with a laptop/tablet device to prepare students for computer-based testing and college and careers that now incorporate technology devices into daily use. We are also focused on preparing students for devices by addressing the fundamentals of digital literacy and integrate digital citizenship practices into daily curriculum lessons. In order to support these goals, we need to ensure that we continue to develop stable, secure, and redundant network systems in place and use technology to create a welcome and safe learning environment for all.

To achieve our goals in the classroom, we will continue to develop and refine our total platform strategy.

Our total platforms include:

- Devices that meet the instructional needs of students
- Infrastructure to support the devices
- Professional development through a variety of delivery methods
- Instruction and policies that provide direction and guidance to the proper use of devices, networks, and protection of personal and private information
- Software and "apps" that meet curriculum goals, are secure, and protect the privacy of students

We continue to make all teachers active participants in the strategic deployment and implementation of technology through our Technology Teams. Each school created a Technology Team to guide the



development of initiatives in each school, analyze data, make recommendations for professional development, and suggest hardware and software required to meet instructional goals. Technology Teams meet monthly to develop their initiatives and review their progress. Technology Teams are composed of teachers, library media specialists, data curriculum coordinators, and administrators.

Technology Teams objectives are:

- Review and analyze the skillsets of teachers and students in their buildings and create strategies to raise the bar for everyone in the building
- Focus on how to teach with technology integrated into the lesson and how to address common technology issues that students face such as cyberbullying, internet safety, proper usage of social media, privacy protection, etc.
- Review and recommend the approval of new technology pilot programs to provide input and direction to the district.
- Select members who will serve on the district's Technology Plan Advisory Committee to bring the best ideas from the school level to the district level for differentiated implementation across the district.



Technology Assessment

Districtwide Technology 2014



Districtwide Technology 2014 (DWT) was a \$4 million capital improvement project approved by the Board of Education on January 22, 2014 that rebuilt our back-end infrastructure to support Twenty-First century learning in Elmira. The project was completed during the 2014-2015 school year and had 4 main components:

- Replace all network equipment with newer Power-Over-Ethernet equipment that will support modern applications such as Voice Over IP (VoIP) and wireless technology and increasing the district backbone from 1gb to 10gb.
- Replace the phone system certified by the manufacturer as End-of-Life and End-of-Support with a VoIP based phone system that will provide new features such as voicemail-to-email, paging integration, and directory services.
- Create pop-up computer labs in most buildings that will support PARCC or other computer-based testing that is expected in the near future. A pop-up computer lab is an instructional space that has all of the infrastructure available (network and power) to support the connection of multiple computers or laptops to the district network. During periods of computer-based testing, computers can be added to the instructional space and a computer lab “pops up” to support the required testing for students. During periods when computer-based testing is not taking place, the space can be used for push-in, pull-out, RtI meetings, workroom, or other instructional or administrative uses.
- Improve the security and environmental conditions in network closets to increase network reliability and decrease downtime that results from adverse conditions such as poor grounding, excessive heat, and access by unauthorized persons.

In the 3 years that have followed completion of the project, there has been substantially less network outages due to failing equipment or unfavorable environmental conditions in the network closets.



Smart Schools



Smart Schools is a series of projects that were developed in the March 2, 2016 Smart Schools Investment Plan (SSIP) approved by the Board of Education on March 20, 2016 and by the New York State Education Department on July 28, 2016. Construction on the projects started in the summer of 2017 and substantial completion on most projects occurred by June 30, 2018. The completed technology projects include:

- **Wireless Network Upgrade:** this project increased the speed, throughput, and penetration of the wireless network by installing new wireless access points in each classroom to accommodate a minimum of 1 device per person and in some spaces 2 devices per person. New access points are connected to the backbone with a Cat6 and Cat6A connection to increase the available bandwidth and capacity on each access point. High capacity areas such as cafeterias, gymnasiums, and auditoriums have additional access points to support more users. Network switches in the closets received upgrades to add capacity to accommodate the additional access points. This project was completed by August 31, 2017 for the 2017-2018 school year and the first year of the 21C 1:1 Student Device Program.
- **Network Diversity and Backbone Improvements:** Expansion of the backbone network infrastructure now permits multiple data transmission paths. Each school now has a secondary path for data transmission in the event of a slowdown or disruption of service on the primary path. Network switches were installed in each building that connect by existing fiber to the primary Network Operations Center (NOC) and to a secondary Network Operations Center at Elmira High School. The network was re-engineered so that all data utilizes the best routing path between the primary and secondary NOC. A secondary, diverse, fiber connection was added to the primary NOC and the secondary NOC to provide an alternate path in the event of a fiber break. Additional network equipment was installed to bring the secondary NOC online. Core networking equipment in the primary NOC was replaced with equipment to synchronize traffic between the primary and secondary NOC. This project was completed in May of 2018 and was hampered by equipment that was specified by the vendor but was unable to handle the traffic load. This equipment was replaced at the vendor's cost.
- **Fiber and Copper Replacement:** this project replaced copper and fiber cabling that was identified to require replacement due to the age or threat of impending failure that would cause a disruption in telecommunications. This included replacement of the fiber cabling between Ernie Davis Academy and the Ernie Davis Academy pool. This project was completed in August of 2017.
- **Centralized Digital Video Management System Storage:** this project replaced 37 end-of-life servers that were distributed in network closets in each school with 8 servers connected to high speed storage area network (SAN) devices and centralized into 1 network closets in 4 schools. The SANs provide additional storage capacity necessary to upgrade analog cameras to IP cameras and maintain the required retention period for security video. This project was completed by May of 2018.



- Security camera upgrades: this project identified the analog cameras in the highest priority locations in each school and replaced them with IP cameras with better quality and higher resolution. New cameras were also be added to high priority locations that did not have adequate video coverage. This project was completed by May of 2018.

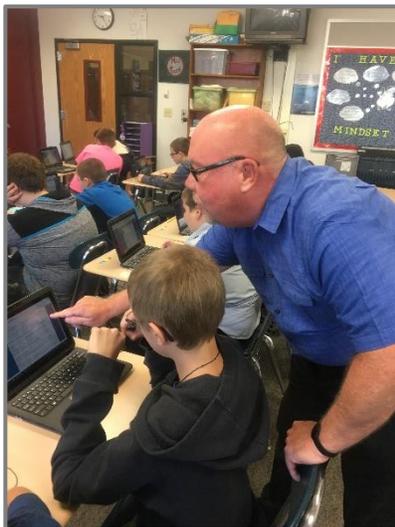
One remaining technology project is still in the design and construction phases as of July 2018:

- Standardized Secure Entrance: this project will standardize the equipment and procedures for building entrances at each school to include a buzzer, intercom, and camera located at each entrance that will allow staff to screen all individuals requesting access to a school with the ability to see and talk to the person before access to the school is allowed. This project was delayed to coordinate with additional capital construction and to amend the original SSIP to meet the anticipated budget.

21C 1:1 Student Device Program



The 21st Century Classrooms for College and Careers 1:1 Student Device Program began in September of 2017 with devices being assigned to all students in 7th grade at Broadway Academy in the Class of 2023.



Teachers were trained during the summer to use classroom collaboration software and learned how to use the devices to complement instruction. During the pilot year of the program we identified issues with the classroom collaboration software and adopted two new packages: Classkick and Schoology.

Year Two of the program saw it expand with the 7th grade students at Broadway Academy taking the devices assigned to them to Ernie Davis Academy for their use in 8th grade. The new 7th grade students at Broadway Academy received a new device and all sixth grade classrooms received carts for the students in their classroom.



The program has three primary objectives:

- Increase students’ college and career readiness in a 21st century world in which the appropriate use and application of technology is essential for our students to succeed after graduation.
- Prepare students for NYS ELA and Math Computer-Based Testing by providing a device that students are familiar with and using platforms and software that are similar to the testing platform.
- Teach students digital citizenship through the proper use and care of technology in a classroom environment.

Each year after the pilot year, the program will expand upward one grade as the original students continue with their device and downward one grade to prepare students for the expectations of using the device in a classroom environment as they complete each grade.

The tentative deployment plan is below. It is subject to change based on available funds, computer shortages, and other unforeseeable issues that can crop up during the program.

Tentative Plan: Subject to Change

Program year	Elementary	Secondary	Total devices in use
Summer 2017	Infrastructure improvements to wireless network		
Pilot Year 17-18		7th Grade Students (Class of 2023)	447
Year 2 (18-19)	6th Grade Classrooms	7th Grade Students (Class of 2024) 8 th Grade Students (Class of 2023)	1544
Year 3 (19-20)	6 th Grade Classrooms 5th Grade Classrooms	7th Grade Students (Class of 2025) 8 th Grade Students (Class of 2024) 9 th Grade Students (Class of 2023)	2575
Year 4 (20-21)	6 th Grade Classrooms 5 th Grade Classrooms 4th Grade Classrooms	7th Grade Students (Class of 2026) 8 th Grade Students (Class of 2025) 9 th Grade Students (Class of 2024) 10th Grade Students (Class of 2023)	3548
Year 5 (21-22)	6th Grade Classrooms 5 th Grade Classrooms 4 th Grade Classrooms 3rd Grade Classrooms	7th Grade Students (Class of 2027) 8 th Grade Students (Class of 2026) 9 th Grade Students (Class of 2025) 10th Grade Students (Class of 2024) 11 th Grade Students (Class of 2023)	4719

Indicates new devices purchased

We continue to meet with teachers and stakeholders through the school Technology Teams to gather feedback, make adjustments, and change strategies in order to ensure the primary objectives are still being met.



Primary Learners 1:3 Classroom Device Program

The Primary Learners 1:1 Classroom Device Program will provide two classrooms in grades K, 1, and 2 at each school with a classroom set of 10 iPads. This will infuse classroom devices into a primary student's classroom to begin learning digital citizenship and the use of technology without detracting from the basic core knowledge needed in the primary grades. Teachers and aides can use the devices as a classroom station to work with students in small groups or one-on-one to conduct reinforcement and assessment of key concepts.

The program is being piloted in the 18-19 school year. If successful, then each year two more classrooms at each grade level will be added at each school.

Computer-Based Testing

The district continues to prepare for Computer-Based Testing of the New York State 3-8 English Language Arts and Math testing. The following steps are being taken to prepare students and staff:

- The 21C 1:1 Student Device Program provides the additional hardware needed to complete the requirement to test an entire grade level at once. As the program expands downward each year, more devices are available that can be used as testing devices. All 1:1 student devices meet the minimum requirements for Computer-Based Testing.
- One of the key pieces to successful implementation of Computer-Based Testing is to ensure that students are familiar with the changes from testing paper-based to what is required for computer-based. Students need to be comfortable and confident in being able to type their responses and use the provided tools (rulers, protractors, calculators, highlighter, answer eliminator, line reader, etc.) in order to ensure a successful testing experience.
 - Student have been using Learning.com to increase keyboard proficiency.
 - They have experience with a computer-based test having taken the NWEA Measures of Academic Progress assessments for the last several years.
 - The practice tests in the Questar Secure Browser are available for teachers and students to complete at any time.
 - Schools have participated in NYS Computer-Based Field Testing for the last 3 years to experience the testing environment and develop and hone testing protocols
- Continuous use of devices and learning management systems for the completion of classwork develops skills for students to understand online testing and tools and prepare them to use them in a Computer-Based testing environment

We firmly believe that is important that when the district participates in Computer-Based testing that no student should see and use the testing platform for the first time when the student takes the test. All students should have experience through practice tests and field tests with the testing platform so that the use of a computer for testing does not impact the student's performance and demonstration of knowledge.



NYS Education Law 2-D Compliance

The district takes the privacy of student data and personal information very seriously. All district-approved software is compliant with NYS Education Law 2-D and the Elmira City School District Parent Bill of Rights. Vendors complete a form that confirms compliance with the requirements of the Parent’s Bill of Rights and NYS Education Law 2-D. Teachers have been instructed not to use software, web applications or apps until they have been vetted through the district to ensure compliance.

Cyber Safety and Malware Prevention

All staff with an @elmiracityschoools.com email address receive the bi-weekly “On Track to Cyber Safety” Newsletter that was developed with the partnership with Cyber Safe Workforce LLC. The newsletter includes short, direct warnings and tips to avoid becoming a victim of phishing, malware, ransomware or data breaches.

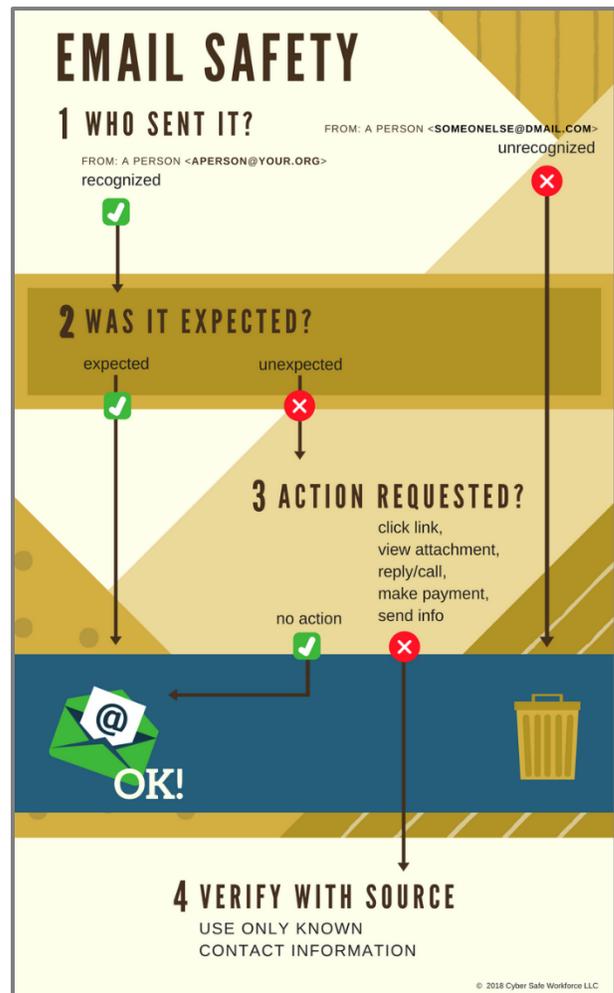
Topics have included:

- A Strong Password Recipe
- Steps to Spot a Suspicious Email
- Securing Essential Files
- Away from Your Desk? Lock Up!

As of September of 2018, the Elmira City School District has not seen any instances of ransomware. The primary reason is through a series of policies that prevent users from accidentally installing malicious software on a district computer. They include

- ☑ The Secure Desktop Initiative: SDI took away user’s administrative permissions on district computers. Without administrative permissions, users are unable to install software.
- ☑ AppLocker: AppLocker is a series of workstation policies that does not allow executable files to be run from certain locations such as flash drives, internet temp folders, etc.
- ☑ Firewall policies: workstation firewalls prevent computers from one location being able to see computers at another location.

These three policies in particular prevent a significant amount of malware and junkware from being installed on district computers, protecting users and their data. Although these tools have been effective to date, scam artists and hackers are always building a better mousetrap. We continue to seek out new ways to educate users and protect our network and its data.



Classroom Computers and PC Replacement

Teachers continue to utilize small banks of computers in their classrooms to allow students access to a variety of network and internet software and resources and to differentiate instruction for students. Due to limitations in building and network design, there is no standard number of computers per classroom. It can vary widely building to building. Schools with more recent renovation projects are more likely to have more network drops in a classroom than schools that were renovated 10 or more years ago. Many elementary classrooms have a teacher computer and 3 or 4 student computers available. It varies more widely at the secondary level where it can differ between subjects how many student computers may be in a classroom. Beginning in 2017, classroom computers were removed from classrooms with 1:1 devices and reallocated around the district. These classrooms have one computer connected to the interactive white board and the teacher has a 1:1 device.



The table below includes the approximate number of computers located in each building by functional usage:

Building	Computer Labs	Library/Media Center	Classrooms	Admin Offices
Beecher Elementary*	30	25	85	10
Broadway Elementary*	27	15	115	10
Coburn Elementary*	30	20	105	8
Diven Elementary	55	12	130	10
Fassett Elementary	25	25	130	8
Hendy Elementary*	30	20	110	11
Pine City Elementary	30	15	101	10
Riverside Elementary	30	25	124	10
Broadway Academy*	50	10	70	15
Ernie Davis Academy*	135	44	110	20
Elmira High School	125	60	140	20

* schools in the first or second year of the 1:1 Device Program

The current number of laptop, desktop computers, and student devices on the network is approximately 5,000. The Board of Education has established a 5 year replacement cycle for equipment in order to ensure that computers remain compatible with the latest technology and to manage the total cost of ownership. Computers are purchased with a 5 year warranty to ensure that 5 years of use can be obtained from them with very little cost in repair and maintenance. To implement this strategy in a cost-effective manner, the district utilizes an Installment Purchase Agreement (IPA) Plan through GST BOCES. This enables us to purchase equipment through GST BOCES and pay it back on a 5 year repayment plan that is BOCES aidable. The result is that after reimbursement on BOCES aid, the net cost to the district per computer is between \$150 to \$170 each.



Hardware Specifications

The table below includes models of computers available in schools in our district and the number of computers purchased each year. Appendix A includes the hardware specifications of each model.

Model	Purchase Year	# of Computers	Notes
Dell 9030 All-in-One	2015	535	Purchased for PLTW & replacements
Dell 3240 All-in-One	2016	482	Purchased for replacements
Dell 7440 All-in-One	2016	50	Purchased for PLTW
Dell 5250 All-in-One	2017	195	Purchased for PLTW & replacements
Dell 5250 All-in-One	2018	425	Purchased for replacements
Dell 7460 All-in-One	2018	25	Purchased for PLTW

*Project Lead the Way or PLTW are high school and middle school courses that require computers with higher specs for CAD and Engineering applications. PLTW computers are replaced every 2-3 years.

Instructional Software

We purchase and utilize a number of software packages to support learning in the classroom. Here are a few of the software packages that we use on a daily basis:

- **Schoology:** Learning Management System used for 21C Device Program
- **Read 180:** Reading instruction, supplemental lessons, and interventions
- **Starfall:** PK-2 Reading and Language Arts support and resources
- **Reading A-Z/Raz-Kids:** PK-6 Online books, reading supports, worksheets, resources.
- **Compass Learning:** K-8 Formative/Summative Assessments, directed instruction in ELA/Math specific to student needs
- **Castle Learning:** 9-12 Regents preparation and review
- **Handwriting Without Tears:** PK-2 Handwriting curriculum and interactive whiteboard resources
- **Learning.com:** PK-8 Digital Literacy, Typing/keyboarding practice, assessment
- **ActivInspire:** K-12 Interactive Whiteboard flipchart creation and presentation software
- **NWEA Measures of Academic Progress:** K-12 assessments in reading and math to assist teachers in differentiating instruction for students
- **Mastery Manager:** K-12 Online testing platform
- **Microsoft Office 365**
- **Adobe Creative Suite**

In addition to these titles, there are numerous other software packages used that are subject specific.



Elementary iPads

iPads are a very popular learning device. Every elementary teacher is issued an iPad or 1:1 Device to be used in the classroom. Teachers use the devices for a variety of tasks including:

- one-on-one work with students
- small group activities
- classroom management
- classroom-to-home communication

This program has been used to make teachers familiar with iPads and other mobile devices to prepare for the 21C Student Device Program, the Primary Learners 1:3 Classroom Device Program and other initiatives.

Devices for Speech and Special Education

We have been using iPads for Speech and Special Education for students who need assistive technology for communication, visual schedules and specially designed instruction at the individual level. Teachers have been using them in their classrooms with students to determine how the iPad can be used and what apps are needed to provide the greatest success. We found that the devices increase motivation and aid students in the following ways:

- Use of built-in text to speech to read passages to students or allow them to type their answer and hear their response
- Use of voice recognition app to assist students with fine motor disabilities that are unable to write or have difficulty typing
- Use of Proloquo2Go app to provide a communication soundboard for students who have speech disabilities
- Use of Reading and sentence building apps to create a fun learning environment and engaging students that are otherwise difficult to engage.
- Scaffolding and differentiation of materials to specially design instruction to meet student needs

Overall, we found that the iPads are a device that meet multiple needs vs multiple devices meeting a single need in our special education and speech programs. iPads assist our students with disabilities in a variety of ways; communication, keyboarding, speech to text and text to speech to access the curriculum.

Moving forward, individual iPad use for students with disabilities will be available based on student need outlined in the student's individual education plan, as well as the transition to the 1:1 device used in the general education setting. Additional professional development continues for special education teachers to be able to use the iPad or 1:1 device to assess a student's needs and determine the best apps and device usage to meet that need.



Professional Development

The Elmira City School District is committed to making professional development available to all teachers. Opportunities may be targeted for specific groups, content areas or schools. These standards represent the knowledge and skills required for effective classroom teaching, that enhances student achievement and prepares students for college, career and citizenship.

The district offers professional development on the Regional Conference Days, in after school one-hour sessions, and evening sessions. In addition, we provide professional development during the school day in online sessions and during Wednesday PDP time. Our offerings include training in Office 365, administering student assessment and giving feedback, student engagement protocols, and digital citizenship and digital literacy. Sessions will also include instruction on utilizing our learning management system. Additionally, school Technology Teams collaborate within their school to identify gaps in technology understanding and determine the best solution to fill those gaps. The table below highlights our summer PD that will be offered each summer to prepare teachers for the 21C 1:1 Student Device Program.

PD Title	Type	Description
Learning Walks	In Person	Teachers who will receive devices in the fall as part of the 21C 1:1 Device Initiative visit classrooms utilizing the 1:1 devices and talk to teachers and students about how they are used in the classroom.
Schoology 2 Day Bootcamp	In Person	Learn about our new Learning Management System used in classrooms with the 21C 1:1 Device Initiative.
Schoology Online Mini Camp	Online	Learn how to interact with students and colleagues in the new Learning Management System.
Classkick 101	In Person	Learn how to give real time feedback to your students with this web-based software.
Classkick 201	Online	Explore the PRO features of this popular web-based software.
1:1 Device Training	In Person	Explore the device and learn how to use software to manage your class.
One Note Class Notebook	In Person	Learn the basic features of OneNote and how to distribute content to your students

School level Technology Teams survey and analyze the skillsets of teachers and students in their building and make recommendations for ways to address gaps. The Technology Teams focus on developing the skills of all teachers through peer development and modeling of best practices.



Goals and Objectives

After examination and thorough discussion of the current state of technology in the Elmira City School District, the Technology Plan Advisory Committee recommends setting the following goals for the next three years to continue to advance the use of technology for students and staff in the district. We believe these goals are a starting point to filling some of the identified technology gaps and remain consistent with the mission and beliefs of the district.

- **Standardize computer-based instruction and assessment for all classrooms in grades 3-12 as we continue to roll out the 21st Century Classrooms for College and Careers (21C) 1:1 Student Device Program to ensure students are ready for computer-based testing and to develop college and career readiness for the 21st century.**

The district should continue to roll out the 21C 1:1 Student Device Program according to the schedule in conjunction with the Total Platform for 1:1 device learning. This should include providing:

- Professional development for teachers to adjust classroom learning to properly utilize the devices
- Learning Management Software (LMS) to manage the classwork and Workstation Management Software to manage a classroom of students with 1:1 devices
- Digital citizenship and digital literacy instruction

The district should also continue to participate in NYS Computer-Based Field testing to expose students and teachers to the tasks and skills necessary for computer-based testing and begin planning to implement operational Computer-Based Testing for the NYS 3-8 English Language Arts and Math testing.

- **Provide digital citizenship and digital literacy instruction for students to encourage positive and appropriate use of technology. Develop and offer professional development for teachers and staff. Provide cyber security awareness for staff and when applicable and age-appropriate for students.**

The district should continue the efforts that have already been made to integrate digital literacy and digital citizenship into the daily classroom experiences for teachers and students. These efforts include:

- Rollout of Learning.com software that provides digital citizenship and safety lessons
- Distribution of the GST BOCES Digital Citizenship newsletter to staff, students, and parents and promotion of the resources available at: <http://dc.gstboces.org>
- Distribution of the "On Track to Cyber Safety" newsletter to staff to provide cyber safety awareness and training to teach staff how to protect their accounts, passwords, and data to ensure protection of the network and the privacy of student data.



- **Identify and provide access to high quality digital hardware and software resources to address the diverse needs of all student learners. Develop a technology toolbox of resources and interventions available for teachers to use with students at all levels and learning styles. Provide professional development for key resources in the toolbox aimed at making all classroom materials accessible to every student.**

The district should develop a 1:3 device program for primary students to begin exposing them to technology, digital literacy, and digital citizenship so they will be prepared for the responsibility of managing their own device when they enter third grade.

The district should continue to utilize iPads and apps identified by Committee for Special Education (CSE) Chairs to achieve the education goals and IEPs for special education students.

The district should also develop a database of available software and resources for each grade level so that teachers can identify resources for student success and interventions.

- **Review and evaluate security cameras, building access controls and procedures to create a welcome and safe learning environment for all.**

The district should continue to utilize Smart Schools and capital improvement funds to create a standardized secure entrance at each school with visitor management software. Aging analog cameras that have not been replaced should be upgraded to current IP cameras. Building administrators and School Resource Officers should evaluate the location of current cameras and provide feedback of locations in which coverage is not available but necessary.

- **Continue to evaluate network redundancy and restructure the network to improve reliability and redundancy for disaster recovery.**

Total redundancy often has a high cost. Original pathways for fiber technology were selected because they were the most efficient and cost effective routes. Additional fiber runs along different routes to achieve total redundancy would more than double communications costs and would not be cost effective. However, there are key points in the network in which fiber redundancy could be achieved. The district should continue to evaluate the network redundancy that is present and take advantage of opportunities to collaborate with other organizations such as the City of Elmira and Chemung County to add redundancy into the network.



Implementation and Evaluation

Goals will be measured by performing an evaluation of each goal during the meetings of the District Technology Team in November, January, and April. During these meetings, the Technology Team will look at data including the BrightBytes Survey data and state and local benchmarks to evaluate the effectiveness of the goals.

Goal 1 will be evaluated by looking at improvements in the use of classroom technology through the Teacher and Student Use of the 4 Cs: Communication, Collaboration, Critical Thinking and Creativity. This can be measured using the BrightBytes Survey tool.

Goal 2 will be evaluated by looking at improvements in Student Digital Citizenship as measured using the BrightBytes Survey tool.

Goal 3 will be evaluated by reviewing the progress of the creation of the Digital Toolbox and utilizing the BrightBytes Survey tool to evaluate and increase in the use of Assistive Technology.

Goal 4 will be evaluated based on progress of existing Smart Schools project with an annual meeting of contractors, architects, construction manager, and key district staff.

Goal 5 will be evaluated based on progress of existing Smart Schools project and results of network failover tests to evaluate effectiveness of network redundancy

Key Dates, Actions, and Desired Outcomes are listed in the table of annual milestones below:

Dates	Actions	Desired Outcomes
October	BrightBytes Survey of parents, students, staff	Feedback to determine effectiveness of Goals 1, 2, and 3
January	Meeting of District Technology Team	Review of survey results, discussion of progress toward goals, goal setting to improve results in spring survey
February	Evaluation of Security	With contractors, architects, construction manager, and key district staff, evaluate progress of security upgrades for secure entrances and security camera upgrades
March	BrightBytes Survey of parents, students, staff	Feedback to determine effectiveness of Goals 1, 2, and 3
April	Meeting of District Technology Team	Review of survey results, discussion of progress toward goals, goal setting to improve results in next year's survey, planning for next round of 21C 1:1 Device Initiative
July	Failover Testing	Evaluate effectiveness of projects to improve network redundancy for Goal 5, create action steps based on results

These actions will be scheduled each year for 2018-2019, 2019-2020, and 2020-2021 school years.



Appendix A: Hardware Specifications for Computer Models

Model	Monitor	Processor	Memory (RAM)	Hard Drive	Webcam	Wireless
Dell 9030 All-in-One	23"	Intel I5 4590S	8 GB	500 GB	Y	Y
Dell 9030 All-in-One PLTW	23"	Intel I7 4790S	16 GB	500 GB	Y	N
Dell 3240 All-in-One	22"	Intel I5 6500	8 GB	256 GB SSD	Y	Y
Dell 7440 All-in-One	24"	Intel I7 6700	16 GB	500 GB	Y	N
Dell 5250 All-in-One	22"	Intel I5 7500	8 GB	256 GB SSD	Y	Y
Dell 5250 All-in-One PLTW	22"	Intel I7 7700	16 GB	512 GB SSD	Y	N
Dell 7460 All-in-One PLTW	24"	Intel I7 8700	16 GB	512 GB SSD	Y	N

Appendix B: Instructional Technology Plan Survey

In a field memo to school districts issued in December of 2017, the New York State Education Department requires school districts to complete an online Instructional Technology Plan Survey to collect and compile data related to the technology planning and needs to meet the requirements of Part 100.12 of the Commissioner's Regulations.

The regulation states:

"To be eligible for aid for instructional computer hardware and technology equipment expenses pursuant to Education Law, section 753, school district shall develop and maintain a plan, in a format prescribed by the commissioner, for the use of the instructional computer technology equipment." (<http://www.p12.nysed.gov/part100/pages/10012.html>).

The following pages are the completed and submitted Instructional Technology Plan Survey.

It was approved by NYSED on September 27, 2018.



2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Joshua Miller

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

Director of Technology

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all.

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

Our Vision

TECHNOLOGY:

- Will enhance teaching and learning in our classrooms for students and teachers
- Needs collaboration between teachers, students, administrators, parents, and stakeholders to succeed
- Is essential for students for college and career-readiness
- Equalizes learning for students with disabilities, LOTE learners, and students in poverty
- Requires continual Professional Development and training
- Needs a reliable and robust infrastructure
- Is important for safety and security in our schools
- Should be standardized as often as practicable
- Improves communication between school and home

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	Standardize computer-based instruction and assessment for all classrooms in grades 3-12 as we continue to roll out the 21st Century Classrooms for College and Careers (21C) 1:1 Device Program to ensure students are ready for computer-based testing and to develop college and career readiness for the 21st century.
Goal 2	Provide digital citizenship and digital literacy instruction for students in order to encourage positive and appropriate use of technology. Develop and offer professional development for teachers and staff. Provide cyber security awareness for staff and when applicable and age appropriate for students.
Goal 3	Identify and provide access to high quality digital hardware and software resources to address the diverse needs of all student learners. Develop a technology toolbox of resources and interventions available for teachers to use with students at all levels and learning styles. Provide professional development for key resources in the toolbox aimed at making all classroom materials accessible to every student.

4. Do you want to list a fourth goal that will drive attainment of the vision?

Yes

4a. List Goal #4

Review and evaluate security cameras, building access controls and procedures to create a welcome and safe learning environment for all.

5. Do you want to list a fifth goal that will drive attainment of the vision?

Yes

5a. List Goal #5

Continue to evaluate network redundancy and restructure the network to improve reliability and redundancy for disaster recovery.

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II. Strategic Technology Planning

6. 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 Plan was developed through the input and feedback of the School-based Technology Teams.

Each school created a Technology Team to guide the development of initiatives in each school, analyze data, make recommendations for professional development, and suggest hardware and software required to meet instructional goals. Technology Teams at each school meet monthly to develop their initiatives and review their progress. Technology Teams are composed of teachers, library media specialists, data curriculum coordinators, and administrators.

The Technology Teams met as a whole group three times this year to report on progress of school initiatives, develop and review district goals and action steps for the 2018-2021 Instructional Technology Plan, and evaluate the implementation of the 2015-2018 Instructional Technology Plan.

During the course of the school year, the four primary schools combined their technology team into a single Primary Technology Team in order to align curriculum and technology goals and initiatives across the district.

Technology Team Meetings:

October 26, 2017

Objectives: Provide overview of SAMR model and the introduction of digital literacy curriculum from Learning.com. Review NYS Education Law 2-D and its importance for student privacy and its implications in the use of technology in the classroom. Review BrightBytes survey results from the first round of surveys completed October 20, 2017.

Outcomes: Technology Teams introduced the SAMR model to their school in order to focus on professional development needs. Webinars were scheduled with Learning.com in order to introduce it to each school and students began to use it in November. Teachers were made aware of NYS Education Law 2-D and began to consider the privacy implications for all applications with student data and follow district recommendations for applications that have been approved as NYS Education Law 2-D compliant. Technology Teams brainstormed ways to improve results in the next BrightBytes survey in the Classroom use of the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity).

January 18, 2018

Objectives: Solicit feedback and provide information regarding technology offerings during the January 26, 2018 conference day. Review Tech Series Offerings for January through March 2018. Discuss Digital Citizenship Updates from the Technology Department. Report out on the 21C 1:1 Device Program. Reports from School Technology Teams.

Outcomes: Technology Teams were provided information regarding technology offerings during the January 26, 2018 conference day to deliver back to their schools. We reviewed new Professional Development options including our Tech Series classes for January through March 2018. We discussed Digital Citizenship and how to incorporate into classroom curriculum using the newsletters and updates from BOCES Computer Services and Instructional Services. We reported out on the 1:1 device program. We also reported out on School Technology Teams to see how teams are progressing to accomplish their annual goals.

April 19, 2018

Objectives: Review and seek feedback on the District Technology Plan.

Outcomes: Information was sent out ahead of time for members to solicit information from more stakeholders regarding the draft 2018-2021 Instructional Technology Plan. We discussed questions and comments regarding the plan and incorporated feedback into plan revisions.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

The district plans to offer professional development on the Regional Conference Days, in after school one-hour sessions, and evening sessions. In addition, we provide professional development during the school day in online sessions and during Wednesday PDP time. Our offerings include training in Office 365, administering student assessment and giving feedback, student engagement protocols, and digital citizenship and digital literacy. Sessions will also include instruction on utilizing our learning management system. Additionally, School Technology Teams collaborate within their school to identify gaps in technology understanding and determine the best solution to fill those gaps through additional training sessions. The table below highlights our summer PD that will be offered each summer to prepare teachers for the 21C 1:1 Device Program.

PD Title	Type	Description
Learning Walks	In Person	Teachers who will receive devices in the fall as part of the 21C 1:1 Device Program visit classrooms utilizing the 1:1 devices and talk to teachers and students about how they are used in the classroom.
Schoology 2 Day Bootcamp	In Person	Learn about our new Learning Management System used in classrooms with the 21C 1:1 Device Program.
Schoology Online Mini Camp	Online	Learn how to interact with students and colleagues in the new Learning Management System.
Classkick 101	In Person	Learn how to give real time feedback to your students with this web-based software.
Classkick 201	Online	Explore the PRO features of this popular web-based software.
1:1 Device Training	In Person	Explore the device and learn how to use software to manage your class.
One Note Class Notebook	In Person	Learn the basic features of OneNote and how to distribute content to your students

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

Goals will be measured by performing an evaluation of each goal during the meetings of the District Technology Team in November, January, and April. During these meetings, the Technology Teams will look at data including the BrightBytes Survey data and state and local benchmarks to evaluate the effectiveness of the goals.

- Goal 1 will be evaluated by looking at improvements in the use of classroom technology through the Teacher and Student Use of the 4 Cs: Communication, Collaboration, Critical Thinking and Creativity. This can be measured using the BrightBytes Survey tool.
- Goal 2 will be evaluated by looking at improvements in Student Digital Citizenship as measured using the BrightBytes Survey tool.
- Goal 3 will be evaluated by reviewing the progress of the creation of the Digital Toolbox and utilizing the BrightBytes Survey tool to evaluate an increase in the use of Assistive Technology.
- Goal 4 will be evaluated based on progress of existing Smart Schools project with an annual meeting of contractors, architects, construction manager, and key district staff.
- Goal 5 will be evaluated based on progress of existing Smart Schools project and results of network failover tests to evaluate effectiveness of network redundancy

Key Dates, Actions, and Desired Outcomes are listed in the table of annual milestones below:

Annual Milestones

Dates	Actions	Desired Outcomes
October	BrightBytes Survey of parents, students, staff	Obtain data and feedback to determine effectiveness of Goals 1, 2, and 3
January	Meeting of District Technology Team	Review of survey results, discussion of progress toward goals, goal setting to improve results in spring survey
February	Evaluation of Security	With contractors, architects, the construction manager, and key district staff members, evaluate the progress of security upgrades for secure entrances and security camera upgrades
March	BrightBytes Survey of parents, students, staff	Obtain data and feedback to determine effectiveness of Goals 1, 2, and 3
April	Meeting of District Technology Team	Review of survey results, discussion of progress toward goals, goal setting to improve results in next year's survey, planning for next round of 21C 1:1 Device Program
July	Failover Testing	Evaluate effectiveness of projects to improve network redundancy for Goal 5, create action steps based on results

These actions will be scheduled each year for 2018-2019, 2019-2020, and 2020-2021 school years.

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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III. Action Plan - Goal 1

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Standardize computer-based instruction and assessment for all classrooms in grades 3-12 as we continue to roll out the 21st Century Classrooms for College and Careers (21C) 1:1 Device Program to ensure students are ready for computer-based testing and to develop college and career readiness for the 21st century.

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

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

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

- | | |
|---|---|
| <input type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input checked="" type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Budgeting Start a new Installment Purchase Agreement with GST BOCES for the 3rd year of the 1:1 program	Director of Technology	N/A	Jan. (01)	2019	1,000,000
Action Step 2	Communications Notify teachers in grades 5 and 9 of the plans to implement the 21C 1:1 Device Program in September of 2019 and provide overview of the program.	Curriculum and Instruction	N/A	Oct. (10)	2018	2000

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			n Leader				
Action Step 3	Professional Development	Provide teachers in grades 5 and 9 with Professional Development related to the implementation of the 21C 1:1 Device Program	Curriculum and Instruction Leader	N/A	June (06)	2019	10000
Action Step 4	Implementation	Order, Receive, Prepare, and Image 1200 new devices for grades 5 and 9	Director of Technology	N/A	Sept. (09)	2019	20000

5. 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.

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Budgeting	Start a new Installment Purchase Agreement with GST BOCES for the 4th year of the 1:1 program	Director of Technology	N/A	Jan. (01)	2020	1,000,000
Action Step 6	Communications	Notify teachers in grades 4 and 10 of the plans to implement the 21C 1:1 Device Program in September of 2020 and provide overview of the program.	Curriculum and Instruction Leader	N/A	Oct. (10)	2019	2000
Action Step 7	Professional Development	Provide teachers in grades 5 and 9 with Professional Development related to the implementation of the 21C 1:1 Device Program	Curriculum and Instruction Leader	N/A	June (06)	2020	10000
Action Step 8	Implementation	Order, Receive, Prepare, and Image 1200 new devices for grades 4 and 10	Director of Technology	N/A	Sept. (09)	2020	20000

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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III. Action Plan - Goal 2

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Provide digital citizenship and digital literacy instruction for students in order to encourage positive and appropriate use of technology. Develop and offer professional development for teachers and staff. Provide cyber security awareness for staff and when applicable and age appropriate for students.

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

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

3. Target Student Population(s)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students
<input type="checkbox"/> Pre-K-2
<input type="checkbox"/> Grades 3-5/6
<input type="checkbox"/> Middle School
<input type="checkbox"/> High School
<input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students
<input type="checkbox"/> Homeless students
<input type="checkbox"/> Economically disadvantaged students
<input type="checkbox"/> Students between the ages of 18-21
<input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs
<input type="checkbox"/> Other (please identify in Question 3a, below) |
|---|---|

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Purchasing	Purchase Learning.com and Bite Sized Security Awareness Service each year for 3 years	Director of Technology	N/A	June (06)	2021	135,000
Action Step 2	Professional Development	Provide continuous Professional Development to implement Learning.com for grades PK-8	Curriculum and Instruction	N/A	May (05)	2021	15000

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			Leader				
Action Step 3	Curriculum	Technology Specialists, teachers, and administrators will provide guidance and resources to include digital literacy instruction in curriculum for all grade levels	Curriculum and Instruction Leader	N/A	June (06)	2021	30000
Action Step 4	Cybersecurity	Staff will be provided bi-weekly newsletters and updates on how to improve cybersecurity and protect student and staff PII	Director of Technology	N/A	June (06)	2021	18000

5. 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.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5							

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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III. Action Plan - Goal 3

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

Identify and provide access to high quality digital hardware and software resources to address the diverse needs of all student learners. Develop a technology toolbox of resources and interventions available for teachers to use with students at all levels and learning styles. Provide professional development for key resources in the toolbox aimed at making all classroom materials accessible to every student.

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

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

3. Target Student Population(s)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Research	Conduct a needs assessment and review and recommend the best hardware recommendations for special education and ELL	Other (please identify in next column, to the right)	CSE Chair	June (06)	2021	10,000

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 2	Collaboration	Document available applications and sort into a grade level toolbox that includes interventions for students who need additional support	Curriculum and Instruction Leader	N/A	June (06)	2021	5000
Action Step 3	Planning	Develop a pilot project for devices for primary classrooms in a 1:3 model to be used in student activity centers.	Director of Technology	N/A	Sept. (09)	2018	5000
Action Step 4	Implementation	Implement pilot project for 2 classrooms per grade level in each primary school	Director of Technology	N/A	Oct. (10)	2018	150,000

5. 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.

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Evaluation	Determine if pilot project for primary classrooms is successful and should be expanded for the fall of 2019.	Assistant Superintendent	N/A	June (06)	2019	1000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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III. Action Plan - Goal 4

Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. Goal #4

Review and evaluate security cameras, building access controls and procedures to create a welcome and safe learning environment for all.

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

4. 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)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3, above, please identify target student population(s).

All Students, Staff, and Visitors to our schools

4. List the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Planning	Conduct a needs assessment of the security camera network and develop a plan to replace all remaining analog cameras with high quality IP cameras.	Director of Technology	N/A	June (06)	2019	2000
Action Step 2	Collaboration	Assemble a Smart Schools Advisory Committee to develop a new Smart Schools Investment Plan to replace remaining analog cameras.	Director of Technology	N/A	Jan. (01)	2020	5000

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III. Action Plan - Goal 4

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 3	Implementation	Replace analog cameras.	Director of Technology	N/A	June (06)	2021	750,000
Action Step 4	Planning	Continue ongoing assessment of building entrances and develop plan to create a standardized secure entrance for each building.	Director of Technology	N/A	June (06)	2019	5000

5. This question is optional.
 If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Implementation	Use approved Smart Schools Investment Plan to purchase and install identified hardware needed for Standardized Secure Entrance project.	Director of Technology	N/A	June (06)	2020	300,000

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III. Action Plan - Goal 4

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 6	Evaluation	Evaluate the security of building entrances upon completion of project.	Other (please identify in next column, to the right)	Director of Facilities	June (06)	2021	2000
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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III. Action Plan - Goal 5

Section III - Action Plan

Copy Goal # 5, which you listed in Section II by responding "Yes" to Question 5, and respond to all questions below.

1. Goal #5

Continue to evaluate network redundancy and restructure the network to improve reliability and redundancy for disaster recovery.

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

4. 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)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3, above, please identify target student population(s).

All students, staff, and visitors to our schools

4. List the action steps that correspond to Goal #5 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Continue Implementation of approved Smart Schools Investment Plan to achieve desired network strength and redundancy.	Director of Technology	N/A	Sept (09)	2018	2,000,000
Action Step 2	Conduct network tests to ensure failover and network redundancy in place is working as desired.	Director of Technology	N/A	July (07)	2019	1000

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III. Action Plan - Goal 5

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 3	N/A	N/A	N/A	N/A	Dec. (12)	2021	N/A
Action Step 4	N/A	N/A	N/A	N/A	Dec. (12)	2021	N/A

5. This question is optional.
 If more action steps are needed, continue to list the action steps that correspond to Goal #5 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8							

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III. Action Plan - Goal 5

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - Annually - 2018**IV. NYSED Initiatives Alignment****Section IV - NYSED Initiatives Alignment**

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

Through the use of instructional technology, teachers are leveraging specific tools to give their students instant and meaningful feedback as they are learning. They are also using engagement protocols around formative assessment tools with their students. Teachers are using technology to provide a more personalized learning approach to their students.

ECSD is using Schoology as our Learning Management System and have started with a train the trainer program where our Supervisor of School Innovation has assembled a team of teacher leaders to receive training from the company and then we have a series of trainings with the teachers in the district that will continue. We are using this program with 3rd through 12th grade students. In this program, teachers can easily communicate their learning targets as well as link their content to their standards. Teachers and students will use this program to communicate, take formative and summative assessments, hand in assignments, and receive accommodations on tests. We have started setting monthly building goals for teachers and providing the documentation in writing and video format for them so that they know how to meet these goals. The goals will primarily focus on student organization, access to content, and communication.

We have also started using an application called ClassKick, where teachers can provide real time feedback to their students. We have teacher leaders facilitating the training sessions.

As part of our sustained efforts to support teachers as they engage in rigorous academic standards and performance improvement for students, we offer our training sessions in a variety of ways: in after school (required) professional development sessions, optional professional development sessions that they can sign up for, as well as evening sessions that are online.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

The greatest benefit of technology utilization in the classroom for students with disabilities is the differentiating of instruction to meet individual student needs as the student accesses the general education curriculum. Differentiation of instruction enhances student accountability for learning as well as increasing engagement when flexible groupings are utilized as well as stations; learning centers. 1:1 student devices are highly advantageous in the differentiation of instruction by allowing the instructor to preload curriculum material, scaffold curriculum material and to set up speech to text or text to speech as it meets the diverse student need. There are numerous programs available to the student to enhance their skill deficit areas. This allows for the classroom to become a personalized learning environment. Not only does the instruction get differentiated within the classroom, technology is also used to differentiate homework for students.

Many students with disabilities also need their day to day routine differentiated. Technology is used to achieve this by placing schedules on devices and having picture prompts readily available for students who have limited communication skills. The voice recognition assists students who have fine motor skill deficits; difficulty writing or typing on a keyboard. Technology also expands to Bluetooth keyboards, large keyboards and a stylus to assist with writing.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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).
- 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.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 3a, below)

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IV. NYSED Initiatives Alignment

4. 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 their student language and content learning with the use of technology. Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 4a, below) |

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- 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).
- 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.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL 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.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify, in Question 5a, below)

- 5a. If 'Other' was selected in Question 5 above, please explain here.

Read 180, a district-wide reading initiative, offers access to an integrated ELL instructional component for all teachers and students.

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

- 6a. If Yes, check one.

In the 5 most spoken languages in the district

- 6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

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IV. NYSED Initiatives Alignment

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital word | <input type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- 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.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- 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.
- 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.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional support	1.80
Technical Support	16.00
Totals:	19.80

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	1,500,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	150,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	N/A

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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A	2,000,000	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 Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Other (please identify in next column, to the right)	IP Cameras and Door Entry Relays	1,000,000	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 Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			4,650,000			

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V. Administrative Management Plan

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?

Yes

4. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

www.elmiracityschools.com

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Director of Technology

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Director of Technology

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

Yes

- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Yearly

- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

Some of the audits were performed by a 3rd party contractor

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

<http://www.elmiracityschools.com/uploadeddocs/8271-CHILDRENSINTERNETPROTECTIONACT-INTERNETCONTENTFILTERINGandSAFETYPOLICY.pdf>

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

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V. Administrative Management Plan

11b. Please provide the URL to the district's Cyberbullying Policy.

<http://www.elmiracityschools.com/uploadeddocs/8271-CHILDRENSINTERNETPROTECTIONACT-INTERNETCONTENTFILTERINGandSAFETYPOLICY.pdf>

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2015

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<http://www.elmiracityschools.com/uploadeddocs/ECSD-Parents'BillofRights.pdf>

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will provide the URL to the policy.

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

<http://www.elmiracityschools.com/uploadeddocs/5672-InformationSecurityBreachAndNotification.pdf>

14. Provide a direct link to the district's technology plan as posted on the district's website.

<http://www.elmiracityschools.com/uploadeddocs/2018-2021TechnologyPlan.pdf>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a category that is not on the list.

- | | |
|--|---|
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Privacy and Security |
| <input type="checkbox"/> Device Planning and Implementation (1:1; BYOD) | <input type="checkbox"/> Professional Learning |
| <input type="checkbox"/> Digital Citizenship | <input type="checkbox"/> Project-based Learning |
| <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> OER and Digital Curriculum | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |
| <input type="checkbox"/> Pilots and Proof of Concept | |

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.