

Instructional Technology Plan - Annually - 2016

LEA Information

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A. LEA Information

1. 2014-2015 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	1,300	35	282	276	323	383	1

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

Lawrence King

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

Director of Technology

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Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals

1. **Please provide the district mission statement.**

It is the mission of the Cleveland Hill School District to educate and prepare each student to succeed in a changing world.

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

Vision Statement: The Cleveland Hill Union Free School District will utilize web-based applications to improve the sharing of information with our constituencies: students, parents, community members, and education and business partners. This will ensure coordinated and integrated access to information in a cost-effective manner. The Cleveland Hill Union Free School District will work collaboratively with the Western New York Regional Information Center, Erie 1 BOCES, and our community partners in order to develop, implement, evaluate, and revise instructional programming and services that ensure the most relevant, fiscally responsible, and highest possible quality of support for all members of the teaching and learning community.

Goals: The Cleveland Hill Union Free School District will provide access to learning technologies to every student in order to support their confident use of the technology skills they will need for future college and career success. Emphasis will be on increasing access to mobile technology in classrooms to enable seamless, daily integration of technology into lessons. Support will be provided to students and staff to enable the successful interaction in a technological environment to achieve their educational and workplace goals. Students will complete projects using technology that demonstrate their ability to: communicate ideas clearly and effectively; solve problems requiring higher order thinking skills and creativity; and conduct research in which they evaluate sources, synthesize information from multiple sources, and present their results.

The District will provide every administrator with access to technology resources that support them in developing a school climate and culture that responds to the learning needs of all students while promoting high student achievement. Teachers will model digital workflow strategies when working with students. Students will be able to demonstrate these same tasks as appropriate to their age and grade level with minimal help. Staff will provide leadership in integrating technology into the curricula, instruction, and student learning activities, and provide a framework for the ethical and legal use of technology.

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

The Technology Plan for the Cleveland Hill Union Free School District has been, and continues to be, developed collaboratively by the District Technology Committee members, teachers, and administrators and influenced by our many school and community stakeholders. The District Technology Plan is a three-year plan for the 2015 through 2018 school years. The Computer Services department is the primary group responsible for ensuring delivery of curricular content through the computer technologies described in this plan. The Computer Services department currently consists of the Director of Technology, Technology Integrator, 2 MicroComputer Technical Support Specialists, one full-time computer aide, and one part-time computer aide.

The district's technology plan, which is an outcome of Instructional Technology Planning Committee meetings, is a working document that is expected to change as needs and opportunities arise. It is important that our school district continue to provide the appropriate technologies to our school population and remain flexible to the new opportunities afforded our educational community through advancements in hardware, software, and pedagogical approaches. The Technology Plan strives to outline a roadmap that will provide technologies for our staff and students that will help them adapt to change, solve problems, make decisions, and think creatively. This plan provides for training for our staff and students. The district understands the importance of maintaining high ethical standards when creating original work. Education utilizing current technologies will provide students with an understanding of what technology can do in our complex society and prepare them for greater opportunities in their futures.

The primary goal and objective of the Cleveland Hill UFSD is to improve student achievement and growth. During the development and presentation of the 2014 – 2015 budget and strategic plans for the district, Mr. MacSwan, Supt. of Schools, highlighted the investment in a three-year targeted professional development plan for district staff. This district initiative is focused on improving teaching and learning through the proper training and equipping of staff with the tools to meet the challenges in preparing our students to meet the new learning standards. Project Achieve, as it is called, is a local initiative that is designed to improve the delivery of instruction. District funding has been dedicated to improving the instructional technologies available to our classrooms and providing an aggressive professional development schedule. Project Achieve focuses on the following three components: Common Core Curriculum and State curriculum, Data Driven Instruction (DDI) and Decision Making, and New York State Teaching Standards.

The district's Instructional Technology Committee meetings were conducted on December 9, 2015, January 13, February 10, March 9, April 13, May 11, and June 8, 2016. We wish to thank the following staff for their input and guidance throughout this planning process:

David Evans District Office Assistant Superintendent
 Andrew Gilliam Computer Services-Dist. Microcomputer Support Specialist
 Sandra Graczyk School District Resident Retired Professor and
 Department Chair, SUNY Brockport
 Trisha Grant Computer Services-Dist. Microcomputer Support Specialist
 Sarah Janis Computer Services Technology Integrator
 Daryl Janus District Office Director of Curriculum and CIO
 Larry King Computer Services Director of Technology
 Patrick McCabe Elementary School Elementary School Principal
 Katie McIntosh Computer Services- MH Computer Aide
 Cheryl Passmore Computer Services- Elem. Computer Aide

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

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

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

Student Access to Internet outside of school.

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

1) Funding for repair of existing and installation of new network wiring to classrooms and large group areas. Funding to increase the number of devices available to our students.

2) Low income families can't afford home Internet or devices that our students can use to complete assignments.

3) Within our district's geographical setting, we have no locations with free wifi.

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Instructional Technology & Infrastructure Inventory

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C. Technology and Infrastructure Inventory

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

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

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

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

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

WNYRIC

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

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

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

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

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

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps
Maximum Capacity of Switches	10	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

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

0

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

- Yes
- No

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

99

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

Yes

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

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	458	458
Laptops/Virtual Machine (VM)	181	181
Chromebooks	450	450
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	292	292
Totals:	1,381	1,381

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

14

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

Funding for assistive technologies can't always be built into the future years' needs because the technologies are normally assigned to a student with a particular need. When a student is prescribed assistive technology at a CSE meeting, the district can sometimes use funds previously allocated. But more times than not, funding comes from budgets developed for other items. Due to the urgency of providing the appropriate devices for the students, grant writing isn't the optimal means for obtaining the additional funds.

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

	Number of devices in use
Document Cameras	24
Flat Panel Displays	8
Interactive Projectors	3
Interactive Whiteboards	27
Multi-function Printers	9
Projectors	214
Scanners	14
Other Peripherals	0
Totals:	299

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

(No Response)

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

Yes

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Instructional Technology & Infrastructure Inventory

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

Yes

16a. On an average school day, approximately how many student devices access the district's network?

0

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

Yes

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

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

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Software and IT Support

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D. Software and IT Support

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

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

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

(No Response)

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

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

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

(No Response)

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

None used

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

Google EDU, READ 180, IXL, AIMSWeb, and STAR Renaissance

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Software and IT Support

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

Facts on File: Issues & Controversies
 ProQuest
 Thompson Gale: Opposing Viewpoints in Context
 SIRS Knowledge Source
 World Book

8. Does the district have a Parent Portal?

Yes

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

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

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

(No Response)

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

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

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

Title	Number of Current FTEs
MicroComputer Support Specialist	2.00
Director of Technology	0.60
Computer Aide	1.50
	4.10

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Curriculum and Instruction

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E. Curriculum and Instruction

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

Teachers are provided curricular materials and activities they can implement in the classroom and/or in a computer lab with or without help from the technology staff. The materials for kindergarten and grade 1 have been developed to focus on the foundational skills all students need for basic navigation on computers and iPads. In grades 2-5, these materials come from TechSteps, a program that contains technology literacy content and assessment delivered through digital inquiry-based projects. We are beginning with implementing 1-2 projects per grade, adding more projects per grade as time permits over several years. Student progress in grades K-1 will be measured with checklists of discrete skills, and in grades 2-5 using TechSteps individual activity assessments and their Tech Literacy Profile at grades 5 and 8, aligned to the ISTE Standards for Students and the Common Core Learning Standards.

At the middle and high school level, students apply the skills they have learned earlier to accomplish rigorous, standards-aligned tasks created and assigned by the content-area teachers. The focus shifts from acquiring computing skills to applying them to tasks such as research, multimedia creation, and digital writing. They are also provided opportunities to learn skills used in fields such as engineering, architecture, and advanced manufacturing with the help of our CAD software and 3D printing technology.

As the district develops its plan for utilization of the Smart Schools Bond Act funds, the primary focus is to improve the security of our students through the addition of perimeter and building cameras and visitor management systems.

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

Yes

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

The Special Education Department complies at a level of 100% with students' IEPs. We have 30 students that have the use of AT designated on their IEPs. Assistive Technology is not limited to use by students with written requirements. Additionally, the district supports teachers and staff who demonstrate a need.

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

Yes

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

Assistive technology for students is distributed and/or signed out by the student's primary teacher. The teacher is the person of record within the inventory system. Our students have access to a Dynavox system, communication boards and communication switches, dragon speaking software, Solo software, and digital books to assist with reading worksheets, tests and exams, and reading for pleasure.

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

 Yes No

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

The district is in the very early planning phases of the SSIP. The district utilizes iPad apps and web-based applications to provide support to our ELL staff members. Cleveland Hill increased our ELL teaching staff by a 1.0 FTE in the spring of 2016. The technology implemented within the classrooms across all grade levels enhances the instruction and guidance provided by the ELL and other support staff members.

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Professional Development

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F. Professional Development

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

Elementary teachers will meet with their grade level colleagues for two half-day sessions with the technology integrator. Middle and high school teachers will meet in grade-level or subject-area teams with the technology integrator for an hour every other month. Topics will focus on two themes: clarifying the technical skills students need at each grade level and implementing instruction for that purpose, and using technology to support content learning. Teachers will learn to support students in using Microsoft and Google applications to complete and share projects aligned to the Common Core. They will learn to assess student learning using digital tools such as Google Forms, Kahoot, and Socrative. The format will consist of collaborative discussion, analysis, reflection, lesson development, and hands-on practice with technological tools. The sessions will be supplemented by classroom visits by the technology integrator for observation or modeled instruction as needed. Data about student performance will be generated from the tools used and the final products students create.

In addition to these daytime sessions, teachers are also offered voluntary after-school class opportunities. These sessions have been conducted on an ongoing basis for several years and will continue through the duration of the plan period. At each session, a mini-lesson will be presented at the beginning; the remainder of time is for participants to collaborate and work. The content of the mini-lessons is detailed monthly. Here are the general descriptions for each:

Appy Hour: This group provides time for teachers to have guided practice in using iPads to benefit instruction. New apps will be shared along with ideas for using them with students. Teachers can use this time to plan and share their lessons.

Website Workshop: This group provides time for teachers to get ongoing training and support with building and maintaining teacher websites for effective communication with parents and students. Teachers can use this time to modify their websites while they learn about additional strategies for making the site its best.

Googlepalooza: This group provides ongoing training and support in using Google Apps, including Google Drive, Docs, Classroom, and more. The tips provided will assist teachers and staff both in their workflow and when working with students.

Cleve Hill Online Learning & Assessment (COLA): This group provides time for teachers to have guided practice in activities involving online learning or assessment, such as the flipped classroom, CastleLearning, Socrative, Kahoot!, or Poll Everywhere, among others. Teachers can use this time to research best practices, plan and share lessons, and discuss ideas for implementing these strategies.

In addition, classes are offered during the summer on a variety of topics that apply to teachers at any grade level or subject area. In 2016-17, these include classroom expectations and routines in the digital age, achieving real change with technology using the SAMR model for reflection, and creating virtual professional learning communities with Twitter.

The district will complete the application to implement Smart Schools in 2017. The focus of the district's Improvement Planning team is building security. Professional development for these systems will take place around the time of installation and implementation. The initial focus groups for training will be the office staff, administration, and select buildings and grounds personnel. Overview of the system will be presented to the entire staff throughout the year at staff development days and faculty meetings.

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

Title	Number of Current FTEs
Technology Integrator	1.00
Director of Technology	0.40
	1.40

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Technology Investment Plan

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G. Technology Investment Plan

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

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Technology Investment Plan

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Chromebooks	30,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Instructional Software	30,000	Both	<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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Servers	12,000	One Time	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Professional Development	15,000	One Time	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Desktops	20,000	One Time	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:	0	107,000	0	0

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Technology Investment Plan

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

(No Response)

Instructional Technology Plan - Annually - 2016Status of Technology Initiatives and Community Involvement

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H. Status of Technology Initiatives and Community Connectivity

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

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

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

We have increased the ease of access for students to their files by implementing Google EDU for our students. Students can now access their projects via a multitude of communication devices including their smartphones.

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

- Home
- Community
- None

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

Our students' access to free wifi Internet is limited to two fast food restaurants just outside of the school district's boundaries. There are no non-profits offering free wifi within our school district's geographical boundaries. There are several within a four mile radius including the local mall. Public transit is available for the students. The mall is a 27 minute bus ride. There are two county libraries within 2.5 miles of the school district boundaries.

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Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

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

Every student, teacher, and administrator will have access to and use learning technologies

Actions	StaffDev	Responsible	Dates	Indication
District will identify what technologies (hardware and software) are currently available in the district.	Analysis_of_current_district_inventory	Dir_of_Tech	2016-17 2017-18	Yearly inventory tracking acquisition, loss, and obsolescence
District will identify technologies currently available in the marketplace as aligned to needs	Reviewing, researching, piloting new_devices_and_programs	Dir_of_Tech Tech_Integrator	2016-17 2017-18	New and appropriate technologies will be tested in select areas for appropriateness prior to purchasing quantities.
District provides funds for and purchases new technologies	Presentations to Board_of_Education at public meetings, Supt, and Business_Mgr	Dir_of_Tech Supt. Bd_of_Ed. Asst_Supt Principals Business Mgr.	2016-17 2017-18	Classrooms, Libraries, and Labs have newer technology and software available to the students and staff.
District will establish its target level of access for students and staff.	Analysis_of_regional_trends Analysis_of_best_practices	Dir_of_Tech Tech_Integrator Asst_Supt. Principals	2016-17 2017-18	Documented Purchase plans
District Provides Professional Development for Teachers and Staff	Training_for_Staff_during_Staff_Dev Days, Workshops_at_BOCE_S_and_Tchr_Center	Tech_Integrator Asst_Supt Dir_of_Tech Bldg_Principals	2016-17 2017-18 Ongoing	Student assignments incorporate more use of new technologies. Students demonstrate comfort when using the technologies and exhibit a depth of understanding.

Every teacher and administrator will use digital tools for work-related tasks with maximum efficiency

Actions	StaffDev	Responsible	Dates	Indication
Professional Development	Increased_Awareness_of_Technolog_Training Opportunities	Dir_of_Tech Tech_Integrator	2016-17 2017-18	Staff participates in growing number of Technology-rich workshops
	More in-house opportunities	Dir_of_Tech Tech_Integrator WNYRIC Teacher_Center	Ongoing	Staff Development Calendar

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Fewer Work Order Entries specific to workflow issues (downloading, uploading, file sharing, etc.)				
Students will use digital tools to complete tasks with maximum efficiency				
Actions	StaffDev	Responsible	Dates	Indication
Professional Development	Demonstrate_to_teachers_prior_to_lessons; can be done in person or using video	Tech_Integrator Asst_Supt Dir_of_Tech WNYRIC	2016-17 2017-18	Teachers are confident and able to model procedures to students
Modeling of procedures	TechSteps PD	Classroom_teacher Tech_Integrator Computer_Aide	Ongoing	Observation of correct student behavior
Support staff will be technologically literate.				
Actions	StaffDev	Responsible	Dates	Indication
Staff Development	Increased_opportunities_for_Teachers, Aides, Maintenance, and_Clerical_Staff_in_Office Applications	Asst_Supt Dir_of_Tech Head Custodian Principals Tech_Integrator Business_Mgr WNYRIC	2016-17 2017-18	Fewer Work Orders for Assistance with Software
	Include Clerical- specific, Technology- related training_on_Supt/Staff_Development_Days	Asst_Supt Dir_of_Tech Tech_Integrator Bldg_Principals WNYRIC	Ongoing	Staff Development Calendar
The district will use technology to communicate with all stakeholders.				
Actions	StaffDev	Responsible	Dates	Indication
Increase number of useful Web-based Applications (MySchoolBucks, etc)	For_Stakeholders	Tech_Integrator Dir_of_Tech Business_Mgr Dir_of_Curr/CIO WNYRIC Vendors	2016-17 2017-18	Systems will be operational and available to indicated constituents
Maintain Parent Portal to PowerSchool Applications	Training_for_Computer_Services Staff	WNYRIC Dir_of_Curr.	Ongoing	Parent Portal is available and logins enabled
	Training_for_New Teachers_and Guidance_Staff	WNYRIC Dir_of_Curr.	Ongoing	Teachers and Staff complete the training workshops

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Train Parents how to view Schedules, Grades, Attendance online	Training_for_Parents	WNYRIC Dir_of_Curr. Asst_Supt	2016-17 2017-18	Successful Implementation.
	Ongoing_support_for Additional_Modules and_updates	WNYRIC	Ongoing	Successful Implementation
Maintain Blackboard Connect System	Training_for Administrators_and their_designees.	Dir_Tech WNYRIC	Ongoing	Constituents receive important information via multiple electronic modes.
Maintain Online Board_of_Education Document Web-based Application	Vendor	Board_of_Ed Clerk Dir_of_Tech	2016-17 Ongoing	All stakeholders successfully access documents via the web.

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Monitoring and Evaluation

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J. Monitoring and Evaluation

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

The Technology Plan will be monitored by a number of entities:

- The Superintendent of Schools and Assistant Superintendent
- The Board of Education
- Director of Technology
- Director of Curriculum
- Business Manager
- Building Principals
- Technology Committee and Subcommittees

The Technology Committee is an ongoing Committee within the school district, with meetings the second Wednesday of every month.

Progress will be communicated in a number of ways, including:

- Planning Committee meetings
- Board of Education reports
- Cleveland Hill UFSD Web Site
- Administrative Team Meetings
- Reports to the Superintendent of Schools

Evaluation will be conducted formally and informally, utilizing:

- Online survey (link is e-mailed to all staff)—annually (December of each year)
- ISTE (Technology Support Index)—annually (February of each year)

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://clevehill.wnyric.org/files/666357/student%20use%20of%20computerized%20info%20policy%207315.pdf	2015
Internet Safety/Cyberbullying*	http://clevehill.wnyric.org/files/666357/internet%20safety%20content%20filtering%20-%208271.pdf	2015
Parents' Bill of Rights for Data Privacy and Security	http://clevehill.wnyric.org/files/666357/parents-bill-of-rights.pdf	2014

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Survey Feedback

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K. Survey Feedback

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

1. Was the survey clear and easy to use

Yes

2. Was the guidance document helpful?

Yes

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

(No Response)

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

(No Response)

5. Other comments.

(No Response)

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Appendices

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Appendices

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

(No Response)