LAKE PLACID CSD

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	707	46	128	156	159	213	5

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

Dr. Roger Catania

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

Superintendent

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

As part of a unique Adirondack community, the Lake Placid Central School provides a welcoming, stimulating environment that inspires all students to achieve their academic, physical and social potential and to thrive in a dynamic global society.

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

Utilize technology to engage and inspire students through innovative programs integrated into the curriculum.

- Develop a broad curricular vision that utilizes technology to enhance student learning through improved interaction and expanded access to information.
- Provide professional development to assist teachers in utilizing technology to enhance learning. Identify a dedicated Innovation and Enrichment Coordinator to support teachers in this effort.
- Assure that all students have equal access to technology regardless of economic status. Establish a multi-year purchase and replacement plan. Make appropriate use of distance learning technologies.
- Optimize operational efficiency through the ongoing use and reevaluation of technology.

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.

In the spring of 2014 a broad based stakeholder group was formed as part of the District Strategic Planning Process. The Technology Planning team consisted of administrators, instructional technology teachers, classroom teachers, librarians and community members. This team developed the Strategic Goal for Technology, including tasks, deliverables, timeline and measures of success for each task. Building on the work of this Strategic Planning team in the spring of 2015 a core group of instructional technology teachers, classroom teachers and administrators were brought together to evaluate the progress of the tasks identified in the Strategic Goal for Technology. This document is the result of that consultation.

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

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

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

The technology gap between the district's vision and goals is caused by lack of funding, lack of dedicated staff and lack of a central management program for mobile devices. Lack of funding contributes to the device gap. The current tax cap on school budgets has meant there are not extra funds with which to purchase additional technology. Turnover in staff and lack of dedicated full-time technology staff contributes to the device gap. The lack of a central management program for mobile devices due to lack of staffing also contributes to the device gap.

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?

NERIC

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

	Speed in Gpbs or Mpbs
Minimum Capacity	☐ Greater than 10 Gbps ☐ 10 Gbps ☐ 1 Gbps - < 10Gbps ☑ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps
Maximum Capacity	☐ Greater than 10 Gbps ☐ 10 Gbps ☑ 1 Gbps - < 10Gbps ☐ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ 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.

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	☐ Greater than 10 Gbps ☐ 10 Gbps ☐ 1 Gbps - < 10Gbps ☑ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps
Maximum Circuit Speed Within a School Building	☐ Greater than 10 Gbps ☐ 10 Gbps ☐ 1 Gbps - < 10Gbps ☑ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ 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	☐ Mbps ☑ Gbps
Maximum Capacity of Switches	1	☐ Mbps ☑ Gbps

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

0

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

☑ Yes
☐ No

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

100

9. Does the district use a wireless controller?

Yes

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

	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)	58	58
Laptops/Virtual Machine (VM)	245	245
Chromebooks	77	77
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	119	119
Tablets nine (9) inches or greater without access to an external keyboard	102	102
Totals:	**601**	**601**

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)?

27

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 specialized professional development for teachers and members of the Assistive Technology Team would allow the district to make full use of available assistive technologies. The district would benefit from identifying and purchasing software on tablet devices that allow text to be audibly read to students. The district would benefit from identifying, internally or externally, an assistive technology specialist to provide resources and ideas to the district.

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

	Number of devices in use
Document Cameras	40
Flat Panel Displays	3
Interactive Projectors	0
Interactive Whiteboards	7
Multi-function Printers	8
Projectors	45
Scanners	8
Other Peripherals	1
Totals:	**112**

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

The district has one Tandberg Video Conferencing System.

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

Yes

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?

250

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?

- [x] 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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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	No
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
Other	Yes

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

Windows Server 2008 R2

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.

Adobe Suite
Microsoft Office Suite
Star Assessments
Airserver
iMovie

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

CQ Researcher Online (CQ Press)
Opposing Viewpoints in Context (Gale Cengage)
SIRS Discoverer (ProQuest)
Health Reference Center Academic (Gale Cengage)
ProQuest Education Journals (ProQuest)

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

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

Email newsletters
MySchoolBucks online payments on student id for cafeteria system
Online interactive School Calendar
Faculty and Staff email

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
Technology Technician	0.40
	0.40

E. Curriculum and Instruction

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

The district will utilize technology to engage and inspire students through innovative programs integrated into the curriculum. The district will continue to work on goals identified through the Strategic Planning process:

- Support a broad curricular vision that utilizes technology to enhance student learning through improved interactions and expanded access to information.
- Continue to provide professional development to assist teachers in utilizing technology to enhance learning.
- Assure that all students have equal access to technology regardless of economic status.
- Evaluate and adjust the multi-year purchase and replacement plan.
- Optimize operational efficiency through the ongoing use and reevaluation of technology.

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.

Two Board of Education Policies address equitable access to instruction, materials and assessments for students with disabilities.
Board of Education Policy 4321:
PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER THE IDEA AND NEW YORK'S EDUCATION LAW ARTICLE 89
The Board of Education shall make available a free appropriate public education to all students with disabilities who reside within its district and are eligible for special education and related services under the Individuals with Disabilities Education Act and Article 89 of New York's Education Law, and their implementing regulations.
Board of Education Policy 4321.6:
AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTION MATERIALS FOR STUDENTS WITH DISABILITIES
The Board of Education recognizes its responsibility to ensure that all the instructional materials used in the district's schools are made available in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to non-disabled students. In accordance with applicable law and regulations, any such alternative format procured by the district will meet the National Instructional Materials Accessibility Standard.
Equitable access to assessment is provided for students with testing accommodations per instruction from the Committee on Special Education and the student's Individualized Education Plan.
The Lake Placid Central School District is committed to address the needs of students who struggle to succeed in a rigorous curriculum. Our proposed purchases with Smart School Bond Act funding will place additional mobile computing (ipads and laptops) in the hands of students with disabilities.

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.

Provision of assistive technology for students with disabilities is discussed in the Lake Placid Central School Assistive Technology Plan. This plan was developed during the 2011-12 school year by the district-wide assistive technology team comprised of special education teachers, occupational therapists, physical therapists, regular education educators, paraprofessionals and administrators.

Assistive Technology Mission Statement
The Lake Placid Central School District is committed to providing appropriate assistive technology to students with disabilities to facilitate access to the general education curriculum. The school district is also committed to training teachers, paraprofessionals and students on how to most effectively use assistive technology.

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

- [x] 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 needs of English Language Learners are addressed in Board of Education Policy 4326.
4326 LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency, will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The district will therefore make every effort to ensure that limited English proficient (LEP) students are provided with an appropriate program of transitional bilingual education or free-standing English as a second language program.
Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that LEP students are:
1. diagnostically screened for limited English proficiency, in accordance with Part 117 of the Commissioner's Regulations. Those students who according to their scores are identified as LEP will be annually evaluated. Included in the evaluation shall be each student's performance in content areas to measure academic progress;
2. assured of access to appropriate instructional and support services, including guidance programs; and
3. assured of having equal opportunities to participate in all school programs and extracurricular activities.
The Superintendent shall be responsible for ensuring that the Commissioner is provided with all information required under the Commissioner's Regulations and that the district provides appropriate school-related information to the parents of LEP students in English, or when necessary, in the language they understand. In addition, the Superintendent shall ensure that all teachers employed for any bilingual and/or ESL program are properly certified in accordance with the Commissioner's Regulations.
The Lake Placid Central School District is committed to address the needs of students with limited english proficiency. The district continues to provide equitable access to instruction, materials and assessments using technology to all students. Our proposed purchases with Smart School Bond Act funding will place additional mobile computing (ipads and laptops) in the hands of all students, English language learners included.
At Lake Placid Central School we see the benefit of providing a personal, mobile, connected learning environment to all students. The benefits of mobile computing apply to all of our students, English language learners included. Technology is a tool that we use to open access to learning for all students.

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F. Professional Development

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

Technology professional development is offered to Teachers and Teaching Assistants through multiple paths that focus on instructional application of technology, student engagement, professional learning communities, and new technologies.

2015-16 Professional Development	Topics	Audience	Delivery Method
Superintendent's Conference Days 10/23/15 2/12/16 4/29/16	Technology Integration Initiatives iPad apps for the elementary classroom Technology in expeditionary learning Interdisciplinary technology integration	Teachers and Teaching Assistants	Teacher-led full and half day workshops and hands on opportunities with technology

The district will also enhance our staff-development partnership with our non-public schools through invitation to select presentations to students and staff. Technology will also be in place to live-stream and archive staff development opportunities for access to our non-public partners.
Superintendent's Conference Days: Through a series of four full-days and two half-days teachers have the opportunity to attend a variety of guest facilitator and teacher-taught workshops on relevant technologies. The charts below outlines the preliminary look at the 2016-17 offerings. Final determination of offerings will be conducted by the District Professional Development Team, a representative group of board members, administrators, teachers and teaching assistants. Beginning in the 2016-17 school year the District Technology Coordinator will work with the Professional Development Team to coordinate technology staff development consistent with the District Technology Plan.

2016-17 Professional Development	Topics	Audience	Delivery Method
Superintendent's Conference Days 09/01/16, 09/02/16 10/21/16 02/17/17 03/24/17 After School Workshops Individual Teacher & Department Training	Sample topics to include: Strategic Goals Google School Making Learning Visible iPad apps for classroom management Twitter in the classroom Advanced Google Tools iPads for Elem iPads in the 1 to 1 classroom Making the most from your class webpage	Teachers and Teaching Assistants	Teacher-led workshops and hands on opportunities with technology

Public/Non-Public School Professional Learning Community will be created for those educators interested in digital sharing of information and video content to enhance instruction.

2016-17 Professional Development	Topics	Audience	Delivery Method
Public/ Non-Public Professional Learning Community	Digital information sharing, video content opportunities, new technology tools	Teachers and Administrators	Workshop, discussion, group work, hands on activities, skype sessions

Professional Development for the 2017-18 school year will be consistent with models of delivery used during the first two years of the plan. Superintendent Conference days will play and important part in offering technology professional development. The topics for the 2017-18 school year will, in part, be based on a technology needs assessment and survey that will take place in the spring of 2017. The Technology Coordinator will work with the Professional Development Team to suggest and coordinate offerings based on the needs assessment. While we cannot anticipate every need in this document, there are some constants that will be offered, as well as addressing the timeline of our District Strategic Plan.
During the course of the 2016-17 school year a determination will be made to transition to a new District website. As this transition occurs there will

be continued technology staff development offerings to teachers to further their use of their class websites for communication and course content.

2017-18 Professional Development	Topics	Audience	Delivery Method
Superintendent's Conference Days (TBD) After School Workshops Individual Teacher & Department Training	Teacher classroom website training Expand use of Google Classroom 3-12 iPad apps K-12 Interdisciplinary technology integration Creating technology-rich, grade-specific and subject-specific technology lesson plans housed online Teacher access to District paperless document system	Teachers and Teaching Assistants	Teacher-led full and half day workshops and hands on opportunities with technology

During the 2017-18 school year we will also strive to continue our Public/Non-Public School Professional Learning Community created for those educators interested in digital sharing of information and video content to enhance instruction.

2017-18 Professional Development	Topics	Audience	Delivery Method
Public/ Non-Public Professional Learning Community	Digital information sharing, video content opportunities, new technology tools	Teachers and Administrators	Workshop, discussion, group work, hands on activities, skype sessions

2. **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 Integration	0.10
Technology Integration	0.10
Technology Integration	1.00
	1.20

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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.**

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Staffing	50,000	Annual	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other
2.	Tablets	20,000	Annual	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
3.	Laptops	20,000	Annual	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
4.	Professional Development	15,000	Annual	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other
5.	Desktops	20,000	One Time	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
Totals:	**0**	**125,000**	**0**	**0**

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

(No Response)

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.

The Lake Placid Central School plans to increase student and teacher access to technology through multiple initiatives for the 2016-17 school year:

- The District will continue to support and modify the electronic device loan program for students to maximize learning time during extended periods of time out of school. In the event that the students location does not provide internet access, the district will provide alternate means to communicate assignments.
- The District will provide opportunities for students to access the school networks during evening library hours Monday through Friday from 3-6:30pm.
- The District will pilot a program through which students identified by the Committee on Special Education will be assigned personal chromebooks which will be allowed to be used at home.
- The District will provide each student grades 3-12 with personal google school email accounts to access shared documents from any location.
- The District will publish the Free Public Wi-Fi locations within the communities of Lake Placid and Wilmington. The communities of Lake Placid and Wilmington have one public library each. Government entities offering public access to Wi-Fi include the Lake Placid Visitor’s Bureau, The New York State Olympic Regional Development Authority and the Town/Village Hall.
- The District will continue to provide and support a laptop for each member of the instructional staff. Faculty will be allowed to take their instructional laptop home for planning and grading purposes.

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

- ☑ Home
- ☑ Community
- ☐ None

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

Public Wi-Fi locations within the community include local businesses, the public library and government entities. Thirty-eight restaurants and businesses on Main Street offer free, public Wi-Fi. The communities of Lake Placid and Wilmington have one public library each. Government entities offering public access to Wi-Fi include the Lake Placid Visitor’s Bureau, The New York State Olympic Regional Development Authority and the Town/Village Hall.

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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.

Initial Task #1: Introduce and expand Google Classroom district-wide to encourage innovation and to improve communications and collaboration. Teachers and students will use Google Apps for Education, Gmail, Google Documents, and Google Drive to integrate technology into classroom learning.

Deliverable: Full access of Google platform for faculty and students in grades 4 - 12

Responsibility: Classroom teachers and technology support staff

Timeline: Ongoing, starting in September 2014 8

Measure of Success: The number of teachers and students using Google platform

Initial Task #2: Create a dedicated electronic device loan program for student use to maximize learning time during extended periods of time out of school.

Deliverable: Availability of appropriate hardware and educational software

Responsibility: Technology department and Educational Leave Coordinator

Timeline: June 2016

Measure of Success: Number of students utilizing devices

Initial Task #3: Teachers will use technology to promote student-centered learning.

Deliverable: Appropriate lesson and unit plans Responsibility: Classroom teachers and technology support staff

Timeline: Ongoing, starting in September 2014

Measure of Success: Number of technology-driven student-centered learning experiences

Initial Task #4: Create and maintain a repository of technology-rich, grade-specific and subject-specific lessons and projects that are either available online or teachercreated.

Deliverable: Repository of plans

Responsibility: Classroom teachers, Library Media Specialist, and administrators

Timeline: Starting September 2015

Measure of Success: A repository of lesson plans Initial

Task #5: Formalize the district's current technology collaboration efforts so that all teachers will be supported in their work towards integrating technology into their lessons.

Deliverable: Identify Technology Integration Specialists & time available for classroom support

Responsibility: Administration

Timeline: September 2016

Measure of Success: Increasing number of classroom activities using technology integration strategies

Initial Task #6: Provide every student access to a district-owned online laptop or tablet, or provide support for each student's own device through a BYOD option.

Deliverable: Appropriate number of devices

Responsibility: District administration

Timeline: Ongoing, starting September 2014

Measure of Success: Every student has access to an electronic device when needed

Initial Task #7: Develop new technology-based educational programs through BOCES and other partner organizations.

Deliverable: New programs through partner organizations

Responsibility: District, BOCES, and/or other organizations

Timeline: Introduce new programs starting September 2017

Measure of Success: Increasing number of new partner programs

Initial Task #8: The District will create an inventory, maintenance, and replacement plan for all hardware

Deliverable: Plan

Responsibility: District administration

Timeline: Ongoing, starting September 2014

Measure of Success: A multi-year replacement plan in place

Initial Task #9: Build a comprehensive, accessible, paperless document system.

Deliverable: Paperless system

Responsibility: District administration

Timeline: Ongoing, starting in January 2014

Measure of Success: Decrease in overall district expenditures on paper

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Initial Task #10: Revise and expand the District's website(s) to include all information and forms required by the administration and classroom teachers. Include experienced community members.

Deliverable: Expanded district web site

Responsibility: District Administration

Timeline: Ongoing Measure of Success: All information and forms included on the district website

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J.Monitoring and Evaluation

1. 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.

Twice annually, January and June, the District Technology Implementation Team will meet to review current implementation of the Technology Plan. The District Technology Team consists of building Principals, Technology teachers, Technology support staff, Teachers and Parent representatives. The timeline of Strategic Goal for Technology, Appendix 1, will be reviewed and discussed. Each Initial Task will be reviewed and revised if necessary. For the 2016-17 school year we will focus on the following initiatives:

Initial Task #1: Introduce and expand Google Classroom district-wide to encourage innovation and to improve communications and collaboration. Teachers and students will use Google Apps for Education, Gmail, Google Documents, and Google Drive to integrate technology into classroom learning.

Deliverable: Full access of Google platform for faculty and students in grades 4 - 12

Responsibility: Classroom teachers and technology support staff

Timeline: Ongoing, starting in September 2014

Measure of Success: The number of teachers and students using Google platform

Initial Task #2: Create a dedicated electronic device loan program for student use to maximize learning time during extended periods of time out of school.

Deliverable: Availability of appropriate hardware and educational software

Responsibility: Technology department and Educational Leave Coordinator

Timeline: June 2016

Measure of Success: Number of students utilizing devices

Initial Task #3: Teachers will use technology to promote student-centered learning.

Deliverable: Appropriate lesson and unit plans Responsibility: Classroom teachers and technology support staff

Timeline: Ongoing, starting in September 2014

Measure of Success: Number of technology-driven student-centered learning experiences

Task #5: Formalize the district's current technology collaboration efforts so that all teachers will be supported in their work towards integrating technology into their lessons.

Deliverable: Identify Technology Integration Specialists & time available for classroom support

Responsibility: Administration

Timeline: September 2016

Measure of Success: Increasing number of classroom activities using technology integration strategies

Initial Task #6: Provide every student access to a district-owned online laptop or tablet, or provide support for each student's own device through a BYOD option.

Deliverable: Appropriate number of devices

Responsibility: District administration

Timeline: Ongoing, starting September 2014

Measure of Success: Every student has access to an electronic device when needed

Initial Task #8: The District will create an inventory, maintenance, and replacement plan for all hardware

Deliverable: Plan

Responsibility: District administration

Timeline: Ongoing, starting September 2014

Measure of Success: A multi-year replacement plan in place

2. Please fill in all information for the policies listed below.

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	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	www.lpcsd.org	2014
Internet Safety/Cyberbullying*	www.lpcsd.org	2014
Parents' Bill of Rights for Data Privacy and Security	www.lpcsd.org	2013

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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

1. Upload additional documentation to support your submission

lakeplacidapp1.xlsx