

REMSENBURG-SPEONK UFSD

Instructional Technology Plan - Annually - 2015

LEA Information

A. LEA Information

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

156

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

	Enrollment
Grades K-2	61
Grades 3-5	73
Grades 6-8	22
Grades 9-12	0

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

Linus R. Klapproth

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

Director of Technology

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

(No Response)

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Instructional Technology Vision and Goals

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The learning community of Remsenburg-Speonk Elementary School holds high expectations for all our students. Secure, reliable, dependable and safe technology will contribute to an improvement in the quality of our students' work, their speed and the availability of learning activities delivered a grade specific levels appropriate to the individual student. Our belief is that technology is a tool that can assist and enrich instruction and learning. With the use of technology we believe we can develop and cultivate a love of knowledge in our students that will enable them to become independent, lifelong learners.

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

We plan to review, update and add to our current software and Internet subscriptions, and to continue with what we are already using. Technology will contribute to an improvement in the quality of our students' work, the speed at which they will be able to access and produce information and the availability of a wide variety of learning activities. The regularity with which computers are used today makes it necessary for us to provide Remsenburg-Speonk students with the technological skills to be competitive in the 21st Century. The vision for the Remsenburg-Speonk students and staff is to enable them all to embrace every opportunity to become technologically adept, thus maximizing their access to information, enhancing their problem-solving skills and developing their communication skills in an ever-changing world.

The ultimate goal in a concrete, practical sense is to have the right equipment in the hands of the appropriate user. Upon completion of this three year plan, our design is to have Apple laptop computers in the possession of every fifth and sixth grader, an iPad in the hands of every third and fourth grader, and access to iPads for every Kindergarten, First and Second Grader. We will also plan for the appropriate equipment for the staff, which includes individual laptops connected to the best possible interactive presentation board to allow them to best present their lesson. This will entail our turning over our current, barely working Interactive Presentation White Boards to a more modern, reliable and serviceable mode of presentation, such as an interactive television. We will also have to ensure the appropriate bandwidth is acquired and maintained, and while this need is currently being met, future requirements may need more resources to meet growing demands.

We also propose to maintain a safe environment for our entire audience, and to that end we will have to acquire new, more current and easily updated and maintained firewalls and Internet filters. We have several systems in place to ensure student safety, but the dependable, reliable organization we have been using for the past ten years has gone out of business during this past year, requiring our district to review and evaluate new equipment to replace that which has gone obsolete. The plan is to have this done prior to the start of the 2015-16 school year.

Also, with the advent of the new medium of the iPad, we will be required to investigate more thoroughly to determine what specific applications may become applicable to our students. There is also the need to continue to evaluate and update the subscriptions we already maintain.

Additionally, after review by the community and community groups, we intend to explore possibilities of offering adult sessions to members of the community in things they may want to learn, to better facilitate relations between the community and the school district.

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.

Our planning process started with our Technology Committee, which includes the Technology Director, the Building Principal, representatives from all seven grades in the district (Kindergarten through Sixth Grade), the computer lab teacher, the media specialist and the special education teacher. These members discussed our needs and goals with the rest of the staff and faculty, and the needs of the group were then addressed.

Once complete, these needs were then communicated to the Building Planning Committee. This committee consists of interested members of our community including some parents and local representatives. These people brought the technology goals to the rest of the community, including but not limited to the PTO, the Historical Society and several other community groups. Their concerns were then brought back to the Technology Director for consolidation and implementation.

For equipment/funding utilizing the SMART Bond, discussion will be held with the local non-public school to ensure a fair distribution of equipment according to the needs of that facility.

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

Device Gap (Checked)
Professional Development (Checked)
Other (Checked)

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

Interactive Presentation Boards

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Instructional Technology Vision and Goals

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

Money is, as always, the primary cause of the gap mentioned above. With appropriate funding, we would be able to purchase the interactive presentation devices needed and the correct level of training for the teachers as well. Of course, this is readily recognizable and an obvious quick fix. Time is also a factor, as teachers are VERY focused on the needs of NY State concerning testing, and are not willing to take time off to attend training which they could be devoting to teaching. Were the training classes/session available, they might still be poorly attended as the emphasis is not on developing technical skills, but rather on developing students.

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Instructional Technology & Infrastructure Inventory

C. Technology and Infrastructure Inventory

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

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	100	100
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	NA	NA
Bandwidth: Connections WITHIN school buildings (LAN)	1000	1000

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

100Mb

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

Cablevision

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

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

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

Yes

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

100

6. Does the district use a wireless controller?

Yes

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

1000

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

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Instructional Technology & Infrastructure Inventory

	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)	35	35
Laptops/Virtual Machine (VM)	80	80
Chromebooks	0	0
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	50	50
Totals:	165.0	165.0

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

1

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

Our special education student just uses Pictello and Symwriter, but an assigned iPad for use specifically by that student would be of value too. Additionally, the Special Education Department would like to acquire Boardmaker Studio for Windows and SOLO Desktop Software for special education use.

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

	Number of devices in use that are less than five years old
Document Cameras	4
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	7
Multi-function Printers	0
Projectors	10
Scanners	5
Other Peripherals	0
Totals:	26.0

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

(No Response)

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

Yes

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

No

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Instructional Technology & Infrastructure Inventory

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

(No Response)

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

Yes

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Software and IT Support

D. Software and IT Support

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

	Is this system in use?
Mac OS Version 9 or earlier	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	No
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.

None

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

Microsoft Word
 Microsoft PowerPoint
 Internet Explorer
 Google Applications for Education
 Google Classroom

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Software and IT Support

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

PebbleGo
 WorldBook Kids
 Grolier Multimedia
 Cutlure Grams
 America the Beautiful

8. Does the district have a Parent Portal?

No

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

(No Response)

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

(No Response)

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

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

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

(No Response)

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

Title	Number of Current FTEs
Technology Director	1.00
	1.0

E. Curriculum and Instruction

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

Our elementary software incorporates the New York State Learning Standards in all subject areas. Programs that include keyboarding, word processing, databases, spreadsheets and charting, desktop publishing, telecommunications, research, Internet and e-mail will enhance the interdisciplinary instruction and software applications for computer literacy. Additionally, the Sixth Grade has been able to obtain and has deployed two work books, Math and English, which students now use right on their PCs. All courseware will be accessible from any workstation in the building. This includes the titles on the File Server and the CD Tower.

We have also recently adopted Google Applications for Education in the Google Classroom on the net. Every person in the district has an account, and files can now be shared as desired, whether at home or at school. Our ultimate goal is to allow everyone to utilize the Google email application to share emails within the building, learning appropriate manners and "netiquette". Eventually we will extend this usage to parents and family, while ensuring student safety during the expansion. Email functions, including instant communication techniques, have become basic to communications inside and out of our schools, and we feel this education can only benefit our students in the future.

We feel these efforts will enable our students to become well rounded, polite and well versed in ways to communicate in today's fast paced society, and will become the basic building blocks for their future endeavors.

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

Yes

2a. If "Yes", please specify.

Our very small school addresses each student with special needs of any sort and ensures they have whatever technology is appropriate for them on an individual basis, centered on their needs as expressed in their Individualized Education Program as defined by the CSE. The CSE is aware of specialty technology equipment that may be available from the Special Education Technology Teacher, a member of both the CSE and the Technology Committee, and she recommends what types of equipment should be acquired for individual students as needed. In the past, these have been red/green tap devices, iPads, and loudspeaker systems, acquired and deployed on an as needed basis. As the needs are very few for this type of equipment, the cost was able to be carried by the general Technology Budget in the past.

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.

Again, where assistive technology is identified and required by the CSE for specific students in their IEP, whether at our facility or the local non-public facility, it is acquired and deployed, monitored, maintained and returned as needed. This has been funded through the general Technology Department budget on an as needed basis, and due to our small size, while it does create a small problem with funding, it has been accomplished. The equipment acquired has brought the students to the same level as the student without disabilities wherever possible. This includes speech equipment, hearing equipment, input devices and even specific devices for specific students, where the classroom technology was inappropriate for the special student (for instance, an iPad for a student who had difficulty with a keyboard and a regular computer).

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Professional Development

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.**

There are several levels of training necessary and required. The first is the detailed training necessary by the people who have to maintain and expand the computer systems, such as Active Directory accounts, subscription development and deployment, student management systems, business systems and special education systems. This core of people receive specialized training from the specific vendors and from the local BOCES. Where possible, one person is trained and he/she shares that training with others in the field in question. For this type of training, the person receiving the training generally attends the training at a facility away from our school.

Next would come the advanced training necessary for faculty specific usage, such as managing Study Island or Google Applications for Education. In this case, we have two teachers who are advanced computer users who will attend this training and return to the school and conduct classes with the staff. It is a program we call CORE (Collaboration on Research with Electronics). This training may be, but is not limited to, attending courses at a neighboring school where Google Professionals are teaching courses, attending BOCES provided course, or going to vendor sponsored training opportunities. Upon completion, these teachers return to our school and during times the superintendent makes available, present these trainings to the faculty in the specialties.

Next would come professional trainings, when the district sponsors professional outside training by purchasing training blocks when specialty programming has been acquired and faculty needs training in those specific fields. One instance of this is SMART Boards; where we had the vendor come in and demonstrate and explain various ways to use the SMART Board for our staff. This will be done where and when necessary and as appropriate.

While we have not been able to afford the BOCES Model School program for the last couple of years, it is always on the table and may be acquired again when possible. In the meantime, BOCES has been more than gracious in sharing whatever they could to help us maintain our professional skills. In the programs we have acquired from BOCES, they are always willing to help and train; for classroom usage, they are always willing to share and get us started down the right road. This is most emphatically what we will be looking to re-acquire in the near future.

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

Title	Number of Current FTEs
Director of Technology	1.00
	1.0

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Technology Investment Plan

G. Technology Investment Plan

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

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Desktops	48,000	One Time	Technology Budget
2	Laptops	90,000	One Time	3 year Apple Loan
3	Interactive Whiteboards	40,000	One Time	SMART Bond
4	Broadband	1,500	Annual	Technology Budget
5	Professional Development	1,500	Annual	Technology Budget
Totals:		181000.0		

2. If "Other" was selected in question one, 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 (Checked)
Computer-based Testing (Checked)
Developments in Technology (Checked)

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

(No Response)

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

We have already begun increasing student exposure to technology with a one-to-one Apple MacBook laptop program, and these students are permitted to take their laptops home. None of the students came back to say they could not get on line at home. We plan to expand this access to the fourth grade in 2016-17, and will issue laptops down to include the fourth grade. At that time, we will issue one-to-one iPads to the third and second graders as well. They will not be permitted to bring this equipment home, however.

We have also begun using Google Apps for Education, and with this tool we are expanding usage into the home whereby the teacher can monitor the students work while he/she is engaged on it while on line. It is all live and accessible by everyone given access at any time.

For the community, we plan to open our Parent Portal in the near future; we are streamlining our report card system to better match what is possible for us in the eSchool Student Data System, and when this is complete, we will have a direct line to parents through the portal. Additionally, we have just opened a facebook page for the school, and it also has a twitter and RSS feed. We feel these additions will make us much more accessible and transparent to our students guardians.

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

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

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

Our school is completely Wi-Fi accessible, and students can access the Internet from the devices we issue to them if they are on school property. We also fall under the Optimum on Line hot spot program, which supplies hot spots throughout the county and to which a large majority of our student population subscribes to. We can also share our school optimum access with our students when they do not have it themselves. Lastly, most homes have their own wi-fi connection. When the computers were issued, students were asked about connectivity at home and no one indicated any access issues. If someone had a hardware issue attempting to connect at home, our tech Director would go to their house in the early evening and connect them through their access points. We are a completely rural community, so there are no public business available for students to connect other than as mentioned above. There is a shared library with another town in the next community, and while students can connect there, it is a little too far for them to travel.

I. Instructional Technology Plan Implementation

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Instructional Technology Plan Implementation

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

2015 – 2016

Replace all thirty two desktop computers in the Computer Lab. Replace desktop computers in the Kindergarten, First and Second Grades. Replace all nine Library desktop computers. Repair, maintain and replace, where necessary, student laptops. Additionally, if approved, SMART Funds will be utilized to acquire, install and train teachers on new Interactive Presentation Panels. The expected outcome is to continue to enable our teachers to have and utilize a state of the art computer lab, ensuring each student receives the highest level of training on the equipment possible.

2016 – 2017

This is the year we plan to renew all the student laptops (for 60 students). The Apple MacBooks our students are currently using will be four or five years old, and will have been used hard as students use computers. Acquisition of this new equipment will allow us to continue the one-to-one computer utilization we have grown accustomed to, and extend it down to the fourth grade.

2017 - 2018

This year will be devoted to upgrading any deteriorated internal hardware; switches and servers. Our servers and switches are new as of three years ago (2014-2015), and it is anticipated they will continue to be acceptable appliances for a few more years after this date. However, issues are anticipated as is the nature of this type equipment. We have gigabit access from the desktop to the switches, and if we need to acquire that wide bandwidth, it is a simple

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Instructional Technology Plan Implementation

matter of having our provider upgrade our access for additional funding.

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Monitoring and Evaluation

J. Monitoring and Evaluation

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

Our school uses a program called NWEA, North West Evaluation Association, to MAP test our students three times per year. These are administered in the Fall, Winter and Spring. We plan to continue this program, and will monitor results from it to determine the level of progress our students make. While this does not test their use of computers specifically, it will give us a general impression of how they are progressing. We will also use the computer lab as a leveling tool, to ensure all students receive the same training and opportunities as a minimum. Students will be tested on a grade specific level to demonstrate their abilities on the technology provided.

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

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	(No Response)	http://www3.eboard.com/eboard/servlet/AttachmentDownloadServlet?SESSION_ID=12b4uluqm0w3du24527&NOTE_ID=7086797&ATM_ID=5795495&MODE=read	2013
Internet Safety/Cyberbullying	10/06/2014	http://www3.eboard.com/eboard/servlet/AttachmentDownloadServlet?SESSION_ID=12b4uluqm0w3du24527&NOTE_ID=7086797&ATM_ID=5795495&MODE=read	2013
Parents' Bill of Rights for Data Privacy and Security	(No Response)	http://rsufsd.drupalgardens.com/sites/g/files/g326596/f/201408/Policies%20for%20Packet%202014.pdf	2013

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

Yes

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Survey Feedback

K. Survey Feedback

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

1. Was the survey clear and easy to use

Yes

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

(No Response)

2. Was the guidance document helpful?

Yes

2a. If "No", please explain.

(No Response)

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

(No Response)

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

(No Response)

5. Other comments.

(No Response)

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Appendices

Appendices

1. Upload additional documentation to support your submission

(No Response)