

# LITTLE FALLS CITY SD

## Instructional Technology Plan - Annually - 2015

LEA Information

Status Date: 03/30/2015 10:28 AM

### A. LEA Information

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

1,085

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

	Enrollment
Grades K-2	265
Grades 3-5	230
Grades 6-8	250
Grades 9-12	330

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

Leeann Dooley

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)

### B. Instructional Technology Vision and Goals

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

To be educationally affective and academically effective by providing, enhancing and encouraging; quality education, positive environment, self-esteem and lifelong learning.

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

The Little Falls City School District is committed to enhancing the curriculum and raising standards for all students through the use of technology in grades K-12, focusing on 21st Century Learning. Students will gain the knowledge to use technology in a variety of applications across disciplines. Teachers and students will gain the technology skills necessary to support the learning process. Technology will be infused in each classroom so it is viewed as an integral tool for learning. As the district moves to meet the new standards for learning, technology will be a key component in the instructional process.

The goals of the instructional technology plan are:

Build technology competency through high quality and relevant professional development

Strengthen the connection between curriculum, standards, and information and technology skills.

Continue to develop the technology committee as a district advisory panel.

Provide a safe, secure, reliable network through controls, monitoring and ethical use.

**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.**

Stakeholders

Ms. Leeaane Dooley, Assistant High School Principal, and Ms. Emily Gibson, High School Librarian, are the responsible parties facilitating the development to of the LFCSD instructional technology plan. The participating parties in addition to Ms. Dooley and Ms. Gibson are:

LFCSD BOE -

which receives updates each month on the progress of technology within the district and a formal presentation every two month in which the community can observe and participate within.

LFCSD Technology BOE Committee

- comprised of two to three BOE members which serve in advisory and liaisons.

Teachers

- Faculty from High School, Middle School, and Lower School

Administration

- Administrator representation (Principal, librarians, buildings & grounds) are included in the planning process,

Students

Parents

Participation

BOE members were engaged through the forum process and involvement in interviews with various technology companies, consultants, engineers and architects to ensure alignment with district and BOE goals and objectives. This is done as needed throughout the year.

Faculty were interviewed by educational consultants with administration present to ensure the technology goals of the district where addressing their needs:

LS faculty interviewed in groups of five to six people

MS faculty were interviewed in groups according to their class cohort

HS faculty were intevied in groups comprized of their department

Parents/Students – engaged through surveys sent home to about the digital programs and through attendance at the BOE meetings

Adminstration – worked through facilitated sessions and utlizes to external consultants to evaluate the the current environment related to plan.

Outcomes

Network readiness was assessed for launch of Chromebooks for faculty for the 2015/16 school year and the introduction of grade level pilots for the 2015/16 school year

- Curricular review related to offerings and space to introduce technology curricumn such as programming, makersspace and general technology courses.

- Agreed upon budget sustainable PD plan for faculty respective of technology integration for the next year and beyond.

- Adoption of Google Classroom and related PD as the Learning Management System for the LFCSD

- Identification of the need of broadband equity for all students in the district and covnerssations with Verizon on expansion of the wireless learning environment for LFCSD students

- Planning sessions with RIC to ensure services and RIC involvement align with the building and execution of the needed infrastructure development for LFCSD.

**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 (Checked)

Cabling (Checked)

Connectivity (Checked)

Device Gap (Checked)

Network (Checked)

Professional Development (Checked)

Staffing (Checked)

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

(No Response)

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.**

Staffing – all managed services are outsourced to the RIC. Only support from LFCSD is currently limited to the double duties of HS Assistant Principal and HS librarian. As technology becomes more prevalent the gaps above could widen significantly if not addressed.

Infrastructure – is aging and becoming outdated. Short term realignments can be accomplished to extend the useful life provided the environment does not change dramatically with end user capabilities. However, with the goal of 1:1 within 2 years, the existing environment will not support.

Funding – This is for specialized professional development, creation of new technology integrations position and end user technology that needs to be sustainable to keep the learning environment relevant

**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)	100MB	100Mb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1 Gb	1Gb
Bandwidth: Connections WITHIN school buildings (LAN)	100Mb	100Mb

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?**

Time Warner

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?**

1 Gb

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

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Instructional Technology & Infrastructure Inventory

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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)	263	263
Laptops/Virtual Machine (VM)	417	417
Chromebooks	190	190
Tablets less than nine (9) inches with access to an external keyboard	238	238
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	0	0
<b>Totals:</b>	1108.0	1108.0

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)?**

5

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.**

Ensure that connectivity within the rural district is expanded to homes allow the classroom to operate without constraints of the four walls of the school

Allow access to portable devices for home use by students and community members

Additional training for faculty and administration which is focused on administering and working within a sustainable technology environment

Parental professional development to help support students as the digital migration take place

Common rooms open to the public that allow the community to pursue their digital literacy as well as expanding the students.

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	7
Flat Panel Displays	71
Interactive Projectors	12
Interactive Whiteboards	78
Multi-function Printers	0
Projectors	11
Scanners	2
Other Peripherals	198
<b>Totals:</b>	379.0

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

<b>Device</b>	<b>Number in use &lt; 5 old</b>
Camera	9
Copier	13
FaxMachine	3
iPod	22
Classroom Printers	151

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

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

**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	Yes
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."**

Not Applicable

**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."**

Not Applicable

**5. Please provide the name of the learning management system (LMS) most commonly used in the district.**

Edmodo

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

Google Drive Suite/Google Classroom  
 NoodleTools  
 SmartNotebook board  
 Microsoft Office  
 Brain Honey



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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.**

SIRS Issues Researcher  
 GALE General One File  
 Opposing Viewpoints  
 Worldbook  
 Facts on File

**8. Does the district have a Parent Portal?**

Yes

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

Attendance (Checked)  
 Homework (Checked)  
 Student Schedules (Checked)  
 Grade Reporting (Checked)  
 Transcripts (Checked)

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

Not Applicable

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

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
MORIC IT Support Staff	0.80
	<b>0.8</b>

# LITTLE FALLS CITY SD

## Instructional Technology Plan - Annually - 2015

### E. Curriculum and Instruction

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

The LFCD is committed to enhancing the curriculum and raising standards for all students through the use of technology in grades K-12, focusing on 21st Century Learning.

The introduction of technology and sustained connectivity in the classroom will allow teachers, parents and students to collaborate and support the educative process together, beyond the four walls of the classroom. The learning environment will shift from teacher driven instruction to student directed learning, the teacher becoming the facilitator.

It is the district's desire to utilize the technology to begin to individualize learning, offering new opportunities for students otherwise unattainable in the traditional environment such as certain AP courses, foreign languages and faculty. LFCD is committed to making sure our students leave the district with the 21st century skills needed to compete and excel in a global market. This will be accomplished through:

Implementation of digital literacy mapping in accordance with ISTE standards  
Realignment of stipend positions  
Redefinition of the mentor program for teachers  
PD program for parents  
Collaboration between committees (technology, professional development, finance, etc) to ensure one language and vision is permeating through the district.

The measure of success will be relevant to  
Test scores  
Faculty evaluations  
Student placement and graduation rates  
Post graduation surveys of students  
CTE program success

**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.**

Curriculum will include in the provide such as collaborative experiences for general and special education to address the needs of the students at all levels.

Access to professional development for all teachers will help them to become familiar with adaptive devices and instructional strategies using technology to improve access for students with disabilities. The access to technology by special education students will be the same as their counterparts in the mainstream education. To further enhance the special education access to technology, the district will further its use of BOCES services and technology.

Access to the Common Core State Standards and the aligned online assessments are a priority for the District's with reference to students with disabilities. Currently students with disabilities and English Language Learners have access to Ipads with adaptive applications for instruction.

The purchasing plan will be responsive to student and teacher needs.

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

Yes

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

LFCSD will continue to maintain a hardware and software budget that is dedicated to the purchasing of assistive and adaptive technology for students with disabilities.

LFCSD will continue to participate in professional development that targets the support of students with disabilities using Universal Designs for Instruction supported by technology.

The LFCSD curriculum will be integrate with multiple learning platforms, Google Classroom, and learning resources, such as eBooks, that will the learning experience to be translated into the most effective manner to the student's learning style without sacrificing the overall curriculum. Allowing the student to experience the curriculum in flexible manner and ensuring that it is accessible through the technology in multiple locations.

**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.**

The professional development will be centered around three core components.

Sustainability

Culture

Currency and relevancy

The professional development schedule related to core superintendent days will remain unchanged and all technology introduced within these opportunities will be school wide initiatives such as Google Classroom training, collaboration with Google Drive, etc. These are pre budgeted days that will be offered year after year to faculty.

To further enhance the sustainability is to create a culturally supportive digital learning environment amongst faculty through realignment of the planning periods, redefinition of extracurricular stipend positions (A/V advisor, etc.), redefinition of stipend leadership positions (department chair, team leader, etc) and realignment of the teacher mentor-mentee program to include components of the digital initiatives of the school. This approach will create a sustainable cultural shift and offer very strong peer-peer support in a budget neutral model

The faculty will be surveyed several times through the year to track training needs. The structure with PD days and realignment with positions will ensure that school-wide initiatives are relevant and the planning times driven by the champions/mentee include learning opportunity which are much more fluid in nature moving with the dynamic ebbs and flows of educational technology as it relates to grade level or department developments.

- 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
LMS	0.25
K-12 Assistant Principal	0.25
Model Schools	0.03
	<b>0.53</b>

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## Instructional Technology Plan - Annually - 2015

Technology Investment Plan

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### 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	Broadband	60,000	Annual	General Fund
2	Network Cabling	110,000	One Time	Multi-Year Plan
3	Interactive Whiteboards	130,000	One Time	SmartBond
4	Laptops	270,000	One Time	SmartBond
5	Staffing	120,000	Annual	General Fund/Grants
<b>Totals:</b>		690000.0		

2. If "Other" was selected in question one, please specify.

Wireless Access Points	20,000	Onetime	SmartBond
Switches	50,000	Onetime	SmartBond

**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)
- Changes in Staffing (Checked)
- Changes in Funding (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.**

Wireless upgrades to all buildings through access points, cabling and switch replacement will allow the establishment of strong a wireless environment which will remove the dependency of students to be within a computer lab to access online resources. The access can be expanded and managed throughout the entire school and in some cases the schools grounds. To ensure equitable access exists for learning at home the school we will be creating a program that will allow devices to be taken home or signed out that will have embedded Verizon technology during nights and weekends. This process would double as providing device equity and broadband equity amongst students. All faculty will have school issued devices that are able to log in to the school network from school or at home so their productivity and access to information which they need to be successful is always available. Finally, LFCSD looks to be a beacon of digital literacy for the community partitioning its network to allow secured community use and expand their digital mission beyond the students. This network could be accessed from the school or school grounds where the signal permits.

**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.**

The district has numerous small business, restaurants and community establishments which offer free WiFi within its borders. Access ranges from the public library by the elementary school to MacDonalds within the City to numerous coffee shops and eateries located throughout the community. The registration of these locations through various services will serve as hotspot for the community/students once these services have been evaluated and decided upon such as WiFi Finder, then publisher on the school website.

1 Public Library

3 Local Restaurants

**I. 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.**

Wireless Upgrade	Fall 2015
IP Network Modifications	Fall 2015
Wireless Security Changes	Fall 2015
Switch Upgrade	Winter 2015/2016
Cable Upgrades	Fall 2015
Chromebooks Pilot	Fall 2015, Winter 2016
1:1 Chromebooks	Fall 2016
Clear Touch screens	Winter 2016, Summer 2016
Parent information Session	Fall 2015, Fall 2016

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## Instructional Technology Plan - Annually - 2015

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, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.**

Professional Development & Staff Proficiency (3x per year)  
September/January/May

- District will survey faculty 3x year at specific period to establish baselines and show progress as it relates to technology and use these results to further select and offer PD to faculty.

September establishes the baseline and needs of faculty at the start of school

January shows progression of skills, effectiveness of PD offered and identifies new PD to offer to faculty for second semester

May is the final measure to compare back to September/January results and to be used to create PD opportunities over the summer or dictate the PD when school commences that September

Network performance

This would be done monthly and results reported as a component of the BOE package and reviewed by the technology committee and professional development committee. The content would include and not be limited to

Network uptime/downtime

Review of IT help tickets to proactively identify issues

Hardware review

This would be performed semi-annually and would detail the failure/replacement rate of end user technology to adequate budget for and replace.

Faculty APPR

During annual reviews of faculty ensure the digital literacy skills and opportunities for evaluation in the rubric are being evaluated for appropriate and effective use of technology in the classroom.

Student

Review student data annually to determine if introduction of technology could have a positive impact.

- 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)	<a href="http://www.lfcsd.org/cms/lib08/NY01913770/Centricity/Domain/11/1005%20Code%20of%20Conduct.pdf">http://www.lfcsd.org/cms/lib08/NY01913770/Centricity/Domain/11/1005%20Code%20of%20Conduct.pdf</a>	2009
Internet Safety/Cyberbullying	05/13/2015	<a href="http://www.lfcsd.org/cms/lib08/NY01913770/Centricity/Domain/11/1005%20Code%20of%20Conduct.pdf">http://www.lfcsd.org/cms/lib08/NY01913770/Centricity/Domain/11/1005%20Code%20of%20Conduct.pdf</a>	2015
Parents' Bill of Rights for Data Privacy and Security	(No Response)	<a href="http://www.lfcsd.org/site/default.aspx?PageID=1">http://www.lfcsd.org/site/default.aspx?PageID=1</a>	2014

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

Yes



**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)

**Appendices**

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

(No Response)