Grand Island
Central School District Technology Plan

School District:	Grand Island Central School District
BEDS Code	14-15-01-06-0000
Address	1100 Ransom Road, Grand Island, NY 14072
Contact Person:	Molly Marren Director of Instructional Technology

Telephone: 716-773-8989	Fax Number: 716-773-6830

E-Mail Address: MollyMarren@k12.ginet.org

URL of Technology Plan:
http://www.k12.ginet.org/departments.cfm?subpage=2996

* Plan Start Date: July, 2012   Plan End Date: June, 2015

Table of Contents

Introductory Material / Vision & Goals

Mission:

The goal of the Grand Island School District Technology Plan is to create an environment in
which students, staff and community can effectively use ever-changing technologies to foster academic
excellence, personal growth, and social responsibility.

Vision:

The Grand Island School District provides technology to support education of the highest quality which enables students to:
- o Discover their abilities and talents and channel them for the good of themselves and the community.
- o Secure knowledge and understanding of themselves, the community, the nation, and the global society.
- o Appreciate and engage in a broad range of endeavors.
- o Establish healthy relationships with others characterized by respect and compassion.
- o Enjoy healthy and satisfying lives.
- o Be responsible, respectful and safe citizens.
- o Develop a passion for lifelong learning.
- o Accept responsibility for environmental conservation.
- o Use technology as a primary educational tool, obtaining skills needed to adapt to ever-changing technologies.

Goals:

- o Technology plays a vital role in improving instruction and advancing student achievement.
- o We must seek the types of technology that support best practices in teaching and learning.
- o The availability and use of technology must address equity and fairness issues to insure students/teachers have access to technology in all areas.
- o On-going technology planning is needed to allow the district to adapt to changing needs and technologies.
- o The implementation of our technology plan requires a significant and continuing commitment of both human and financial resources.
- o All staff members are expected to and will be accountable for using technology in ways that support and improve instruction as stated in the district Technology Curriculum.
- o A commitment to provide instruction in Digital Citizenship (Internet Safety, Information Literacy & Ethics) is essential.
- o While there are certain basic uses of technology that all staff must access and use, we realize that staff development will be differentiated.

District Background & Demographics:

Our Community:
Grand Island is one of the world's largest fresh water islands and is situated in the Niagara River between the cities of Buffalo and Niagara Falls. The island is 7.5 miles long and 6 miles wide with 21 miles of river frontage. The island divides the Niagara River into East and West branches, joining again at the north end before flowing over Niagara Falls. The 21,000 residents appreciate a full range of government services and civic groups in a mix of residential, shopping and light industry areas.

Our Schools:
There are three elementary schools in the district including one school that services students from pre-kindergarten through grade one and two schools that service grades two through five. The Middle School contains grades six through eight and is located on the same campus as the high school. The middle school shares the auditorium, music rooms, pool and some faculty with the high school. The high school and middle school feature interdisciplinary teams and team teaching at all levels. Accelerated, enriched and basic programs are available in the middle and high school including Advanced Placement courses. The International Baccalaureate Program will be implemented in the fall of 2011. Universal Pre-Kindergarten is also offered through Charlotte Sidway Elementary School and at a community-based organization.

Our Students:
The Grand Island Central School District is comprised of 3,235 students. For the 278 graduates in the class of 2009, 49% students earned a NYS Regents Diploma with Advanced Designation, the highest level in New York State. Over 86% of our graduates go on to higher education after high school. Of the 162 students who challenged the Scholastic Assessment Test (SAT) in 2009, the critical reading average was approximately 80 points higher than the national average. In a similar result, our students scored at least four points above the national average on the American College Test (ACT). 4 of 11 Regents exams had mastery (85-100) rates of 50% or higher, while 9 of 11 had mastery rates of 36% or higher. 8 of 11 Regents exams had passing percentages (65-100) above 90%, and the other 3 had passing percentages in the high 80%'s – results much higher than other WNY schools.

The Grand Island School District participates in occupational educational services offered by Erie 1 BOCES.

Our Faculty and Staff:
- Our faculty includes 265 teachers and teaching assistants; our staff consists of 257 school related personnel.
- Over 90% of the teachers hold graduate degrees.
- Over $120,000 was raised for local charities, i.e. breast cancer research, Hospice, Make A Wish, Food Bank of WNY, Grand Island Neighbors Foundation, American Cancer Society, Mercy Flight, among others, as a result of "Dress Down Day" contributions by our faculty and staff in 2007.

TECHNOLOGY PLANNING COMMITTEE		
Name	**Title**	**Constituencies Represented**
Sandra Anzalone	Principal	Grand Island High School
Janet Balk	Librarian	Sidway Elementary School
Bruce Benson	Principal	Veronica E. Connor Middle School
Cyndi Booker	Teacher/Parent	Kaegebein Elementary School
Kathleen Brown	Teacher	Huth Road Elementary School
Theresa Brown	Computer Aide	Grand Island High School
Cheryl Cardone	Director of Pupil Personnel Services	Grand Island District Office
Robert Christmann	Superintendent	Grand Island District Office
Denise Dunbar	Principal	Sidway Elementary School
Julie Gajewski	TOSA; Peer Coach; CIO	Grand Island District Office
Barbara Goldman	Kindergarten Teacher	Sidway Elementary School
Rachael Grabek	Librarian	Grand Island High School
Mary Haggerty	Principal	Kaegebein Road Elementary School
Mary Howard	Teacher/Parent	Veronica E. Connor Middle School
Loraine Ingrasci	Asst. Superintendent of Business & Finance	Grand Island District Office
Kristin Jordan	Teacher	Kaegebein Elementary School
Karen Karmazin, Ed.D	Asst. Superintendent of Curriculum & Instruction	Grand Island District Office
Stephan Kreutter	Librarian	Kaegebein Elementary School
Jamie Mancuso	Instructional Technology Teacher	Technology Department
Molly Marren	Director Instructional Technology	Grand Island District Office
Sharon Mudd	Librarian	Veronica E. Connor Middle School
Sue Nardozzi	Microcomputer Technical Support Specialist/Community Member	School Related Personnel (SRP)
Kerri Nowak	Principal	Huth Road Elementary School
Freda Orosz	Librarian	Huth Road Elementary School
Kay Saunders	Teaching Assistant / MS Technology Program Coordinator	Veronica E. Connor Middle School

GOALS

1. Integrate and assess <u>our technology curriculum and skills</u> fostering an environment of 21st Century Learning.

2. Provide on-going professional development that is timely, appropriate & differentiated.

3. Provide access to online resources, hardware & software that is flexible as technology evolves to support a 21st Century Learning environment.

4. Develop instructional support models that enable the transformation of work & learning.

5. Streamline technology procedures and resources to improve communication and operations.

Action Plan

Goal 1: Integrate and assess our technology curriculum and skills to foster a 21st Century learning environment.

Actions needed to achieve goal	Professional Development	Person(s) Responsible	Date each action will be Completed	Indication(s) of Success
Review & update district technology curriculum to remain current with National and State Standards	Staying current in technology trends and changes to the NETS. How to access & edit via Google Docs	Director of IT, IT Teacher & TIFs	Yearly by June	Living technology curriculum maps that are evaluated and updated as needed.
Inform district community of updated curriculum	Presentations to the BOE	Director of IT, Assistant Superintendent for Curriculum & Instruction	As they occur	Information provided to BOE
Embed the technology standards including digital citizenship into the curriculum maps while they are being updated for CCLS.	Aligning tools/resources to content. How to access & edit via Google Docs.	Director of IT, IT Teacher, TOSA, Facilitators and administrators	Each time facilitators meet to revise maps or at least annually.	21st Century tools are referenced in the resource section of each unit and/or 21st Century skills are evidenced in the objectives.
Establish specific grade level or content area performance indicators of technology integration accountability, for example 1-3 research projects/year.	Administrators and technology leaders providing requirements to staff	Administrators, Director of IT, It Teacher, TIFs	June of each year	Each student creating at least one digital project per year.
Access and implement available resources from the Digital Citizenship wiki.	Hands-on experiences with Digital Citizenship wiki to ensure users can navigate site, use resources and further their growth.	Director of IT & IT Teacher, Assistant Superintendent for Curriculum & Instruction, Building Administration, Librarians, TIFs and Teachers	3x/yr., provide hands-on experience with full implementation by the end of 2013/2014	Students, staff and administrators will make responsible choices when interacting online resulting in fewer cyber- bullying discipline reports and RUP violations. (Baseline data is needed.)
Increase student access to online learning environments	Moodle Training via BOCES and ongoing support i.e. BOCES or district MUG Meetings	Classroom Teachers with the support of IT personnel and Administration.	June 2015	Students participate in an online learning environment before graduating.
Host public forums to increase awareness of Digital Citizenship in the community.	Stay current in trends related to digital citizenship.	Administration and PTA with support from the Director of IT & IT Teacher	Annually by June 2013	Website information is posted and community nights are offered at least annually.
Increase access to best practices by sharing and supporting the use of Web 2.0 tools.	Hands-on experiences with Web 2.0 wiki to ensure users can navigate site, find tools and use quick start guide.	Administrators (provide time for sharing). Web 2.0 study group members, TIFs and IT Teacher (share and support).	5x/yr., once after each Web 2.0 study group meeting, with full implementation by the end of 2012/2013.	Increased use of Web 2.0 tools to support instruction and learning.

Action Plan

Goal 2: Provide on-going professional development that is timely, appropriate & differentiated

Actions needed to achieve goal	Professional Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Assess faculty/staff/ administrative technology training needs by analyzing survey results for planning	Time to collaborate and develop survey, complete survey, analyze results and develop action plans.	Director of IT, IT Teacher, TIFs, Tech Coordinators & Administrators	Assess at EOY, analyze & plan	Survey results are used to create a variety of opportunities including content specific workshops.
Develop and provide content specific workshops to promote technology integration, including creating a PLN (personal learning network).	Before and after school, via Teacher Center or online with Moodle. TIFS may need support or training to utilize these options. ITP, CSLO, and Educational Resources are also possibilities.	TIFs (providing workshops), IT Teacher, Technology Director and Administrators (support TIFS and supply/plan for training if needed), Teachers to turn-key technology knowledge. BOCES when applicable.	June 2013 – 2 workshops; June 2014 – 3 workshops; June 2015 – 4 workshops	Faculty survey responses reflect more satisfaction with numbers of, types and content of workshops provided. Increased teacher attendance to staff workshops. Personnel make effective use of available online learning systems such as Moodle, blogs, Twitter, RSS Feeds, etc.
Provide ongoing training and point of need personnel support to reinforce skills and build confidence with using technology	Before and after school, via Teacher Center or online with Moodle. TIFS may need support or training.	TIFs (providing workshops), IT Teacher, Technology Director and Administrators (support TIFS and supply/plan for training if needed), Faculty/Staff to turn-key technology knowledge.	June 2013 thru June 2014 – More opportunities available. June 2015 – System in place.	Faculty survey responses reflect more satisfaction with implementation of technology and ease of use.
Teachers participate in authentic technology training to implement lessons as per CCLS.	Modeling of self-evaluation tool – expectations, examples	Teachers, Administrators	During teacher observations/ APPR & EOY self-evaluation	Self-evaluation specific to technology use included in APPR (NYS Teaching Standards II.6.b, III.4.b)
Create and facilitate Moodle courses to teach teachers to use 21st Century skills with their students.	Moodle Training via BOCES and ongoing support i.e. BOCES or district MUG Meetings	Director of IT, IT Teacher & TIFs	June 2015	2-3 Moodle courses are available to teachers and each course has at least 3 participants.
Utilize TIF release time to provide or plan for professional development opportunities.	Work with TIFs on ways to use release time.	Director of IT & IT Teacher, Assistant Superintendent for Curriculum & Instructions, Building Administration, TIFS	Annually by June	TIFs facilitating more professional development opportunities. TIF release time becomes a meaningful and well utilized part of the program.

Action Plan

Goal 3: Provide access to online resources, hardware and software that is flexible as technology evolves to support a 21st Century Learning environment

Actions needed to achieve goal	Professional Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Development of a committee to ensure better decisions on the purchase, placement and implementation of new hardware	Appropriately educate faculty and staff on purpose and scope of the committee, recruit members from all buildings/content areas etc.	Administrators and IT Department	June 2013	A well represented committee in place with goals and meeting dates for the 2013-2014 school year.
Hardware Committee meeting regularly to develop procedures and a purchasing process	Committee members will need to become knowledgeable in recognizing influencing factors, how to evaluate hardware etc.	Committee Chair, Members, Admin & IT Dept.	June 2014	A process in place for reviewing, purchasing and evaluating hardware
Development of a committee to ensure better decisions on the purchase, placement and implementation of new software	Appropriately educate faculty and staff on purpose and scope of the committee, recruit members from all buildings/content areas etc.	Administrators and IT Department	June 2013	A well represented committee in place with goals and meeting dates for the 2013-2014 school year.
Software Committee meeting regularly to develop procedures and a purchasing process	Committee members will need to become knowledgeable in recognizing influencing factors, how to evaluate software etc.	Committee Chair, Members, Administrators and IT Department	June 2014	A process in place for reviewing, purchasing and evaluating software
Review and update district policy for the inclusion and responsible use of personal computing devices.	Erie 1 BOCES policy services will provide information & recommendations to district administration	Administrators and Board of Education	September 2013	New policy in place
Enlist stakeholder (BOE, community organizations, Town Council, etc.) support and understanding for technology needs.	Effective communication. Provide data/rationale for increased technology resources. Regular meetings with all stakeholder groups to share current technology goals and needs	Superintendent, Asst. Superintendent for C&I, IT Director & CIO	2012-2013	Positive feedback from all stakeholders. Contingent on capital campaign and/or budget, implement district-wide wireless & increase tech staff (including instructional support for ea. bldg.)
Establish a subcommittee to implement the parent portal in IC	Information and training on the pieces required to make this happen.	Director of IT & Administrators	June 2013	Committee in place reviewing and planning for Implementation.
Implement the parent portal in IC for all buildings	Use of training documents and videos to inform families and staff	Parent Portal Sub-Committee & Admin	June 2015	Parent Portal is rolled out K-12.
Advocate for & increase use of the Student Moodle	Moodle Showcase for teachers. Moodle Training via BOCES. Ongoing support via district or BOCES MUG meetings.	Moodle users, Administrators, IT Department	June 2015	3-5 additional teachers using Moodle each year
Create annual report (ex: "State of the Union in Technology")	Review principles of adult learning and communication	IT Director, IT Teacher & Asst. Super. for C&I	Annually beginning in June 2013	Increased awareness for tech needs & support required for implementation. Report used in budget planning process

Action Plan

Goal 4: Develop instructional support models that enable the transformation of work & learning

Actions needed to achieve goal	Professional Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Increase PK-12 representation in the district TIF program in the following areas: • PK-1 • Gr. 3 • Gr. 5 • Content Specific TIFs	Educate teachers on advantages of TIF program participation (e.g., Access to new educational technologies and training; showcasing of technologies open to TIFs)	Current TIFs with administrative support	June 2013	Maintain number of PK-12 representation in the district TIF program
Utilize content facilitator meetings and workshop time for the purposes of integrating technology into specific subject area curricula (e.g., Math, ELA, SS. Science)	Provide focused technology training which addresses the content specific needs of facilitators (CLSO, IRT)	Administration, BOCES Facilitators, TOSAs, and TIFs	June 2013 - Embed technology into all curriculum maps June 2014 - Facilitator integration of technology in instruction	Technology-infused curriculum maps and increased technology integration at the classroom-level
Communicate mandated technology integration for research reports PK-12 (i.e., "Super Three," and "Big Six").	Presentation of requirements (i.e., "Super Three" and "Big Six") and classroom teacher training of how to embed research process into curriculum & instruction	TIFs, Content Facilitators, Library Media Specialists, Instructional Technology Teacher, TOSA for PD	June 2013 – Presentation and Training June 2014 – Implementation of technology-integrated research projects	Implementation of the "Super Three" or "Big Six" for 1-3 high quality, cross-curricular research projects each year.
Increase Instructional Technology support across the district	Presentation to communicate need for increased staffing and support	District Administration	June 2015	Increased number of Instructional Technology Teachers. Another Technology Program Coordinator at the secondary-level *(pending budget approval)*
Establish liaisons with colleges and universities to explore possible IT internships at schools	Reaching out to network connections to promote district as a valuable learning experience	Building Administration, Assistant Superintendent of Curriculum & Instruction, Direction of Instructional Technology	June 2013	Established liaisons with colleges and universities Internships established pending district support

Action Plan

Goal 5: Streamline technology procedures and resources to improve communication and operations.

Actions needed to achieve goal	Professional Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Reduce storage deficiency by effectively utilizing storage via share folders, file management & the Cloud.	Educate teachers on accessing & successfully using share folders. Teach file management techniques. Share & encourage use of online storage.	Technology Department, IT Teacher & TIFs	June 2014	More share folder successfully being utilized for shared documents & less teachers approaching/exceeding home folder capacity.
District website and news are current, easy to navigate and meaningful.	How to login and edit website. Effective organization and management of web pages.	Designated Web Editors, Public Relations Specialist, Administrators & Web Masters	January 2013 (web editors designated & trained) June 2014 (complete)	Positive feedback from all stakeholders & increased use of website
Teacher Web Pages that are current, instructional and improve communication between home and school	How to login and edit Teacher Page. Effective organization and management of web pages. Instructional uses of Teacher Page	Administrators, All Teachers, TIFs and IT Teacher	June 2013 (promotion & training increased) June 2014 (increased use by teachers) June 2015 (increased use by parents/students)	More teachers have web pages that reflect action in column 1. Positive feedback from parents and students.
Create checklists for yearly imaging projects	Collaboration between technical and instructional support.	Director of IT, Technicians and IT Teacher	Sample checklists in place by September 2012 with full utilization by June 2015	Smooth transition from one school year to the next with fewer work orders and "back tracking"
Create and share videos as a communication tool	Video creation, editing and sharing	Director of IT, AV Technician, TIFS	Ongoing based upon current initiatives with at least one or two on website by June 2013	Increased access to information
Establish written inventory procedures	Training on best uses of software, running reports and maintaining database	Director of IT and Technology Department members	September 2013	Improved efficiency of WASP (Inventory management software)
Clean up and maintain Document Libraries,	How to edit, delete and post to Document Libraries. When to use Document Libraries vs. Moodle	Technology Department, IT Teacher and TIFs	January 2013 (defined purpose for each doc lib) June 2013 (cleanup of old/inappropriate items) June 2014 (complete)	Streamlined methods of sharing forms and files.

Parental Communication & Community Relations/Collaboration

Disseminating the educational technology plan to the community:
- Plan will be presented to the Board of Education
- Plan will be shared with all faculty and staff members via building principals
- Plan will shared with PTA & Shared Decision Making Teams via building principals
- The approved plan will be posted on the Grand Island Schools website
- The district newsletter will be used to advise the public of the impact of their spending on technology
- The district newsletter, teacher newsletters, local press and the Grand Island Website will be used to showcase technology projects and curriculum integration as appropriate
- Collected data on staff development will be shared with principals, Asst. Superintendent for Curriculum & Instruction, the Board Of Education and community as appropriate
- Timeline for sharing plan will be established & shared upon plan approval

Building principals (all of whom are members of this committee) will discuss the development of the plan in an appropriate format, as they deem meaningful. The purpose of all communications is to gather information from shareholder groups as well as disseminate information about the plan itself.

Information to be disseminated about the plan should include its purpose, its connection to CDEP (Comprehensive District Education Plan), the names of the Technology Committee members and how to contact them.

Effectively Communicating with parents and promoting parent involvement:
- Newspaper articles, district web page and district committees will serve as vehicles for sharing information.
- E-alerts for each building & PTA are well utilized via district website

Parents & Other Community members represented:
- Mrs. Mary Howard (Middle School Teacher, Parent & Community Member)
- Mrs. Sue Nardozzi (Technology Department & Community Member)
- Mrs. Cheryl Cardone (Director of PPS, Parent & Community Member)
- Mrs. Kay Saunders (Technology TA & Community Member)
- Mrs. Denise Dunbar (Principal of Sidway Elementary & Community Member)

COMPONENT 2: PROFESSIONAL DEVELOPMENT

Professional Development Strategies

Technology based professional development will be:

- o Connected to a comprehensive change process focused on improving student learning
- o Primarily school based and built into the day-to-day work of teaching
- o Continuous and on-going, involving follow-up and support for further learning - including support from sources external to the school that can provide necessary resources and new perspectives
- o Organized around collaborative problem-solving
- o Opportunities to gain an understanding of the theory underlying the knowledge and skills being learned

A needs assessment was conducted and analyzed with results indicating that faculty and staffs are utilizing technology resources as an instructional, management, research and communication tool. The survey findings also support the need for more individualized or department specific instruction. In addition, more support in instructional technology is needed. This will be obtained through additional technology staff to support the instructional use of technology as well as the acquisition of more building level support in the TIF (Technology Integration Facilitators) program. These additions are contingent on budget implications.

Staff development is critical to the success of this technology plan. Ongoing opportunities tied to learner outcomes provide teachers with the skills they both desire and need to use technology in support of student learning. Technology will be integrated into district professional development opportunities as appropriate.

As new technology emerges, teachers will be introduced to the available technology to support instruction through demonstrations, emails, staff testimonials and presentations from TIFs.

State & National Standards Addressing Technology Competencies:
- ✯ National Educational Technology Standards for Teachers (NETS-T) will provide a framework for identifying staff development and will be implemented with this plan (Appendix A).
- ✯ National Educational Technology Standards for Administrators (NETS-A) will provide a framework for technology expectations for Administrators (Appendix B).

A table of current Technology Professional Development follows, providing examples of the professional development opportunities available. Opportunities are planned based on current staff needs, prior workshop evaluations, surveys, new initiatives and feedback from stakeholders.

Current Professional Development for Technology

Course	Provider	Target Audience	Training Mode Used
New Teacher Orientation/Training	Director of IT/IT Teacher	All New Teachers	Hands On Training
Microsoft Office	Technology Department/TIFs	All Faculty & Staff (requesting help)	Hands on Training and Instructional Handouts
Grand Island Web Page Training	Director of IT/IT Teacher/Public Relations Consultant	School Building or Department appointed web page editor	Hands on Training
Teacher Web Page Training	IT Teacher/TIFs	Any Teachers requesting help	Hands on Training
Infinite Campus Ongoing Training	District Coach, Building Coaches & Teacher Coaches	Secretaries/School Related Personnel/Teachers	Hands on Training/Instructional Hand Outs
Various Teacher Center Courses	GI/Tonawanda Teacher Center	All Faculty & Staff	Hands on Training
One-on-One Support/Training	IT Teacher, Technology TA, Technology Department	All Faculty & Staff (requesting help)	Hands on Training
Support for Technology Infused Research Projects	Director of IT/IT Teacher/Librarians/TIFs	All Faculty	Hands on Training & Individualized Training
CSLO/IRT/RTTT Workshops	BOCES Trainers	All Teachers	Hands On Training
ITP (Instructional Technology Partners) Training	BOCES CSLO Trainers	Collaborative teams of teachers from building(s)	Extensive Individualized Training (3 days each)
TIF Summer Training Institute	Director of IT/IT Teacher/BOCES CSLO Trainers	TIFs	Hands on Training and Instructional Handouts
Technology-Based Study Groups	Study Group Facilitator	All Faculty	Hands On Training
Before or After school "mini-workshops"	IT Teacher/TIFs/Librarians	All Faculty & Staff	Hands On Training
Instructional Technology Moodle	IT Teacher	All Faculty & Staff	Online Resources & Tools for Self-Initiated Learning
GI Moodle	BOCES – DL	Moodle Managers (Course Admin)	Hands On Training
AIMSweb	BOCES/RtI Task Force	RtI SWAT Teams & other faculty as needed	Hands On Training
Apex Credit Recovery	BOCES	HS Teachers as needed	Hands on Training

COMPONENT 3: Infrastructure, Hardware, Technical Support & Software

Inventory	Computer Labs	Class-rooms	Library or Media Ctr	Admin. Office	Other Location	Planned Future Acquisitions		
						Year 1	Year 2	Year 3
Computers (list by type)								
A. Dell/HP	364	574	116	70	28	Replacement cycle of 1/5. Add as needed to support instruction.	Replacement cycle of 1/5. Add as needed to support instruction.	Replacement cycle of 1/5. Add as needed to support instruction.
B. Apple	25	5	0	0	0	0	0	0
Peripheral Devices								
A. Printers	16	29	6	21	11	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction`	Replace/ Add as needed to support instruction
B. Scanners	3	9	1	2	0	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction
C. Assistive/Adaptive Devices	0	34	0	0	0	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction
D. Digital Cameras	0	21	8	11	1	Replace/ Add	Replace/ Add	Replace/ Add

						as needed to support instruction	as needed to support instruction	as needed to support instruction
E. Projection Devices	12	220	4	0	4	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction
Software (list by type with # of licenses)								
A. Base Image: Windows 7 Professional w/Service Pack 1, IE 9 , Office 2010 Professional Plus, iTunes 10.2.2, QuickTime 7.6.9, Mozilla Firefox 4.0.1 , Roxio 10.3 DE, Symantec Endpoint 11.0.6200.754 , Adobe 10.0.1, Java 1.6_25, PowerDVD DX 8.3.1.6107, Flash 10.2/Shockwave 11.5.9.620, Windows Live MovieMaker, Windows Live Photo Gallery, CCleaner 3.06.1433, Classic Shell, MalwareBytes anti-Malware 1.50.1.1100	All	All	All	All	All			
B. Elementary Programs: Natural Reader, Type To Learn, Kidspiration, Kid Pix, PhotoStory,	All Elem	All Elem	All Elem	All Elem	All Elem			

Zoombinis, Classroom Jeopardy, CPS, Google Earth, SMART Board Notebook, Audacity, Podium								
C. Secondary Programs: Natural Reader, Geometer's Sketchpad, TI Connect, Green Globs, RealPlayer, PhotoStory, Audacity, SMART Notebook, Worksheet Builder, Google Earth, ExamGen, CPS, ExamView, Kaleidos, Finale Notepad, Podium, Vernier Logger	All Secondary	All Secondary	All Secondary	All Secondary	All Secondary			
Network Equipment								
A. Hubs / Switches / Routers	0	13	5	1	73	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction
B. Servers	0	0	0	0	23	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction
C. Number of rooms wired for internal connections	All	All	All	All	All			
D. 1 Gigabit Broadband WAN for Data & the Internet is in place for all buildings						Replace/Add as needed	Replace/Add as needed	Replace/Add as needed

Telecommunication Links								
A. Full or fractional T1	0	0	0	0	0			
B. ISDN	0	0	0	0	1			
C. Dedicated cable/microwave	0	0	0	0	11	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction	Replace/ Add as needed to support instruction
D. Phones (VoIP)/Cell Phones/Pagers/E-mail (Lotus Notes) – all in place						Replace/Add as needed	Replace/Add as needed	Replace/Add as needed

Broadband Statement: With the Lightspeed Web Filter, school districts receive CIPA compliant filtering based on a comprehensive education specific database and granularly customizable policies, enabling teachers and students get access to the sites and tools that enhance education. Along with this granularity, you receive detailed reporting, internet browsing history combined with detailed user specific actions and requests which include search engine queries. This product also allows you to block various security risks enabling a layered security approach to assist in the protection of your end points.

Increasing Access: Goal number 3 of our plan addresses continuously increasing access to online resources, software and hardware. In addition, the district has a process in place for Assistive Technology.

Technical Support

Technology Staff - Overview

- .5 Director of Instructional Technology
- 1 Microcomputer Technical Support Specialist/Help Desk Secretary
- 1 Microcomputer Decision Support Specialist
- 1.2 PC Technician – Secondary/Office PC & Phones Support
- 1 PC Technician - Supports Elementary
- .6 Senior Technical Consultant - Network & Phones Support
- 1 District Audio Visual Technician

Instructional Support for Teachers and Students

- Middle School has a Teaching Assistant / Building Coordinator
- High School has a Computer Aide
- We have one full-time Instructional Technology Teacher who provides support to teachers across the district
- Technology Integration Facilitators (TIFs) have been identified in each building and provide continuous support

Technology Staff Issues

- Decreasing technology staff despite increasing amounts of technology to support
- Continue to improve cross training & communication across technicians
- Limited coverage for the Mac side and no coverage when staff are absent
- Minimal coverage for network administration when consultant is in other districts
- Increasing need for Instructional Technology Support

COMPONENT 4: MONITORING & EVALUATION

1.	**Describe the performance indicators you have developed to assess the effectiveness of the strategies you identified**
	➢ The gaps in all state assessments at all grade levels goals will decrease ➢ Increased use by teachers and students, successes in the area of curriculum integration, participation in staff development activities and other trends that support growth or need areas. ➢ Technology is integrated into staff development plans through the results of the annual needs assessment, and the activities in the buildings and district. ➢ Technology is successfully integrated into all content areas as outlined in the curriculum maps ➢ Data will be collected and analyzed regarding the usage of technology by students.
2.	**Explain how the district and the planning committee will use evaluation results and data to revise strategies.**
	➢ Progress will be assessed twice a year through electronic surveys and the data reviewed by representatives from various stakeholder groups. A report will be written by the Director of Instructional Technology and forwarded onto the Assistant Superintendent of Curriculum and Instruction for review. ➢ The District Technology Planning Committee will meet again to review progresses and revise strategies in order to continuously refine and adapt the plan to new findings, information and goal redevelopment.
3.	**Acceptable/Responsible Use of Technology Policy (AUP/RUP) -**
	➢ Faculty & Staff AUP (Appendix C)
	➢ Student RUP (Appendix D)
	➢ Filtering Policy (Appendix E)

The **ISTE NETS** and **Performance Indicators** for Teachers (NETS•T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

  a. promote, support, and model creative and innovative thinking and inventiveness
  b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
  c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

  a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
  b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
  c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
  d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

  a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
  b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
  c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
  d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

  a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
  b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
  c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
  d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

  a. participate in local and global learning communities to explore creative applications of technology to improve student learning
  b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
  c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
  d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

The **ISTE NETS** and **Performance Indicators** for Administrators (NETS·A)

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- **a.** inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- **b.** engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- **c.** advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- **a.** ensure instructional innovation focused on continuous improvement of digital-age learning
- **b.** model and promote the frequent and effective use of technology for learning
- **c.** provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- **d.** ensure effective practice in the study of technology and its infusion across the curriculum
- **e.** promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- **a.** allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- **b.** facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
- **c.** promote and model effective communication and collaboration among stakeholders using digital-age tools
- **d.** stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- **a.** lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- **b.** collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- **c.** recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- **d.** establish and leverage strategic partnerships to support systemic improvement
- **e.** establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship. Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- **a.** ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- **b.** promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
- **c.** promote and model responsible social interactions related to the use of technology and information
- **d.** model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

EMPLOYEE Grand Island Central School District Computer Usage Agreement
STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District office.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees with unauthorized persons.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

District staff shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

Privacy Rights

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The computer coordinator may access all such files and communications to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

Implementation

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

Note: You will also be requested to acknowledge the policy electronically after you have been issued an account.

_____   Date_____
GICSD Employee Signature

Grand Island Central School Board Policy

Series 7000 - STUDENTS

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (RESPONSIBLE USE POLICY)
Policy # 7315

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Responsible Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the

right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification/Authorization

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

Student access to the DCS will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of the DCS in accordance with law, Commissioner's Regulations and/or District policies and procedures.

Regulations will be established as necessary to implement the terms of this policy.

Policy Cross References:
» 8272 - DISTRICT COMPUTER SYSTEM/INTERNET USE
» 8271 - INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

Adoption Date: 6/26/2006, Revised: 9/12/2011
7000 - STUDENTS

Appendix E

Grand Island Central School Board Policy

Series 8000 - INSTRUCTION

INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY
Policy # 8271

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

a)   Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email, chat rooms, as well as social networking websites, may be blocked as deemed necessary to ensure the safety of such students;

b)   Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

c)   In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

     d)   Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Notification/Authorization

  The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

  The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

  The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

  The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 United States Code (USC) Sections 254(h) and 254(l)
47 Code of Federal Regulations (CFR) Part 54
Education Law Section 814

Policy References:
NOTE: Refer also to Policy #7315 -- Student Use of Computerized Information Resources (Acceptable Use Policy)
District Code of Conduct on School Property

Policy Cross References:
» 7315 - STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (RESPONSIBLE USE POLICY)

Adoption Date: 5/21/2012
8000 - INSTRUCTION