

Hammondsport

ERATE Technology Plan for School Years 2013-2016



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<http://www.hammondsportcsd.org/Page/402>

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Component 1: Mission Statement/Vision and Goals

The mission of the Hammondsport Central School District, a high-performing unique learning community, is to provide a dynamic, quality education to a close-knit and diverse population, and to ensure that all students are prepared to compete in an ever changing global society by challenging each student through superior, innovative educational opportunities while promoting responsible citizenship through strong character and moral development.

Hammondsport Central School District must continually assess and enhance the instructional/management environment to ensure that all students and staff will develop competencies, consistent with commencement outcomes, which will enable them to effectively and creatively compete in a rapidly changing global society.

The following district technology plan is the culmination of a great deal of intensive effort on the part of the Technology Planning Team.

The Technology Planning Team is comprised of the following members:

Tad Rounds - High School Principal
Shelayne Wise – Technology Director
Margaret Long – Secondary School Business Teacher
Jan Harrington – Technology Teaching Assistant
Tom Jackson – Secondary School History Teacher
Jen Kuhl-Pederson - Secondary School History Teacher
Jason Brayman – Secondary School Math Teacher
John Kloiber – Secondary School English Teacher
Carlene Igras – Technology Teaching Assistant
Jen Bower - Elementary School Teacher
Erin Kellogg - Elementary School Teacher
Barbara Demmin - Secondary Spanish Teacher

Hammondsport Central School District is a small school district with approximately 580 students. We have only one school building. We have approximately 55 teachers. Most of our students come from lower to middle class families.

Upon graduation our students will be thrust into a world where technological literacy will no longer be an advantage, it will be a necessity. They will be working in a world where the amount of information, both text and visual, is more than doubling annually. Rapid changes and instant world-wide communication will require our students to have the ability to access, analyze, and synthesize information and then apply it to learning, employment, and recreation. We need to prepare our children now for this fast-paced, technology-rich world.

The challenge demands integration of technology into the school curriculum. The students and staff must learn how to use technology to find and process information, make decisions, and effectively communicate electronically with the world. Combining a technology-rich learning environment with productive learning practices will improve the quality of learning and create an

environment where the teachers guide students as individuals through learning experiences. More time will be available for one-on-one and small group interactions because teachers will save time in the management of time-consuming clerical tasks. Students will be motivated to learn new information in an environment that is non-threatening and that provides immediate and constant feedback. As time-on-task increases, so will student achievement. As technology skills and achievement increase, the ability of our students to be productive citizens will be enhanced.

The District Technology Plan is a systematic plan that will serve our students, staff, and community in the 21st century. The plan represents our district's commitment to improve our quality of instruction by expanding in both scope and sophistication the use of instructional and managerial technology. To that end, the Technology Planning Committee recommends that the Hammondspport School District:

- Implement a multi-phase plan to upkeep and expand current network and hardware and software infrastructure.
 - *The implementation of the multi-phase plan has started with the assessment of the needs of faculty and students.*
 - *Technology is currently being purchased based on the assessment*
 - *Training is being scheduled for large and small group instruction and will be on going. Our students will be trained on the technology as well in classroom settings to maximize potential. We have BOCES trainers coming in for session's different times of the year to ensure we are using the technology to its fullest extent as well as having turn-key people to help with daily questions.*
- Develop a technology-integrated curriculum to meet the needs of our students and community members in order that they can lead productive lives in the twenty-first century.
- Commit to provide training and support for teachers, staff, administrators, and community members in the use and maintenance of technology.
- Monitor the plan on an on-going basis to ensure a successful implementation.
- Ensure funds to meet future technological needs.

Commitment to this plan is vital to meet the educational needs of both our students and our community.

The district technology plan is located on our website. The plan is discussed at a Board Meeting on a yearly basis.

Component 2: Professional Development Strategy/Curriculum

Curriculum

We currently have five mobile laptop carts at the Elementary level and six mobile laptop carts at the High School level with an additional mobile cart being added on the 2012-2013 school year for use district wide. We have one iPad cart located in our Science Suite that is shared by our Science teachers and one-to-one iPads in our 3rd and 4th grade classrooms being used for differentiated instruction as well as classroom projects and using the iPads in place of text books starting with the 2012-2013 school year based on availability from the publishers. All elementary classrooms K-6 have at least five iPads in each classroom. Our goal is to have one-to-one iPads in the elementary over the course of the next few years and eventually have it in the High School as well. At the elementary level, the use of iPads has changed the outlook on learning for our students. They now ask to work on fractions, spelling lists, science and social studies instead of having a few minutes of free time.

We are implementing Google Apps for Education over the course of the 2012-2013 school year so each student has the ability to work on all assignments from home or anywhere there is internet access. They can instant message their teachers or other students if help is needed. We are seeing many students working together when they do not understand something and this is a good way to foster this approach.

Our 6th grade students have one-to-one laptops during the school day and are using them for projects such as Power Point presentations, essays, Excel documents, research, web 2.0, Inspiration, Study Island, Castle Learning, and other applications. They are doing podcasts as well.

We are monitoring these classes to see what the scores are on the NYS exams for the next three (3) years to ensure these approaches are working for our students.

While working with the netbooks, iPads and other technologies in these classes, the students understand what technology is available and how to work with the technology as well as how to make the best use of the technology available to them.

We have been using our Distance Learning equipment and skype extensively at the elementary level. We are communicating with classes in other regions and states, working on projects together and finding out the differences in cultures around the country.

We have committed to a project with Ellis Island to make benches in one of our technology classes. The class will interact with a Park Ranger stationed at Ellis Island via Distance Learning equipment to recreate benches that have been on the island for many years. Our students will get the chance to go to Ellis Island to present the bench as well.

PROFESSIONAL DEVELOPMENT

The goals set forth in both the Professional Development Plan and the comprehensive District Education Plan revolves around increasing assessment scores in both ELA and math. The focus is also to reduce the number of Special Education dropouts as well as increase the number of SWDs that are making adequate yearly progress on exams and assessments. The role that technology plays in this is one of support and enrichment. Staff is trained to use such programs as Kidspiration, Inspiration, Microsoft Word, PowerPoint, CPS, and Internet resources, such as <http://www.regentsprep.org> , www.studyisland.com, www.toolboxpro.org, www.pearsonsuccessnet.com , www.edhelper.com and www.castlelearning.com as well as apps on the iPad. The staff uses these tools in conjunction with other traditional education techniques to produce a more rounded, higher-achieving student. Results will be benchmarked for the next three years of assessments, at which time both the PDP and the CDEP plans will be updated to reflect changes that need to be made.

Staff is given the opportunity to participate in at least 90 hours of staff development related to technology. Our main focus right now is getting the elementary teachers as much training as possible on the iPads with time to find the best apps for our students. After iPads, emphasis is given to classroom programs, such as Kidspiration, Inspiration, All in Learning, CPS, Essential Skills, and the Microsoft Office Suite as well as technology integrated into the classroom such as projectors, Interwrite boards, Smart boards, Polyvision Enos, remote presentation mice, and remote chalkboards. Further emphasis is given to the student management process as well, which includes a software package that is designed to keep parents and staff informed about discipline, grades, attendance, etc. This is available to all parents of students grades K-12 with report card information being available for grades 3-12. Training is offered several times yearly for these products. Staff Development is available on an as needed basis for CPS, Kidspiration, Inspiration, Microsoft Office, Study Island, Castle Learning, Website development, the use and finding of apps and other programs. Study Island, Castle Learning, and All-in-Learning are Common Core based programs that help our teachers adhere to the curriculum while using technology with our students. We have on-site trainers available for all these programs. Basic training information is available to the staff on the school website based on log in. Classes are offered at the teacher center for our district many times a year for most of these programs also.

We are involved with the Model Schools project through Erie 1 BOCES and our staff can attend sessions on all areas of interest/need for their subject areas throughout the school year as well as the summer. These offerings change based on need and new technologies available as well as district requests. This type of offering allows us to plan ahead for future professional development for our staff for in district and out of district trainings.

ISTE/Local Competencies	How the Hammondsport School District Addresses These Policies
<p><u>Grades K-2</u></p> <p>1. Use input devices (e.g., mouse, keyboard, remote control) and output</p>	<p>Classroom instruction given to grades K-2 in an up-to-date computer lab. All classrooms</p>

devices (e.g., monitor, printer) to successfully operate computers and other technologies. (1)	have secondary workstations and iPads for students to use so they may do research, report writing and play educational games.
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)	Each student has a network-connected workstation or iPad. Some instruction done via LCD projector and Smart Board/Interwrite Board/Polyvision Technologies as well as opportunities to use distance learning equipment.
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)	Students are kept up to date regarding current technology. They are familiar with laptop and desktop computers, iPads, and understand the differences between GUI devices such as a mouse and touchpad. They are taught the difference between a desktop and screen saver, a computer and monitor, etc...
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)	Teachers are given information regarding specific websites, apps and/or programs that might be helpful in reinforcing current curriculum. As a district we use the Scott Foresman/PearsonSuccessNet series in grades K-12
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)	Weekly newsletters include the activities of students. This includes information about what technologies are being used in the classroom and what websites are available. These sites are also linked to on our school website. Our school newsletter is also sent to all parents and community members and has periodic articles about the use of technology in the district. We periodically demonstrate these technologies at Board Meetings and other community based meetings.
6. Demonstrate positive social and ethical behaviors when using technology. (2)	Students are educated as to the proper use of their computer workstations and understand proper behavior when using distance learning equipment.
7. Practice responsible use of technology systems and software. (2)	Signed AUPs are with the student records throughout their school career at Hammondspport. Good practices are discussed and used daily in computer lab settings as well as classroom settings.
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)	Students work on these projects individually as well in group instruction sessions. They create powerpoints as well as Photostories in Computer class (Grade 2 is when this starts). Kindergarten and 1st grade use Smartboards

	and Annotation tablets to work with kidspiration in the classroom.
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)	Students and teachers are instructed in the PowerPoint, Publisher and Kidspiration programs, Photostory, Inspiration, Wordle, glogster, as well as Schoolisland, castlelearning on laptops.workstations as well as iPads.
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)	Newsletters are sent home weekly for parental opportunities to communicate with staff. The District Newsletter has periodic articles on new technology that is being used in the district and how to see a demonstration of the technology. New websites are available as student links on our website. This is updated frequently and the information is sent home in the parent newsletter.
<u>Grades 3-5</u> 11. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)	Type To Learn, in addition to all other previously-learned programs. Presentations done via LCD projection with Smartboard/Interwrite technology. Microsoft Publisher is introduced and more PowerPoint reinforcement. Graduation to the Inspiration program. Scanners and other peripheral equipment are introduced.
12. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)	Internet is being used on a regular basis. Thematic topics are chosen by grade-level teachers, and students do research using the school's available technology. I-Safe training is done in computer class. The AUP is discussed with all students and what it means to them. Discuss the ipod touch, iPad, Android Devices, cell phone technology, netbooks, ebook learners,
13. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)	Discuss Cyber bullying, facebook, and other social networking sites, teach internet safety and what information to reveal and not reveal on the internet. What can happen if who you are chatting with on the internet isn't who you think it is.
14. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)	We are using earobics to help students that need remedial skills in grades K-6 on a 1 to 1 basis as well as annotation tablets, smart boards, interwrite with Mobi's and Polyvision Eno's in classes to encourage student involvement so they can see and participate in the step by step process for the specific content

	that they are learning. We also use iPads for differentiated instruction so each student is doing appropriate work for their ability level. The abundance of apps available has made this much easier to facilitate.
15. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)	Students use PowerPoint, Photostory and Publisher to create projects. They then use the LCD projector, Smartboard technology, remote mouse and other items to present these projects in and out of the classroom.
16. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)	Students are being introduced to Google Apps for Education, Web 2.0 tools as well as learning about, Skype, OoVoo and social networking sites to work with others outside of school.
17. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)	All students will have access to email by 2012-2013 school year and most will have access to Skype/ooVoo for collaborative learning. Google Apps for Education is being introduced to grades 2 - 6 to work on collaboration in a safe environment for all students inside and outside the classroom. They use text messaging to discuss issues with homework and other projects. All students are instructed on how to use district owned library services to find on-line information from reliable sources.
18. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5,6)	
19. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)	
20. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)	

<p><u>Grades 6-8</u></p> <p>21. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)</p>	<p>Continued use of the Inspiration program, as well as more emphasis on Internet for research purposes. Students are encouraged to make use of the available computer labs. Students are required to use computer technology to complete research projects. Projects are graded by the classroom teacher. The entire Microsoft Office Suite is utilized, including limited use of Yahoo site builder for website development and publishing. They also use Google Sketchup for basic CAD drawings as well as understanding what the components do on the inside of the computer.</p>	
<p>21. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)</p>		
<p>22. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)</p>		
<p>23. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)</p>	<p>Discuss AUP with students and what is acceptable and what is not. Consequences are in the student handbook.</p>	
<p>24. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)</p>	<p>Probes and graphing calculators are utilized in Science and math classes. Google earth and Maps Live are integrated into curriculum as well as Minitab, Geometers Sketchpad, Maple, Derive and Bridge Builder to help students understand curriculum and content. Yahoo Site Builder as well as PAINT.net and the Adobe Suite are used to create web pages, Pinnacle is used in multi media authoring. Google Sketchup and PUNCH are used in CAD/Tech Drawing class to help students in graphic design/architecture.</p>	
<p>25. Apply productivity/multimedia tools</p>		

<p>and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)</p>	
<p>26. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)</p>	
<p>27. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)</p>	<p>Surveys are given to staff and students to see what information/technology is necessary (or training on current technology) to integrate into curriculum and make the learning process more enjoyable for all.</p>
<p>28. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)</p>	<p><i>Based on survey results and requests from staff and students, we select the appropriate technology to accomplish the desired outcome of different projects.</i></p>
<p>29. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)</p>	
<p>30. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)</p>	
<p><u>Grades 9-12</u></p> <p>31. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)</p>	<p>Heavy usage of the Internet for research purposes is part of this curriculum. Microsoft Excel is an integral part of the business curriculum; however, all Microsoft Office Suite programs are utilized, including Microsoft PowerPoint and Yahoo site builder/Photoshop for presentations and publishing. Assignments in</p>

	business/technology classes are given to research the ethical and moral uses of computer technology. Internet-based coursework is also explored.
32. Make informed choices among technology systems, resources, and services. (1, 2)	<i>We evaluate products by using the using the 30 day trials before purchasing, request demo models and demos before deciding on what technology to purchase. We have a list of musts as well as would like when reviewing software, hardware and services.</i>
33. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)	
34. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)	
35. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)	
36. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)	
37. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)	
38. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)	
39. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)	
40. Collaborate with peers, experts, and others to contribute to a content-related	

knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)	
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Component 3: Current Status & Needs

Currently Hammondsport Central School employs approximately 430 student/staff workstations. All student and staff workstations have a minimum of Windows XP Pro OS. All workstations have the Microsoft Office 2007 or 2010 suite. We have a Gig E line (Broadband), and have incorporated fiber optic line for switch connectivity throughout the networking system. Computer workstations are located in four computer labs, as well as in each classroom, throughout the district. We also have 6 wireless labs in the High school, and 5 in the Elementary school. We have 4 servers using Microsoft 2003 Server and 3 servers using Microsoft 2008 Server as well as a dedicated server using Microsoft Exchange 2010. Each department has individual software programs for specific curriculum. We have also integrated iPads as assistive technology for students with special needs to help with communication skills as well as day to day school activities.

CURRENT STATUS	NEEDS		
	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)
<i>Telecom Services</i>			
<i>Hardware – number of machines in buildings, locations</i>	Replace HS Technology lab and any other computers 3 years old or older or not working properly	Possible replacement of the HS Computer lab. Check quality of lab computers. Upgrade staff workstations that are 3 years old or not working properly.	Replace Elementary Lab and any computers that are 3 years old or not working properly.
<i>Software- titles in labs, buildings, administrative</i>	Adobe Software Suite, Pinnacle, Kidspiration, Inspiration, MathBlaster, Type To Learn, Essential Skills, Microtype, Ainsworth,	Add new software titles that are age appropriate on the classroom workstations.	→
<i>Network</i>	Rewire entire school district to new Cat6 cable. Add appropriate drops to classrooms for hard wired and wireless access points as well as printers	Maintain current network configuration, ensure it is wired correctly for PARCC assessments	→

<i>Telephone System</i>	<i>Maintain current telephone system. Phone system was installed in January of 2006. Continue to upgrade classroom phones to digital phones until all classrooms have digital phones.</i>		
<i>Cellular Phones and other Cellular Devices</i>	<i>Continue cellular phone usage for buses, administrative and maintenance staff for emergency use and ease of contact. Update phones/Devices as necessary</i>		
<i>Servers</i>	<i>Continue to update servers as needed. Maintain the E-Mail server to ensure e-mail is flowing smoothly and quickly.</i>		
<i>Internal Connections</i>	<i>Continue to update switches, WAPs, wiring and other internal connections as needed</i>		
<i>Internet Access/Broadband</i>	<i>Continue internet access through Erie 1 BOCES with gigE line as well as cellular device to provide internet offsite and Time Warner/Frontier Connections for Bus Garage. Update as needed</i>		

Inventory	Computer Labs	Classrooms	Library/Med. Center	Admin office	Other
COMPUTER					
Desktop	64	10	5	17	6
Laptop	47	150	24	5	87

Peripheral Devices					
Printers	5	10	1	7	4
Scanners	1	3	1	5	2
Assistive/Adaptive Devices	0	10	0	0	2
Digital Cameras	4	0	0	3	3
Projection Devices	6	66	2	4	2
iPads	0	140	0	5	1

iPad apps –

We have purchased the following apps for the test classroom and the administrative iPads

Name	Licenses
Pattern Blocks by Brainiaccamp	1 Codes
The Social Express	1 Codes
Talking Flashcards	1 Codes
MiniMod Reading for Inferences	20 Codes
MiniMod Reading for Details	20 Codes
Grammar Jammers Elementary Edition	20 Codes
Splashtop Whiteboard	20 Codes
Skyfire Web Browser for iPad - Flash Video Enabled Multi User Social Browser	2 Codes
Aaah! Math Zombies HD	20 Codes
Mad Math 2	20 Codes
FlashToPass Math Flash Cards	20 Codes
Ace Multiply Matrix HD	20 Codes
Ace Kids Math Games HD - for iPad	20 Codes
Just Do The Math	20 Codes
Starfall ABCs	1 Codes
MegaReader - 2+ Million Free Books	26 Codes
MegaReader - 2+ Million Free Books	20 Codes
Card Shark Collection™ (Deluxe)	5 Codes

Numbers	20 Codes
Keynote	20 Codes
Kids Book Report	20 Codes
SightWords Pro	20 Codes
Grammar Jammers Elementary Edition	20 Codes
Documents To Go® Premium - Office Suite	5 Codes
Just Fractions!	20 Codes
K12 Timed Reading Practice	10 Codes
My Spelling Test	15 Codes
Keynote	20 Codes
Power Math - Multiplication	20 Codes
Long Division Drills	20 Codes
K12 Timed Reading Practice	10 Codes
My Spelling Test	5 Codes
Documents To Go® Premium - Office Suite	1 Codes
Documents To Go® Premium - Office Suite	1 Codes
Documents To Go® Premium - Office Suite	1 Codes
Pages	20 Codes

This list will change as we progress over the next several school years to include apps for other areas. At this time we have only used the iPads with 4th grade, administrators, and select special education students. For the 2012-2013 school year we have increased our inventory and hope to continue increasing until we have a one-to-one situation for all students with regards to iPads.

We have in-house technical support for quick turnaround for staff and student workstation problems as well as software or other hardware issues with all technologies in the school.

We allow laptops that may be signed out by students without computers and adult students for use on a short term basis at home.

Most faculty members have laptop computers that may be taken home for school related work as well as to conferences. All staff was given the opportunity to have a laptop in place of a desktop. We are also starting to use Google Apps for Education to allow students increased access to information needed at home. We allow the sign out of laptops so students do class assignments at home in case a student doesn't have the necessary software at home to complete the project.

We currently work with GST and Erie 1 BOCES to coordinate available state and local resources to implement activities and acquisitions according to our tech plan. We are part of the CSLO service and utilize the trainers and purchasing that is offered through this service. We are able to purchase more with limited funds by using this service. We also purchase items through Aggregate Buy and use BOCES contract pricing when available.

Component 4: Action Plan

Phase 1 – 2013-14	Phase 2 – 2014-15	Phase 3 – 2015-16
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Goal (Financial): The school district will provide sufficient funding for technology in the annual budget and through other creative funding methods.					
Actions needed to achieve goal	Staff Development & Support	Person(s) Responsible	Date each action will be completed	Indication of Success	
Update technology plan and a Technology Planning Team	Train staff member in grant identification and writing, as well as other funding sources	Superintendent, BOE, Technology Coordinator	On-going	Quarterly evaluation; staff/student surveys	
Seek alternative funding sources	Train staff member in grant identification and writing, as well as other funding sources	Superintendent	On-going		
Seek partnerships with businesses and community groups	Train staff member in grant identification and writing, as well as other funding sources	Superintendent, BOE, Technology Coordinator	On-going		
Continue implementing the publicity campaign to raise the awareness of our community as to the needs of our students	Printing costs; development costs; PTA, BLT support	Superintendent, BOE, Technology Coordinator	[See “Goal: (Equipment”)]		
Continue technology		Superintendent, Technology	Phase 1		

budget to correlate with needs identified in the technology and long-range plan		Coordinator, BOE		
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Goal (Curriculum): The district will develop an articulated, integrated K-12 technology skills curriculum

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Continue planning for the periodic review and revision of curriculum specified in technology, skills curriculum plan		Curriculum Writing Team	Phase 1	Quarterly evaluation; staff/student surveys

Goal (Curriculum): The district will develop strategies to integrate technology skills as tools for achieving appropriate curriculum objectives.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Staff reviews the Technology skills curriculum and SED publications		Curriculum Writing Team	Phase 1 – On-going	Quarterly evaluation; staff/student surveys
Interested teachers identify skills they will integrate		Teachers		
Continue providing support for these teachers	Visitations, in-house support, Technology Coordinator	Technology Coordinator, possibly Librarian		
Utilize an in-service day for lead teachers to model integrated use of		Superintendent, Technology Coordinator, Building Principals		



technology in their subject area (the cycle is repeated annually)				
Continue to provide appropriate shadowing/internship opportunities for students as skills are mastered (annually)	Business community, school	Guidance	Phase 1	

Goal (Curriculum): The district will write a code of ethics and a security policy for the use of technology.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Update code of ethics and security policy	Technology Teaching Assistants	CIO	Phase 1 ↓	Quarterly evaluation; staff/student surveys
Submit policy to the Superintendent and BOE for approval		CIO	↓	↓
Provide awareness and training for the staff regarding policy	Technology Teaching Assistants	CIO	↓	↓
Implement security policy and code of ethics	Technology Teaching Assistants	Superintendent, CIO	↓	↓

Goal (Administration/Student Data): The district will provide a real-time, on-line, centralized student and staff database.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Upgrade all workstations on current rotation schedule (3 -4 years)		Technology Staff USE CSLO/BOCES for majority of purchase for State Aid reimbursement	Phase 1 - On-going ↓	Quarterly evaluation; staff/student surveys ↓
In-service training for staff		Principals, Technology Staff	↓	↓
Provide technical support to individuals as needed		Technology Staff	↓	↓

Goal (Public Relations): The school district will provide community access to facilities, technology training, and use.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Continue to review Board of Education policy on community use of school facilities and revise if necessary	School law and insurance advice	Superintendent	Phase 1 ↓	Quarterly evaluation; staff/student surveys ↓
Continue with advisory committee to determine needs for community access	To include, but not limited to, community members, students, PTO, and TPT representative	Superintendent, BOE	↓	↓
Propose annual budget to maintain community access	Technology Coordinator	CIO Superintendent	↓	↓
Continue to provide personnel to staff the facility for	Technology Coordinator/Technology	Superintendent	↓	↓

community access	Teaching Assistant			
Continue program for community access	Adult Education Instructors	Continuing Education Advisory Committee	Phase 1 – On-going	

Goal (Support Personnel): The school district will provide staff training and personnel for maintenance and on-site user support.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Develop a basic, routine maintenance handbook for staff use	Printing costs	Present technology support staff	Phase 1 – On-going	Quarterly evaluation; staff/student surveys
Provide training sessions for appropriate staff on routine maintenance	Time and money	Present technology support staff		
Maintain an on-going TPT to ensure the implementation of the technology plan	Current TPT	Superintendent, CIO		
Maintain current Technology Teaching Assistant position in computer labs	<p>Money</p> <p>Job qualifications as currently defined by district</p> <p>Job descriptions to include, but not limited to:</p> <ol style="list-style-type: none"> 1. Staff Lab 2. Assist students and staff in use of lab. 	Superintendent		

	3. Maintain software			
Annually assess needs pertaining to technology support personnel		Superintendent, Technology Director, TPT		
Goal (Software):				
1. The district's instructional personnel will have appropriate software for their use.				
2. The district will provide appropriate software for district support services.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Update inventory and present software		CIO	Phase 1 – On-going	Quarterly evaluation; staff/student surveys
Add purchased software to inventory		CIO		
Preview new software for departmental use		CIO		
Preview software for departmental use	Technology Coordinator	Department Chairs		
Review & recommend for purchase all requests for software	Technology Coordinator	Technology Coordinator, TPT		
Maintain software support agreements and technical support for administrative staff		Technology Coordinator		
Consider license needs	Vendor support, Microsoft	CIO		
Purchase software to supplement departmental needs (Wireless	Staff	CIO	↓	↓

classrooms)				
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Goal (Training): The school district will develop and implement a plan for on-going technology training for personnel.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Technology Planning Team (TPT) will be responsible for evaluating and prioritizing training	Staff Input	Technology Director, TPT Chair	Phase 1 - On-going ↓	Quarterly evaluation; staff/student surveys ↓
Update policy regarding the basic training of staff	Staff	TPT	↓	↓
Provide release time/monies for staff development	TBD	Superintendent, Principals, TPT	↓	↓
Provide a cadre of trained staff to assist their colleagues	BOCES, vendors, and/or present staff	TPT, Principals	↓	↓

Goal (Facilities): The district will develop and implement a building program to provide necessary space and proper electrical wiring to support technology.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Develop a long-range facility plan to support the implementation of the district technology plan	Principals, staff	Superintendent, BOE	Phase 1 – On-going ↓	Quarterly evaluation; staff/student surveys ↓
Develop broad-based community support mechanism, such as presentations to community groups and businesses, as well as use of public	Public relations consultant, BOE, TPT, staff	Superintendent	↓	↓

media, personal contact, and newsletters				
Investigate alternative funding sources (grants, contests)		Superintendent, BOE		
Implementation of facilities improvement plan		Superintendent, BOE	Phase 1	

Goal (Communications/Network): The district will be networked internally and externally to provide effective communications				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Upgrade wiring throughout Main Street School	Purchased training from vendor for network support	BOCES Technology Planner/Trainer, Superintendent	Phase 1-2	Quarterly evaluation; staff/student surveys
Annually review network structure and performance		Technology Director, TPT	On-going	
Participate in Wide Area Network (WAN) and Internet Access	BOCES or other available sources	Technology Director	On-going	
Wireless mobile classrooms		Technology Coordinator	On-going	

Goal (Equipment):

1. The district will increase access to computers.
2. The district will update equipment as specified in the technology plan.
3. The district will develop for acquisition and deaccession of equipment

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Update inventory present technology equipment within the district	Technology Teaching Assistants	Technology Coordinator	Phase 1 – On-going	Quarterly evaluation; staff/student surveys
Develop a multi-year plan for equipment acquisition and deaccession (labs replaced every 3-4 years)	TPT	Technology Coordinator/Superintendent	Phase 1 – On-going	
Allocate annual budget for equipment purchases	BOE	Superintendent,		
Purchase laptop computers for student with special needs and IEP	State legislative grant plus district funding	Technology Coordinator		
Review equipment needs and update guidelines	Technology Coordinator	TPT		
Purchase updated equipment yearly		Technology Coordinator		
Distribute existing equipment for teacher workstations, elementary lab, mini labs, and/or support staff.	Technology Teaching Assistants	Technology Coordinator	Phase 1 – On-going	
Purchase new and update existing equipment as appropriate	Staff development, BOCES	Technology Coordinator, TPT	Phase 1 – On-going. The equipment is	↓

			updated on a 3 – 4 year cycle or as needed if sooner. Maintenance is performed on at least a bi-annual basis or sooner if necessary	
Goal (Equipment Cont'd):				
<ol style="list-style-type: none"> 1. The district will increase access to computers/iPads/other technology as it becomes available.. 2. The district will update equipment as specified in the technology plan. 3. The district will develop for acquisition and deaccession of equipment 				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Investigate new uses for Internet instruction as a scheduling tool such as distance learning opportunities		CIO	On going	Quarterly evaluation; staff/student surveys

Budget	2013-2014	2014-2015	2015-2016
Hardware	34,000	34,000	34,000
Software, licensing	12,500	12,500	12,500
Professional Development	9,000	9,000	10,000
Salaries & Benefits	89,000	91,500	93,000
Other	15,000	15,000	15,000
Maintenance and Service	80,000	80,000	80,000
Totals	239,500	242,000	244,500

Component 5: Evaluation

The measurement process to be used for this plan will be unique in nature, and will include many different groups. From the most rudimentary level the technology team will be evaluating the actual hardware acquisition piece by surveying the staff, students, and community. The Curricular piece will be evaluated in several different ways. First, 10 week tests will be given in grades K-6 to evaluate computer literacy. The scores on these tests will be used in the computation of a report card grade. The other mechanism that will be used to provide a summative evaluation of the plan will be a question by question analysis of the ELA, Science, and Math 3rd, 4th, 5th, 6th, 7th, and 8th grades, specifically in areas that focus on inference and critical analysis, as our Kidspiration and Inspiration programs, as well as the use of the new iPads, netbooks, CPS, Study Island and Castle Learning will be used to address these area of the assessments.

Progress will be shared with all staff on a regular basis. Hiding strengths or weaknesses will only promote further problems. The Technology Team will constantly assess results and report to building principals and the Superintendent as necessary. The Superintendent will then prepare a summative report to present to the board of education and the taxpayers.

Updates and adjustments will be considered semi-annually during Technology Planning Meetings. Information for these meetings will be derived from data collected from all possible sources. Adjustments that need to be made will be made and budgeted for accordingly.

If goals are not met, an outside consultant will be hired by the district to evaluate the overall plan and its ineffectiveness. Any changes that are suggested will be implemented after conducting a feasibility study.



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WNYRIC INTERNET CONTENT FILTERING POLICY

The Western New York Regional Information Center (WNYRIC) at Erie 1 BOCES believes that all students should have access to the resources of the Internet. As students access the Internet as part of the instructional process, care must be taken to insure that they access acceptable locations.

To that end, the WNYRIC requires that each school district develop an Acceptable Use Policy and send a copy to the WNYRIC if Internet service is provided through the WNYRIC. Students must be supervised when using the Internet and school officials must regularly monitor student usage to insure compliance with the Acceptable Use Policy. Through supervised use of the Internet, students will learn the proper use of the Internet. Improper Internet locations are difficult to define. The definition of what is improper varies from community to community and from grade level to grade level.

Some school districts have requested that the WNYRIC make Internet content filtering software available in order to protect their students from exposure to inappropriate materials. While the WNYRIC can provide that service, school administrators and Board of Education members must be aware that no filter program or system is foolproof. On any given day or time, a previously safe location may become an improper location. Further, filtering may restrict access by students to acceptable locations because of the algorithm used to screen acceptable Internet addresses. The WNYRIC cannot guarantee that students will be prevented from accessing inappropriate locations. Nor can it guarantee that filtering will allow students to have access to educationally appropriate sites blocked because of the operation of the filter program. The WNYRIC and Erie1 BOCES accept no responsibility for students who access inappropriate locations despite the operation of a filtering program. Nor does the WNYRIC or Erie 1 BOCES accept any responsibility for the filtering out of harmless or otherwise appropriate locations because of the operation of the filtering program.

The WNYRIC will provide a filtering software service for those districts that request it subject to the following criteria:

- The school district's Acceptable Use Policy is on file with the WNYRIC.
- The Acceptable Use Policy requires instruction and supervision to insure proper Internet use by students.
- The District's Board of Education adopts a resolution requesting Internet content filtering through the WNYRIC. The resolution must acknowledge the Board's recognition of the limits of filtering and that filtering is not foolproof. The resolution must agree to indemnify Erie 1 BOCES and the WNYRIC and save them harmless from any and all liability arising from the use of Internet filtering software through the WNYRIC.
- The Superintendent signs this document acknowledging the adoption of an Acceptable Use Policy with the necessary content and provides copies of the board minutes adopting the Acceptable Use Policy and recognizing the limits of content filtering.

The appropriate service charges for Internet Content Filtering will be billed to the school district by the WNYRIC.

Signature of School District Superintendent: _____

School District Name: _____

Date: _____

Acceptable Use Policy for Hammondspport Central School¹

Dear Parents/Guardians,

We at Hammondspport Central School are proud of our computer network. Use of computers and educational software enhances the learning process and helps each student be more productive and creative. Computer technology helps develop communication skills and provide excellent learning experiences to prepare our students for the 21st Century when virtually every job will require the use of technology.

Students are able to communicate through electronic mail² and the Internet at Hammondspport Central School. Electronic mail is the sending and receiving of messages through the use of a computer account with a password. The Internet is a network of information available through the use of a computer. The Internet allows students the opportunity to reach out to many other people, share information, and learn concepts. Students will be able to communicate with other students and adults from around the world. It is also important to note that by Federal law school districts are mandated to have a filter on the Internet, and Hammondspport Central School is no exception. Lightspeed Content Filtering system is used in our district. The filtering system is provided by Erie 1 BOCES and is managed in our school district by technology staff.

With this educational opportunity also comes responsibility. It is important that you and your son or daughter read the Acceptable Use Policy (AUP) and discuss it together. When students are given a user ID or password and allowed to use the computers, it is extremely important that the rules are followed. The use of inappropriate material will result in the loss of the privilege to use this educational tool. Parents, remember that you are legally responsible for your child's actions. Please stress to your son or daughter the importance of using only his or her own user ID or password and the importance of keeping passwords secret from other students.

Under NO circumstances should students let anyone else use their ID, password, or computer files!!

Please take time to sit down with your son or daughter to read and discuss the Acceptable Use Policy for the Hammondspport Central School computer network. Please sign and return the attached statement to Dr. Kyle C. Bower, Superintendent of Schools. Questions may be directed to him at 569-5200. A copy of the Acceptable Use Policy is enclosed for you to keep.

ACCEPTABLE USE POLICY HAMMONDSPORT CENTRAL SCHOOL COMPUTER USERS

As a computer user, I agree to follow the Acceptable Use Policy in all of my work with computers while attending Hammondspport Central School.

- I understand that there is no expectation of privacy when using school computer equipment.
- I recognize that all computer users have the same right to use the equipment; therefore, I will not use the computer resources for non-academic activities, such as chat rooms, interactive games, instant messaging, etc.
- I will not waste nor take supplies, such as paper, printer, and disks that are provided by the school.
- When I am using computers, I will talk softly and work in ways that will not disturb other users.
- I will not save on, or alter in any other way, any program disks or the hard drive (C drive). The disks are school property and must not be altered.
- I will protect the privacy of the work of others by not using their IDs and by not trying to learn their passwords.
- I will keep my ID, account, and password confidential.

¹ Amended June, 2009

² Seniors and AP students ONLY

- I will not copy, change, read, or use files in another user's area.
- I will not attempt to gain unauthorized access to system programs or other computer equipment.
- I will not use computer systems to disturb or harass other computer users or to send unwanted mail.
- I will not download programs onto the hard drives of any school computer programs.
- I will not use the network for slanderous, abusive, intimidating, vulgar, profane, pornographic, or otherwise offensive messages.
- I will not use destructive behavior with school computer equipment.
- I will not download music, visit music sites, or burn CDs. I also will not listen to personal CDs on school computers.
- I will not get on social networking sites such as my space, facebook, twitter, etc..
- I will not get on you tube except with permission from a staff member for the sole purpose of school work

Unacceptable Uses

The following uses of personal electronic devices, including but not limited to laptop computers, cell phones, PDAs, text-messaging devices, multifunction calculators, digital cameras, etc, will be regarded as unacceptable:

- Illegal or malicious use, including downloading or transmitting of copyrighted material.
- Use of racial, sexual, or other harassment in violation of district policy.
- Soliciting personal information with the intent of using such information to cause emotional or physical harm.
- Disrupting the work of other users. This includes the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource.
- Use for private business purposes; i.e., personal purchases, financial transactions, etc.

Violations of the Acceptable Use Policy described above will be dealt with seriously. Violators will lose computer privileges; face school discipline; and, if appropriate, legal charges.