THREE VILLAGE CSD

Instructional Technology Plan - Annually - 2016

LEA Information

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A. LEA Information

1. **2014-2015 Student Enrollment**

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	6,719	0	1,185	1,369	1,621	2,481	63

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

Kerrin Welch Pollera

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

Director of Technology

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B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The mission of the Three Village Central School District, in concert with its families and community, is to provide an educational environment which will enable each student to achieve a high level of academic proficiency and to become a well-rounded individual who is an involved, responsible citizen.

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

Our district is committed to inspiring and preparing students to be life-long learners who are steeped in knowledge and skilled in its application. Recognizing technology as a tool for teaching and learning is a crucial step in developing a successful technology plan in an educational environment. Rather than just another topic to be taught, technology is not an end in itself, only a means to an end. By empowering educators with effective tools, we afford them the ability to capture and develop the imagination of students.

The Three Village student instructional technology goals are based on the New York State Teaching and Learning Standards (www.EngageNY.org), the Common Core State Standards initiative and the 21st Century Skills for students in grades K-12. The New York State Education Department has released technology proficiencies within particular subject areas. NYS also defines Technology Literate students as being able to:**"1) demonstrate understanding of concepts underlying hardware, software, networking connectivity and in use of computers and applications, 2) demonstrate understanding of ethics and safety issues in using electronic media and responsible use of technology, and, 3) use technology for communication, research and collaboration and problem-solving. With proficient technology skills, students should be able to locate, collect, synthesize, and evaluate information from a variety of digital sources, and to use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.**

District Goals have been developed as follows:

Goal 1 - Technology Support for Teaching and Learning - Provide students, teachers and staff with increased access to innovative technology resources, including assistive technologies, which also expand the boundaries of our school walls and support all aspects of teaching and learning in the 21st Century.

Goal 2 - Technology Integration - Continue to update and revise the district's curriculum to include the integration of technology, based upon Common Core (CCLS), ISTE NETS and 21st Century Skills. Standardize, align and communicate desired student technology skills across the grade levels and across the district.

Goal 3 - Provide the district's students, parents and community members with access to educational technology resources and current electronic information.

Goal 4 - Utilize technology resources to maintain records, organize information and automate office functions. Provide interoperability among and between the automated systems. All critical systems will have an operable disaster recovery plan, as well as security monitoring and data protection procedures.

Goal 5 - Replace aged out (5 to 6 year old equipment) hardware. Maintain and improve upon all aspects of infrastructure. Support existing hardware.

Goal 6 - Pursue Cost Savings Technologies - such as virtualization and open source software. Utilize and implement technology to reduce costs and conserve natural resources.

Technology projects will continue to be integrated into core subject areas within each of the grade levels. To that end, we have formally integrated instructional technology into specific grade levels and courses in our district, as well as, provide varied and relevant professional development to staff.

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3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

Planning and analyzing the plan involves many stakeholders in our district. In addition to the Technology and Smart School Committees, we regularly include Instructional Technology agenda items on meetings of the Professional Development Committee, Curriculum Development Committee, Elementary and Secondary Program Review committees, SUNY Stony Brook University Partnership meetings, Leadership Team Meetings, Cabinet meetings (budget and staffing), and several additional sub committees, such as AIS and RTI. Instructional Technology and Smart Schools presentations are also incorporated into public Board of Education meetings as well. By specifically discussing the most relevant and timely concerns, current needs and goals, and resulting benefits of technology integration from many and varying representative groups, we are able to successfully plan for and make required adjustments quickly.

Some of the most significant recent **outcomes** of our meetings have included:

- STEM (2015-16) – the establishment of an elementary STEM teacher and program in each of our 5 elementary schools, as well as, the reestablishment of Computer Science courses at the high school. Students in every grade K-6 receive STEM lessons throughout the school year.
- STEM & College/Career (2016-17) – the introduction of new Computer Science courses in the junior high schools, the addition of AP Computer Science sections at the High School and the reestablishment of an excessed Business Education teacher in the secondary schools. A plan for a new App Development course will be developed in the fall and offered to students at the HS in the spring.
- Professional Development Teacher Leader (2016-17) - the addition of a second, district wide Instructional Technology Lead Teacher. This was a result of the need for increased professional development by teachers.
- Chromebooks and 3D Printing - budgeting for additional Chrome books in our schools. Several requests, in addition to data showing an increase in the use of these mobile devices and equipment will result in additional purchases in the 16-17 school year.
- Wireless Expansion and Upgrades – Universally, from all stakeholders including parents and community members, the recommendation to have a robust and widely available wireless network has been documented. We continue to install new access points, replace older ones and add additional access to our outdoor spaces. A new wireless controller will be required within the next 6-12 months.
- Increased bandwidth - The district increased it's bandwidth from 200 mb to 400 mb as a result of feedback and analyzing usage reports. This increase provides faster and more reliable access to internet based instructional resources.

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

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

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

The top reasons include funding, being able to provide meaningful and sustainable professional development to staff and a limitation of available devices to use with students. The tax cap does not allow the district to exceed the 2% property cap threshold. Staff have expressed the need to have more time and more availability of professional developers to assist them in integrating technology into their lessons. While we have added one additional teacher leader, this provides the district with 2 staff developers for 8 buildings and over 500 teaching professionals. In addition, other initiatives including Common Core curriculum updates, changes to the State Exams and APPR mandates take priority over the professional development monetary resources and time that districts have.

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C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

- ☐ Greater than 10 Gbps
- ☐ 10 Gbps
- ☐ 1 Gbps - < 10 Gbps
- ☑ 100 Mbps - < 1Gbps
- ☐ 50 Mbps - < 100 Mbps
- ☐ 10 Mbps - < 50 Mbps
- ☐ Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

- ☐ Greater than 10 Gbps
- ☐ 10 Gbps
- ☐ 1 Gbps - < 10 Gbps
- ☑ 100 Mbps - < 1 Gbps
- ☐ 50 Mbps - < 100 Mbps
- ☐ 10 Mbps - < 50 Mbps
- ☐ Less than 10 Mbps

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

Lightower

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

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

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.

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

6. **What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?**

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	100	☑ Mbps ☐ Gbps
Maximum Capacity of Switches	1	☐ Mbps ☑ Gbps

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

0

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

☑ Yes
☐ No

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

80

9. **Does the district use a wireless controller?**

Yes

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

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	1,967	1,967
Laptops/Virtual Machine (VM)	185	185
Chromebooks	867	867
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	61	61
Tablets nine (9) inches or greater without access to an external keyboard	171	171
Totals:	3,251.00	3,251.00

11. What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?

18

12. Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.

Additional funding would be welcomed to increase our ability to provide additional professional development to our teachers in the area of integrating assistive devices in the classroom. Funding would also provide us with an increased ability to purchase and pilot additional technologies that could benefit this population.

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

	Number of devices in use
Document Cameras	212
Flat Panel Displays	6
Interactive Projectors	194
Interactive Whiteboards	35
Multi-function Printers	19
Projectors	105
Scanners	7
Other Peripherals	0
Totals:	578.00

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

(No Response)

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

Yes

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

Yes

16a. On an average school day, approximately how many student devices access the district's network?

1,402

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

Yes

18. What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?

- ☑ Insufficient number of devices meeting testing requirements
- ☐ Lack of reliable Internet service
- ☐ Insufficient broadband access
- ☑ Inadequate staffing levels
- ☐ Insufficient testing spaces
- ☐ District does not foresee any barriers
- ☐ Other

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D. Software and IT Support

1. What are the operating system(s) in use in the district?

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	Yes
Windows XP	Yes
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	No
Other	No

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

(No Response)

3. What are the web browsers, both available and supported, for use in the district?

	Web Browsers available and supported for use
Internet Explorer 7	Yes
Internet Explorer 8	Yes
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

4. Please provide the name of the web browser if the response to question three included "Other."

(No Response)

5. Please provide the name of the Learning Management System (LMS) most commonly used in the district. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of online and blended learning courses.

Moodle

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

Moodle, Google Apps for Education, GoMath, Discovery Education and Microsoft Office

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

Elementary:
1. Amazing Animals of the World – Grolier
2. America the Beautiful – Grolier
3. Culture Grams
4. Sirs Discoverer
5. Noodletools

Secondary:
1. ABC-CLIO Databases (Ancient & Medieval Eras, Modern Era, American History)
2. Proquest Multiple Databases/Direct Plus/NY Direct Pkg
3. Opposing Viewpoints in Context – Gale
4. Noodletools
5. Biography Reference Center – Wilson

8. Does the district have a Parent Portal?

Yes

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

- ☑ Attendance
- ☑ Homework
- ☑ Student Schedules
- ☑ Grade Reporting
- ☐ Transcripts
- ☑ Other

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

Assessments, Immunizations,Transportation, Sports Clearance, Emergency Contact information, access to resources such as Office 365, Naviance, etc.

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

- ☑ Learning Management System
- ☑ Emergency Broadcast System
- ☑ Website
- ☐ Facebook
- ☐ Twitter
- ☐ Other

10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.

Title	Number of Current FTEs
Ex Director of Instructional Tech	0.50
Network Administrator	2.00
Network Technician	5.00
Computer TA	8.00
	15.50

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E. Curriculum and Instruction

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

Our district plans to provide educators and students with high speed, reliable access to the Internet and the district network, modern interactive displays, current computers and mobile devices in order to leverage technology and data to personalize and differentiate student learning and improve college and career-ready instruction. The district's wireless infrastructure is planned for expansion and updating through the application and funding from the Smart Schools Bond Act. The district has submitted (July 8, 2016) the first application for network infrastructure upgrades for this purpose. Technology resources can support educators in delivering high-quality, open digital learning resources and content; use a wide range of devices and digital tools, including those related to new assessments; use real-time data to personalize learning; and use technology to increase engagement with families and other teachers and students.

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

Yes

2a. If "Yes", please provide detail.

Three Village special educators strive to evaluate their students' assistive technology needs by first considering the district's instructional technology resources. Special education case managers and service providers become informed AT providers and incorporate standard instructional technology used by the mainstream population into their instruction. A careful and purposeful evaluation of resources is made by these professionals to ensure that all IDEA regulations are met and that any materials meet the NIMAS standard for accessible materials which include files to produce braille, large-print, audio, or digital text for blind or other persons with print disabilities.
The IEP team determines which tools students require to accomplish IEP goals and objectives, and include generic AT names on the written document (e.g., word processing tools, read aloud applications, calculator, graphic organizer, magnification). The systematic inclusion of the generic names ensures timely provisioning of the available technologies.
The recent deployment of Chromebooks into the special education community has been a remarkable success. We continue to encourage using mainstream instructional technology tools for assistive technology purposes (e.g., Inspiration, Kidspiration, Discovery Education); using integrated word processing assistive technology features (e.g., autosummarize, thesaurus, speech-to-text, text-to-speech, graphic organizers) to improve student writing; employing AIM Navigator, a free, web-based interactive tool, to facilitate the process of decision-making around accessible instructional materials for an individual student; and accessing web-based online video tutorials to train staff and students in use of new AT.

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

Yes

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

In an effort to close the gap, the Special Education Dept works in collaboration with the Instructional Technology Dept to provide students with special needs the assistive technology necessary to remain competitive with their general education peers. The Instructional Technology Teacher Leader, works with special education staff to provide access to mainstream course materials and assignments via MOODLE, a free, open-source, course management system and via the Google Classroom. Recently, the district's Assistive Technology Lead Teacher and the Instructional Technology Lead Teacher collaborated to author and post to the District's Technology Blog to inform all teachers of the latest and greatest technology tools to support their curriculum.. http://3villagecsdinstructionaltech.blogspot.com/ .
Special education case managers and service providers are informed AT providers and incorporate standard instructional technology tools used by the mainstream population into their instruction. Streamlining and incorporating technological tools into the mainstream curriculum where all students are treated as individuals fosters the inclusion philosophy of special education. Technology and the explosion of web-based resources provide lessons in a variety of formats suited to the diverse learning styles of all students. The IEP team determines which tools students require to accomplish IEP goals and objectives. Professional development coupled with a turn-key approach to staff development is invaluable.

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

☑ Yes
☐ No

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4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).

Our English Language Learners, as well as their instructors, are provided with the same access to resources (including technological ones) and professional development opportunities as the rest of the general education students and staff. The majority of our ELL's are integrated into the general education setting where resources are available to all. Chromebooks were purchased and installed in this department over the past year. Specific workshops for students and parents on how to access available technology resources, including the Parent Portal, were also delivered by the Director of Instructional Technology early in the 2016-2017 school year.
Available technology is evaluated for use by ELL students by the ELL certified staff. Adaptable tools and websites such as Newsela, which can be utilized by all students and modified for individual students are valuable tools since they can be adjusted for a variety of reading levels, languages and interests.

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F. Professional Development

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

Workshop Name	Audience	Provider
Infinite Campus Gradebook	Teachers	Lead Teacher IT, ES BOCES
Infinite Campus Overview/Basic Support	New Users	Lead Teacher IT, IT Clerical, ES BOCES
Infinite Campus Scheduling	New Principals, New Asst. Prinicipals	Director of IT, ES BOCES, Custom Computer
Infinite Campus Ad Hoc	Admins, Clerical, Nurses	IT Clerical, ES BOCES
Infinite Campus Health Mod	Nurses, Health Office clerical	IT Clerical, ES BOCES
Google Apps for Education	Teachers, Admins, Librarians	Lead Teacher IT, Director of IT, Librarians, SUNY Stony Brook
Discovery Education Tech Book	Teachers	Dir. of Social Studies, Lead Teacher IT, Discovery Education
Go Math	Elementary Teachers	Houghton Mifflin trainers, Lead Teacher IT, STEM teachers
Moodle	Teachers	Lead Teacher IT
Assistive Tech Applications	PPS Teachers, Staff	Assistive Tech Lead Teacher
Document Camera	Teachers	Lead Teacher IT
Microsoft Applications	Clerical staff	Asst Dir. IT
Interactive Whiteboard	Teachers	Lead Teacher IT, Librarians
Noodle Tools	Teachers	Librarians
Naviance	Secondary Teachers, Guidance Counselors, Parents	Guidance Counselors, Lead Teacher FACs
BrainPop	Elementary Teachers	BrainPop, Lead Teacher IT, Librarians
WinCap	All users of Finance Manager	WinCap, Asst. Business Admin
MyLearningPlan	New teachers, new clerical, new admin	Asst. Dir. IT, HR staff
Staff Trac	Admin	Asst Dir IT
TurnItIn	Secondary Teachers	Chairpeople, Librarians
SteamTrax & 3D Printing	STEM Teachers, Lead Teacher IT	SteamTrax, Lead Teacher IT
Code.org	STEM Teachers	Code.org, conference
Scratch	STEM Teachers, Lead Teacher IT	ES BOCES
Chromebooks & Apps	Teachers	Lead Teacher IT, Librarians
Educational Technology Certificate Programs	Teachers	SUNY Stony Brook
Instructional Technology Inservice Offerings	Teachers	MESTRACT
Instructional Technology Workshop Offerings	Teachers, Admin, Clerical	ES BOCES Model Schools

The primary methods of course delivery in Three Village are face to face and blended online. In the blended model, teachers meet face to face during the first and last class meetings and the rest of the time, they work online.

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2. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.

Title	Number of Current FTEs
Ex Dir of IT	0.50
Lead Techer IT	1.00
Lead Techer Asst Tech	1.00
	2.50

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G. Technology Investment Plan

1. **Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.**

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Switches	1,200,000	Both	☑ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
2.	Wi-Fi	250,000	Both	☑ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
3.	Servers	200,000	Annual	☑ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other
4.	Chromebooks	200,000	Both	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other
5.	Interactive Displays/Projectors/Whiteboards	450,000	One Time	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
Totals:		2,300,000.00		

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

(No Response)

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H. Status of Technology Initiatives and Community Connectivity

1. Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.

- ☐ Changes in District Enrollment
- ☐ Changes in Staffing
- ☐ Changes in Funding
- ☐ Technology Plan Implementation
- ☐ Computer-based Testing
- ☐ Catastrophic Event
- ☐ Developments in Technology
- ☐ Changes in Legislation
- ☐ Other
- ☑ None

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

Our district has implemented a Bring Your Own Device implementation which began two years ago with our high school students. This allows students to utilize their own devices to access the district's network and internet resources while in school. Teachers in the following areas have received tablets or Chromebooks for use at school and at home: middle school English, social studies, math, and global language, K-12 physical education and a 12 member pilot of HS teachers. The Chromebook initiative, coupled with the implementation of Google Apps for Education has dramatically improved the way students and teachers can access electronic files from both in school and at home.

The district's Citrix network, first established in 2005, provides all users with network access both within and outside the district 24/7. The Citrix network provides access to the district's software resources on any connected device for both students, teachers, administrators and staff. This network must be maintained, supported and upgraded every 3 to 5 years.

Continued support in the form of technical assistance and professional development for the MOODLE classroom environment, Google Apps for Education, and Microsoft Office 365 for 24/7 access to lessons and materials will be maintained. Web-based features are strongly considered when choosing a new curriculum or textbook adoption. Our K-6 Go Math adoption has made many math resources available to students and parents from home. Other widely used web-based resources include Castle Learning, Discovery Education, BrainPop, and Code.org.

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

- ☑ Home
- ☑ Community
- ☐ None

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

Public library Emma Clark, Optimum Lightpath provides it's subscribers with Wi-Fi hotspots throughout Suffolk County, local businesses such as Starbucks and SUNY Stony Brook University.

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I. Instructional Technology Plan Implementation

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

Goal 1 - Technology Support for Teaching and Learning - Provide students, teachers and staff with increased access to innovative technology resources, including assistive technologies, which also expand the boundaries of our school walls and support all aspects of teaching and learning in the 21st Century.

Goal 2 - Technology Integration - Continue to update and revise the district's curriculum to include the integration of technology, based upon Common Core (CCLS), ISTE NETS and 21st Century Skills. Standardize, align and communicate desired student technology skills across the grade levels and across the district.

Goal 3 - Provide the district's students, parents and community members with access to educational technology resources and current electronic information.

Goal 4 - Utilize technology resources to maintain records, organize information and automate office functions. Provide interoperability among and between the automated systems. All critical systems will have an operable disaster recovery plan, as well as security monitoring and data protection procedures.

Goal 5 - Replace aged out (5 to 6 year old equipment) hardware. Maintain and improve upon all aspects of infrastructure. Support for existing hardware.

Goal 6 - Pursue Cost Savings Technologies - Pursue cost-saving technologies, such as virtualization and open source software. Utilize and implement technology to reduce costs and conserve natural resources.

School Years 2016-2019	Major Milestones	Desired Outcomes	Indication of Success
2016-2017	Increase wireless access in the schools, including outdoor areas	Teachers and students will have increased access to the wifi network.	Install additional access points in each of the schools, including the fields and parking areas outdoors.
2016-2017	Increase access to mobile devices in the classrooms.	Teachers and students will have increased access to mobile devices to use for teaching and learning.	There will be an increase in the number and availability of mobile devices for teachers and students.
2016-2017	Continue to implement Google Apps for Education districtwide.	Teachers and students will realize the benefits of using their GAFE accounts from anywhere, at any time.	The number of users will increase. Teacher and students will be able to speak about the advantages of using GAFE.
2016-2017	Monitor the district's bandwidth.	All users of the district network will be able to access internet resources in a timely manner.	Usage graphs will indicate that usage does not reach a maximum.
2016-2017	Continue to implement the STEM program.	Students will receive specific lessons revolving around STEM learning objectives.	Students, teachers and parents will see the benefits of STEM lessons.
2016-2017	Provide the libraries with Chromebooks for students use.	Students will have increased access to mobile computing in the libraries and in school.	Students will integrate technology into the library program.
2016-2017	Replace the district's Citrix servers.	Install and provide access to a remote desktop environment.	Students and teachers will have access to the district's network from any web-enabled device. Virtual desktops will be deployed to relieve the tech staff of visiting each desktop.
2016-2018	Evaluate and plan for a new phone system.	Replace old phone system with new and improved features, with a focus on emergency management and school safety.	Users will be able to access modern features, including e-mail alerts for voicemail and be able to create and view Unified Alert messaging in cases of emergency.

2016-2017	Implement year 2 of GoMath series in all elementary schools.	Teachers are comfortable using the technology components of the new math series.	More teachers will be able to utilize the technology components of the Go Math program. Students can access math resources from school and home.
2016-2018	Increase the use of Discovery Techbook, an electronic textbook for science and social studies.	Teachers and students will have access to online textbooks in grades 5-8 in the areas of science and social studies.	More teachers and students will utilize the Discovery Education program from school and home.
2017-2018	Increase the number of surveillance cameras districtwide.	Improved security.	Improved security in additional areas including the fields.
2017-2019	Evaluate all network switches and install new where necessary.	Replace old switches and add new ones needed for increase cameras and wireless access points.	Network traffic will be minimal. Ports will be available for new IP devices.
2017-2018	Increase memory and storage of virtual servers.	Move more servers to virtualized environment.	Servers will be easier to manage and maintain.
2017-2019	Increase the number of Interactive whiteboards that are less than 5 years old in the secondary schools.	Current interactive whiteboard technology will be available to teachers and students.	Teachers and students will be able to utilize modern, interactive boards for teaching and learning.
2016-2107	Increase the number of document cameras in classrooms	All teachers that desire the use of a document camera will have one.	All teachers will be able to utilize document cameras for teaching.
2016-2019	Replace all computers older than 5 years old.	Teachers, students and staff will have current technology available to them.	The district will be in compliance with current operating systems and software tools.
2017-2019	Update 5+ year old wireless controller.	Install a new wireless controller that is able to manage additional access points.	The wireless network will be robust and easily managed.

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J.Monitoring and Evaluation

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1. Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district's instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.

	Actions	Outcomes
Mid Year	Pilot programs will exist in order for mid-course corrections of hardware purchases to occur.	Ensure technology initiatives are successful.
Mid Year	A mid-year review of the district's website with Syntax will occur.	Suggestions for improvements and corrections will be developed and implemented.
Mid Year	Staff surveys regarding technology in the classroom will reflect an improvement in access to equipment and programs.	Allow for mid-course corrections throughout the plan.
Mid Year	An annual review of technology equipment inventory will be made by stakeholders.	Plan for and budget for new and replacement equipment for next year's annual budget.
	An overview of digital resources will be published and presented at all grade level meetings, department meetings and new teacher orientation.	The District's online resources will be kept current and be published. Teachers and students will be aware of the district's digital resources.
	Review MyLearningPlan reports of professional development activities of teachers	The District will analyze the results of the courses and workshops teachers take in the area of instructional technology in order to provide additional assistance if necessary.
	Technology available in large group areas, such as libraries and computer labs will be no less than 4 years old.	Students, including those with special needs, will have access to newest technology in large group instruction areas such as general use labs and libraries.
	Infinite Campus user logs will reflect more than 85% of parents with accounts.	Parents and students will use Infinite Campus to obtain attendance, grading, contact, assignment, homework and health information on students.
	The assistive technology lead teacher will meet with all PPS teachers of students with assistive technology contained on their IEP.	The district will be in 100% IEP compliance with regards to access to prescribed assistive devices and software.
	A review of computer lab, mobile technology cart and Information Center log books will occur regularly.	All teachers will utilize the school's computer labs, mobile carts and libraries.
	Technology Committee, Program Review, Professional Development and Curriculum Development Committees will review and recommend changes to instructional technology integration strategies.	Instructional technology needs, implementations and integration will be discussed and reviewed by a broad spectrum of district stakeholders.
	Professional development workshops will be provided in Moodle, Google Apps for Education and other educational software programs.	Teachers will be able to communicate with students using anytime, anyplace learning via an online classroom management program. Save money on paper, increase the storage ability of users (at no cost).
	An electronic, web-based work order tool will	SchoolDude reports will reflect an average age

	be used to report technology problems.	of work orders to be less than one week.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.threevillagecsd.org/boardofeducation/default.aspx	2006
Internet Safety/Cyberbullying*	http://www.threevillagecsd.org/boardofeducation/default.aspx	2009
Parents' Bill of Rights for Data Privacy and Security	http://www.threevillagecsd.org/Assets/Educational_Services/Parents_Bill_of_Rights_for_Data_Privacy_and_Security.pdf?t=636038426568670000	2015

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K. Survey Feedback

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

1. Was the survey clear and easy to use

Yes

2. Was the guidance document helpful?

Yes

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

(No Response)

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

(No Response)

5. Other comments.

Please allow the charts to roll over. It was very tedious to have to type them all over again. This would be the Professional Development, Timeline and Actions.

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Appendices

1. Upload additional documentation to support your submission

(No Response)