

Instructional Technology Plan - Annually - 2016

LEA Information

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	10,284	1,787	2,209	1,973	1,745	2,481	89

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

Daniel Shanahan

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

Assistant Superintendent

Instructional Technology Plan - Annually - 2016**Instructional Technology Vision and Goals**

B. Instructional Technology Vision and Goals**1. Please provide the district mission statement.**

As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging and challenging learning environment.

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

The 2015-2018 East Ramapo School District Technology Plan will continue to follow the ongoing momentum we have gained in previous years. We will continue to maintain/upgrade our network, our infrastructure and provide scalable internet bandwidth to allow us to meet the evolving demands of

the students and teachers we serve. Over the next two years we will continue to introduce cost effective and emerging instructional technology equipment such as Chromebooks and tablets into the District with a well articulated professional development plan. To meet this objective the District will use a variety of funds including the annual budget for technology, erate, the Smart School Bond Act, and grants.. Our district technology committee has explored the potential benefits of cloud based computing platform on student learning, collaboration and achievement. We included a review of the total cost of ownership as compared to the existing client/server model as well. Starting in September 2015, we begin our formal and systematic entrance into cloud computing, using Google Chromebooks, Google Apps for Education, Google Classroom, and professional development provided by the Lower Hudson Regional Information Center (LHRIC) Emerging Technologies service.

District Vision

The values that form our foundation allow us to envision a school district that utilizes the richness of its diversity to meet the needs of all students in a global society. We will work toward harmonious partnerships that provide community involvement that builds upon scholastic excellence, cultural appreciation, and ethical behavior among individuals who are committed to lifelong learning and a positive future.

• GOALS**Goal 1**

From July 1, 2015 through November 30, 2016, our technical staff and vendors will upgrade the district technology infrastructure by installing Cisco Core

switching equipment at all 14 school buildings. This will enable the district to install Cisco Core switches that increase connectivity among networks and provide with access to high speed internet for rich content delivery in the classroom and improved instructional resources.

Goal 2:

From July 1, 2016 to June 30, 2017, our technical staff and vendors will build a robust Wi-Fi infrastructure with mobile device management to provide students with greater access to rigorous and rich online educational content through a BYOD model and 1:1 district initiative.

upon completion of the goal. This will ensure access to online content anytime and anywhere.

Goal 3

From July 1, 2015 through June 30, 2017, the district will review and enhance multimedia programs used to supplement learning in the classrooms so students are exposed to rich learning experiences.

Goal 4

From July 1, 2015 through June 30, 2018, the district will progressively increase the number of 1:1 devices for students so students can access the NYS computer-based testing program: Online Assessments and or a similar computer based testing program with compatible and tech specs meeting devices as outlined by the NYS Education Department.

Goal 5

From July 1, 2015 and ongoing, East Ramapo professional developers and professional developers from the LHRIC Emerging Technology Services will train teachers and administrators in integrating technology applications into classroom instruction, assessment and data management for the purpose of progress monitoring teacher instruction and student performance towards established goals.

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Instructional Technology Vision and Goals

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.

Tech Plan Development Process

The technology plan for 2015-2018 was developed with a variety of stakeholders representing our district. This included the superintendent of schools, assistant superintendent for curriculum, school principals, teacher representatives, library media specialists, parents, and our district technology specialists.. The main purpose was to incorporate feedback and input from all school stakeholders into the 2015-2018 Instructional Technology Plan.

2015-2018 INSTRUCTIONAL TECHNOLOGY PLAN DEVELOPMENT MEETINGS

Date	Purpose	Participants	Outcome
JULY 2015	ADMINISTRATORS RETREAT TECHNOLOGY PLAN UPDATE GOOGLE FOR EDUCATION ADOPTION	SCHOOL DISTRICT CENTRAL ADMINISTRATION BUILDING PRINCIPALS, APs, REGIONAL BOCES-LHRIC	District Leadership presented overarching vision and goals for instructional technology to school district administration. Overview of the Smart Schools Bond and Infrastructure Projects determining Priorities for the technology plan.
DECEMBER 2014	PLANNING PROCESS AND DEVELOPMENT TECHNOLOGY PLAN AND SSBA PROJECTS PRIORITIES	ELEMENTARY SCHOOL ADMINISTRATORS AND FACULTY MEETING AT HEMPSTEAD ELEMENTARY SCHOOL. SUPERITENDANT'S TECHNOLOGY COMMITEE.	Provided District Leadership with Clear Picture of School Building and Teacher's perception of District Technology Needs that provided for determining the priority agenda for instructional technology investments.
NOVEMBER 2014	PLANNING PROCESS AND DEVELOPMENT TECHNOLOGY PLAN, E-RATE AND SSBA PROJECTS PRIORITIES	ELEMENTARY SCHOOL ADMINISTRATORS AND FACULTY MEETING AT MARGETTS ELEMENTARY SCHOOL	Provided District Leadership with specific School Building needs in technology for instruction and Teacher's perception of District Technology Needs
NOVEMBER 2014	SURVEY STUDENTS AND TEACHERS DISTRICTWIDE TO IDENTIFY TECHNOLOGY GAPS THAT PREVENT EFFECTIVE INSTRUCTION	DISTRICT WIDE (ALL SCHOOLS). SUPERITENDANT'S TECHNOLOGY COMMITEE.	PROVIDE INPUT ON CONNECTIVITY AND ACCESS TO INTERNET EDUCATIONAL CONTENT IN EACH SCHOOL AND IDENTIFY NEEDS FOR IMPROVING CONNECTIVITY, BROADBAND AND INSTRUCTIONAL DEVICES AVAILABILITY
MAY 2015	PRESENTATION ON TECHNOLOGY PLAN AND SMART SCHOOLS BOND PRIORITIES	PARENT TEACHER ASSOCIATION (PTA)	Provided District Leadership with INPUT FROM PARENTS REGARDING PRIORITIES AND District Technology Needs aligning both with our district mission.
JUNE 2015	INSTRUCTIONAL TECHNOLOGY INITIATIVES: GOOGLE APP FOR EDUCATION, GOOGLE CHROMEBOOKS AND TECH PLANNING PRIORITIES FOR	POMONA MIDDLE SCHOOL FACULTY AND ADMINISTRATION. MEMBERS OF SUPERITENDANT'S TECHNOLOGY COMMITEE.	Provided District Leadership with Teacher's perception of meaningful Professional Development for teachers and administrators to incorporate in the technology plan

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Instructional Technology Vision and Goals

SMART SCHOOL BOND

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

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

Network Infrastructure- Including but not limited to Core Cisco closet Switches, Enterprise Level WiFi Solution with MDM, Server consolidation and Virtualization including E-directory services

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.

Wifi Access Points and Connectivity have caused delivery concerns for BYOD, 1:1 computing and wireless technology implementation. There has not been sufficient funds to upgrade existing infrastructure and end-user devices which has impacted the ability to deliver access within the schools. Funding has not been available for infrastructure Projects (Core Cisco switches, routers and enterprise level wifi with mobile device management.) Funding has not been available for hiring additional resources (Instructional technology staffing) Very limited Funding has been available for Procuring devices (additional chrome books, iPads, desktops, laptops, interactive projectors and smartboards.)

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Instructional Technology & Infrastructure Inventory

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?

LHRIC/SWBOCES

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 Mbps
Minimum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps

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Instructional Technology & Infrastructure Inventory

	Please provide the speed at which classrooms are connected to building wiring/network closet.
	<input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> 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	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps
Maximum Capacity of Switches	10	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

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

90

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?

15

9. Does the district use a wireless controller?

No

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

	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)	1,500	1,500
Laptops/Virtual Machine (VM)	50	50
Chromebooks	1,070	1,070
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	250	250
Tablets nine (9) inches or greater without access to an external keyboard	0	0
Totals:	2,870	2,870

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Instructional Technology & Infrastructure Inventory

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)?**

11

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.**

The District needs to increase professional development offerings, work with technology consultants, developers and vendors, and visit other high performing school districts. The faculty requires greater exposure to the types of hardware and software available for use in the classroom to enhance instructional delivery for all students. Increased professional development opportunities are outlined in the goals embedded in the Technology Plan and sessions are scheduled to begin in spring of 2016. These initial sessions will introduce faculty and administrators to state of the art hardware, software and instructional strategies utilizing technology to consider when designing instruction that will improve student outcomes. The vendors selected are developers, producers and distributors of materials that include devices and programs for increased accessibility to content and curriculum. Faculty will also visit other Districts to observe technology used in the classroom for instructional purposes or to analyze student performance data to make programmatic and instructional decisions. Instructional delivery strategies need to be aligned with 21st century learning skills associated with technology to create, evaluate and effectively utilize information, media and technology. The District will work in conjunction with Lower hudson regional information center (SWBOCES) and various consultants during all scheduled construction projects to insure universal Wi-Fi access, appropriate network infrastructure installation and assist with product purchasing.

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

	Number of devices in use
Document Cameras	20
Flat Panel Displays	0
Interactive Projectors	85
Interactive Whiteboards	25
Multi-function Printers	101
Projectors	175
Scanners	2
Other Peripherals	0
Totals:	408

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

N/A

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

Yes

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

No

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

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Instructional Technology & Infrastructure Inventory

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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Software and IT Support

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	No
Windows 7.0	No
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	No
Other	Yes

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

OES SUSE Linux

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

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

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

None

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.

NONE AT THIS TIME

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

ACHIEVE 3000
 MICROSOFT OFFICE SUITE
 THINK CENTRAL/ THINK THROUGH MATH
 GOOGLE APP FOR EDU
 BRAIN POP / DISCOVERY EDUCATION

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Software and IT Support

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

DISCOVERY EDUCATION,
 GOOGLE.COM (<https://scholar.google.com/>, <http://www.merriam-webster.com/>
 PROQUEST
<http://artstor.org>
 Britannica School Edition

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).

(No Response)

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
NTC/DIRECTOR-MIS	1.00
Senior Network Specialist	1.00
Associate Network Engr	1.00
Network Specialist	2.00
Junior Network Specialist	1.00
Tech Aide- Junior Techs	2.00
CIO	0.75
	8.75

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Curriculum and Instruction

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

The District identified increased access to technology by faculty and students and increased professional development as the two most powerful factors influencing teaching and learning. East Ramapo Central School District supports teaching and learning in schools by providing students, teachers, families and community organizations with ongoing opportunities to communicate and collaborate about instruction and student achievement through the use of technology that addresses the Regents Reform Agenda and New York State Common Core Learning Standards. Our goal is to prepare students for college and career readiness. Our primary focus is the development of communications including listening, speaking, reading, writing, digital literacy and numeracy for all our students. In terms of teaching, teachers create interactive lessons using interactive whiteboards, utilize computer assistive technology such as online tutorial programs, e-books, instructional websites, web-based videos, and collaborative Web-based learning management systems (LMS) designed to support student learning. Teachers access student and teacher effectiveness data using the district data portal and access student performance reports from tutorial programs in order to inform instruction. There is a growing cohort of teachers that is exploring the use of the Google ecosystem / GAFE (Google Apps for Education) with a focus on the student experience. These teachers are unpacking how GAFE intersects with specific content areas, with the intent of encouraging collaborative uses of technology. This cohort focuses on how the Google platform can support teacher efforts around increasing student engagement and mastery of writing and literacy.

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.

Today's technologies have the ability to dramatically change the lives of students with disabilities, enabling them to access the curriculum, participate in learning activities alongside their peers, personalize their learning, and achieve their full potential. An understanding of assistive technologies and accessibility will help school personnel make informed decisions when they evaluate students' needs. Better still, this knowledge will help schools develop educational environments and programs that can meet the needs of all students, regardless of whether they have disabilities. It is with this goal in mind that the current technology plan was developed. Access to professional development for all teachers will help them to become familiar with adaptive devices and instructional strategies using technology to improve access for students with disabilities. Access to the Common Core State Standards and the aligned online assessments are a priority for the District's with reference to students with disabilities. Currently students with disabilities and English Language Learners have access to Desktops, iPads and chromebooks with adaptive applications for instruction.

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.

The District will continue to maintain a hardware and software budget that is dedicated to the purchasing of assistive and adaptive technology for students with disabilities. The District will continue to participate in professional development that targets the support of students with disabilities using Universal Designs for Learning supported by technology. Currently students with disabilities and English Language Learners have access to iPads, desktops and chrome books with adaptive applications for instruction. beside that they also have access to :

- Mouse emulators which allow physically challenged students to operate computers in a variety of ways. Examples include trackballs, head sticks, touchscreens, and eyegaze systems.
- Digital interactive white boards which are useful to students who have difficulty copying notes from the board.
- Text-to-speech software
- Word prediction software
- Speech recognition software that allows a student to speak into the computer through a microphone and have the text appear on the computer screen.
- Augmentative communication tools and applications enable non-verbal students to communicate. The user selects symbols or pictures from a menu or series of menus, and the device speaks the words.

Students with learning disabilities will further benefit from robust wifi and infrastructure just like all other students.

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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Curriculum and Instruction

- 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).**

The provision of technology specifically for English Language Learners ensures access to participation in the general curriculum by providing technology tools such as translation, text to speech, speech to text, and others . With the assistance of these tools, English Language Learners are able to access and participate fully in the general education curriculum.

Instructional Technology Plan - Annually - 2016

Professional Development

F. Professional Development

Instructional Technology Plan - Annually - 2016

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.

East Ramapo Professional Development Technology Plan

The goal of professional development is to ensure that technology is integrated into all aspects of the teaching, learning, administrative and communicative environment. The purpose of professional development is to ensure the success of the integration of technology through universal access, classroom use, environmental shaping and skill building.

We believe that strengthening our integrated technology expertise will improve the quality of our teaching, learning and communication, thereby helping us to create a transparent, learner-centered environment, in which students, faculty and staff, parents and the community, are active participants in digital literacy and lifelong learning.

In an effort to enhance faculty knowledge of instructional technology the District has committed to providing a minimum of two hours annually of targeted professional development regarding instructional technology during Superintendent’s Conference Days and building level meetings for all faculty beginning September of 2016. Professional development hours outside of the District will be publicized and funded through the Curriculum and Instruction and Management information system departments beginning September 2016. The district has been awarded a three year Learning Teaching grant from NYSED. That will educate about 40 public and nonpublic school teachers in grades 7-12 on Google Apps for Education (GAFE).

All professional development associated with technology will respond to needs identified in the district wide survey and identified by the Technology Committee. A system of ongoing evaluation of professional development needs associated with technology will be accomplished by administering the Clarity survey annually to identify areas of growth and continued needs. The survey conducted last year identified Communication, Collaboration, Critical Thinking, Creativity and Digital Citizenship as key areas. The survey will continue to require parent and student participation.

The East Ramapo CSD will partner with East Ramapo Teacher Center to provide with high quality professional development in alignment with NYSED Professional Development Standards. (<http://www.highered.nysed.gov/tcert/resteachers/pd.html>)

Professional Development Offerings for School Year 2016-17 (similar offering expected for 2016-17 and 2017-18)

DATE	TOPICS	AUDIENCE	METHOD OF DELIVERY
2016-2017	WORKSHOP/WEBINAR: FLIPPING YOUR CLASSROOMRECORDING YOUR LESSON	K – 12 ERCSD teachers	Face-to-face meetings (NO absences allowed) + online learning/assignments
2016-2017	EdLine: Project Based Learning Through Google Apps for Education (PBL through G.A.F.E.) – A HYBRID Online Course	K – 12 ERCSD teachers	Face-to-face meetings (NO absences allowed) + online learning/assignments
2015-2017	TEACHING ENGLISH LANGUAGE LEARNERS IN THE MAINSTREAM CLASSROOM	Mainstream teachers (grades 1 - 6) with English Language Learners in their classrooms, Middle and High School Content-Area Sheltered- Instruction teachers	Workshop
2015-2017	WEB 2.0 & IPAD APPS - A Hybrid Online Course	K - 12	Workshop: face-to-face plus online learning / assignments
2015-2016	New Teacher Workshops for 2015- 16: • Classroom Management: Managing Diverse Classrooms • APPR/Teacher Evaluation/Gather ing Evidence • Teaching ELLs in the Mainstream Classroom • Using Data and the Instructional Information Portal	K-12	Workshop

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Professional Development

- Becoming An Effective Teacher in E. Ramapo - Cultural Awareness & Anti-Bullying

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
CIO	0.25
Information Specialist	0.50
LHRIC-ETS	1.00
	1.75

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Technology Investment Plan

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.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1.	Other	2,000,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
2.	Wi-Fi	1,000,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
3.	Network Cabling	1,240,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
4.	VOIP	750,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
5.	Other	2,500,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act

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Technology Investment Plan

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
				<input type="checkbox"/> Other
Totals:		7,490,000		

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

Other 1> Infrastructure (instructional technology investment) Cisco core closet and edge switching equipment upgrade, Cisco routers
 Other 2> Desktops, interactive projectors and smart boards LCD interactive panels, chrome books, laptops , Tablets
 *** SSBA is short for smart school bond act

Instructional Technology Plan - Annually - 2016Status of Technology Initiatives and Community Involvement

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.**

The East Ramapo School District will provide ubiquitous access to high speed internet for educational content and resources anytime, anywhere throughout the school district school buildings.

The East Ramapo School District aims to provide technology devices for each student and teachers to facilitate the integration of technology in the classroom work, anywhere, anytime.

The East Ramapo School District curriculum and instruction plans aim to enable students to use technology to create content as well as learn material.

The East Ramapo School District nurtures a culture of learning opportunity for all, providing with access to blended learning environment in the classroom.

The East Ramapo School District plans on building strong partnerships with parents and community to ensure access to the internet for homework and research is available outside of the regular school day at the Local Library, Community Based-Organizations and homes if available.

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.**

- Libraries,
- Community centers,
- Rockland community college
- Local businesses (Starbucks, Medonald's etc)

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

I. Instructional Technology Plan Implementation

- 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.**

TIMEFRAME	MILESTONE	Action Plan
SCHOOL YEAR 2015-2016	Technology Infrastructure Investment	Procure Cisco Core Closets at buildings with EDGE Switching upgrade.
SCHOOL YEAR 2015-2016	Network Cabling Upgrade	Provide with upgraded cabling to ensure high speed connectivity within buildings and building to building districtwide to enable the use of technology for instruction.
SCHOOL YEAR 2015-2016	Broadband Connectivity	Procure enough broadband connectivity and access to school buildings districtwide to enable the use of technology for instruction.
SCHOOL YEAR 2015-2016	WIFI (Wireless Fidelity) Connectivity	Procure enough Wireless high speed internet connectivity and access to school buildings districtwide to enable the use of technology for instruction.
SCHOOL YEAR 2016-2017	Computing Devices for Instruction and Assessment	Procure mobile and fixed devices for instruction and assessments districtwide.
SCHOOL YEAR 2015-2016 2016-2017 2016-2018	Provide Professional Development to ensure proper use of devices and infrastructure of technology for instructional purposes	Procure Professional Development to ensure via train the trainer model that multiple opportunities for learning and applying knowledge of new acquire technology for instruction is available at every school building districtwide with a focus on empowering teacher use of Classroom and Google Apps for Education.
SCHOOL YEAR 2017-2018	Sustainability Plan	Review and Prioritize areas of improvement in our Technology Plan to ensure sustainability of the investment in technology for instruction and ongoing professional development.
SCHOOL YEAR 2017-2018	Sustainability Plan	Review and Prioritize replacement plans for investment in technology for instruction regarding: Desktops, Interactive Whiteboards, Instructional Software, Laptops

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Monitoring and Evaluation

J. Monitoring and Evaluation

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.

The District’s technology plan will be evaluated in various ways as follows:
 Superintendent’s Committee for Technology will review the plan yearly.
 The Superintendent’s Cabinet will discuss and reflect on the success in improving efficiency and teacher, student and parent/ community outcomes.
 The MIS Director will conduct an analysis of help desk requests and the volume of support calls and basic service assistance provided using Help Desk data indicators. Tracking yearly data in this area is currently on going.
 Users including administrators and instructional staff reports on the access and use of technology in the classrooms or offices.
 Monthly reviews of bandwidth utilization is reviewed for each school location.
 Network infrastructure equipment analysis is reviewed each year

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.ercsd.org/files/_FNDIy_/4b68ceab0e94211a3745a49013852ec4/4526_-_Computer_Responsible_Use_Policy_-_Adopted_12-02-14.pdf	2014
Internet Safety/Cyberbullying*	http://www.ercsd.org/files/_vNLED_/ca786ede909c76ca3745a49013852ec4/4526.1_-_Internet_Safety.pdf	2012
Parents' Bill of Rights for Data Privacy and Security	http://www.p12.nysed.gov/docs/parents-bill-of-rights.pdf	2014

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Survey Feedback

K. Survey Feedback

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

1. Was the survey clear and easy to use

Yes

2. Was the guidance document helpful?

Yes

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

No Comments at this time

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

No Comments at this time

5. Other comments.

No Comments at this time

Appendices

Appendices

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

(No Response)