

**Oceanside Union Free School District
Oceanside, New York**

Three Year Technology Plan

September 2015- June 2018

This document was prepared by the district's standing technology group.
May 2015

Mr. Christopher Van Cott
Asst. Superintendent for Business

Mr. Robert Fenter
Asst. Superintendent for Curriculum and Research

Dr. David Wayne
Director of Administrative Technology

Mr. Mark Sidoti
Network Specialist

Dr. David Rose
Director of World Languages

Ms. Suzanne Dwyer
Library/Media Specialist and District Webmaster

Ms. Michelle Gehrig
Secretary

TABLE OF CONTENTS

TABLE OF CONTENTS	ii
Technology Mission	1
Goals for 2015-2018	1
Current State of Technology in the District	2
Staff Development and Support	4
Curricula Currently Using Technology on a Regular Basis	5
Status of the Prior Technology Plan	6
GOAL I	6
GOAL III	6
NEEDS ASSESSMENT.....	10
Instructional	10
Administrative.....	10
Infrastructure.....	10
Professional Development	11
Objectives for each Goal	12
Estimated Cost of the Technology Plan	14
Evaluation Process	15

**Oceanside Union Free School District
Oceanside, New York
Three Year Technology Plan
September 2015- June 2018**

Technology Mission

The Oceanside School District is dedicated to integrating technology into the curriculum and in the classroom to enhance instruction and learning. The use of enhanced technology in the administrative functioning of the district is also of importance in order to increase the efficiency of managing services, communication, controlling finances and managing student information. Input for the decision making process involves all constituencies of the district so that hardware and software applications are purchased, upgraded and implemented that best meet the academic and management needs and requirements.

The use of technology should:

- Enhance the acquisition lifelong learning skills by students and prepare them for future learning and employment experiences;
- Support, complement and enhance instruction and model for students the use of technology in post-secondary education and in the workplace;
- Foster individual and cooperative problem solving for students in the learning process and for staff in the decision making of curriculum and services;
- Increase accessibility of information for all constituencies and facilitate the required reporting of information to the state and federal governments ;
- Improve operations and communication capabilities for the district;
- Be made available to all students to use either during or after school hours to accommodate those whose families do not have a personal computer.

Goals for 2015-2018

GOAL I

To update and maintain existing connectivity to provide necessary communications to meet the district's educational goals and objectives.

GOAL II

To train staff in all positions to utilize newly implemented educational and operational hardware and software.

GOAL III

To continually evaluate and upgrade the inventory and functionality of hardware and software in meeting educational and operational needs.

(Specific objective and items are delineated later in this document.)

Current State of Technology in the District

Computer Labs

- Each of six elementary schools (grades 1 – 6) has one instructional lab each with 25 desktop computers, and 6 computers which support the Library automation system and the Kindergarten Center has 1 lab with 16 computers.
- The Middle School has two open instructional labs, one in the library with 27 computers and one with 24 computers. There are also two labs, one with 30 desktop computers dedicated to the Technology Education program, and one with 15 computers utilizing Scan Tek applications in the Middle School. There is a lab with 18 Macintosh desktops for Music. There are also two carts each with 15 laptops to use throughout the building.
- The High School has nine rooms with between 18-25 desktop computers utilized most periods of the day by courses whose curriculum requires consistent use of the internet and software applications. There is an additional open lab in the Library. Classes in a variety of areas make use of these rooms regularly.
- Oceanside High School Castleton has one open lab consisting of 20 desktop computers.
- The Teacher Center and the New Horizons Program share a lab of 20 desktop computers and an additional lab with 13 desktop computers.

Classroom Computers

- Each kindergarten classroom has 2 computers; Each grades 1 – 3 classroom has 2 computers; Each grades 4 – 6 classroom has 4 computers. Each grade from 2 – 6 has 1 networked printer.
- Every secondary classroom has one teacher desktop.
- Other classroom setups include 1 computer and 1 printer in the following rooms: ESL, Reading, Reading Recovery, Special Education, Speech/Language and Resource Rooms.
- The Science/Math Research Program has acquired a mobile lab of handhelds to be used interactively with science experiments.
- The Middle School hosts a bank of computers for its Enrichment program.

Additional Computers for Instruction and Staff Development

- Each elementary school has 3 laptops available for presentations
- The Middle School has several laptops available for staff use.
- The High School has 2 additional mobile laptop carts available for instruction.

Videoconferencing

- Each school has videoconferencing equipment in its Library/Media Center via IP/ISDN.

Presentation Equipment

- The elementary schools and the Kindergarten Center have a mobile presentation cart including a projector, speakers and VCR/DVD player available on demand.
- Interactive Whiteboards
 - Math classrooms in the Middle School have Intelliboards
 - Every classroom in grades 3-6 has a mounted Smartboard with projector
 - Approximately 40% of the rooms in the High School have a Smartboard
- The Middle School has a mounted projector in almost every classroom utilized with other media such as document cameras, DVD players. Approximately 70% of the high school classrooms have projectors

- CPS Student Response Systems are available at all levels and all staff can access these when needed.
- In grades 3, 4, 5 and 6 every classroom has its own presentation unit including a document camera to be used in conjunction with the Smartboard.

Administrator and Clerical Computers

- All administrative and clerical and nurses' desks throughout the schools have desktops connected to the administrative network. The District Office computers have Internet capability and have been integrated into the network.

Infrastructure

- Connectivity includes connection to the district's internet provider, Open Access, fiber optic connections between buildings and copper CAT 5/6 cabling within.
- There are 15 servers handling the district's applications. 9 of these servers are handling the district's classroom instructional applications, 1 server handles the student management system, 1 server handles the library applications and databases, 1 server manages the district website, and 3 servers make up our virtual environment.
- There are 13 virtual servers. These handle the following: Moodle, help center, teacher web pages, school web pages, some district applications, shared district storage, student management reporting, network printing, the district name server, and other administrative needs.
- The district has the internal capability of enhancing our infrastructure by adding needed ports and wiring with our Buildings and Grounds services and continually does so as such needs arise.
- The Middle School and High School have wireless capability for mobile laptop carts in various locations.

Communication Capabilities

- Voice communications are handled via standard phone lines and equipment with VOIP in limited locations for piloting for future district-wide application.
- We subscribe to Blackboard Connect (through BOCES), an automated phone calling system enabling communication with parents for reporting daily attendance at the High School, reporting discipline instances and for sending informational announcements about programs and events.
- The district maintains a comprehensive web site with pages for each school, district calendar and events, athletic schedule and links to teacher web pages.

Internet and Subscription Services

- All computers and, in particular, classrooms have internet accessibility.
- The district subscribes to various outside hosted services including My Learning Plan for staff development, IEP Direct to manage Special Education students' individual plans, BOCES CIT for videoconferencing, various databases utilized by our libraries, Blackboard Connect for communicating with school constituencies and Castle Learning for classroom instruction enhancement.
- The district uses Infinite Campus to manage its student information.

Applications

- Software applications exist for nearly all grade levels and all subject areas. Teachers and administrators request software through a process that includes investigation of merit, hardware requirements and potential ease of use. Applications are continually evaluated for frequency of use and merit to determine continuance or ways to enhance its worthiness for instruction.
- Administrative applications include Finance Manager for financial accounting, Transfinder for transportation, Infinite Campus for student management, and PC Poll to manage food services. Administrative applications undergo the same process as instructional applications in terms of acquisition and evaluation.
- The district has encouraged staff to use Moodle to create on-line locations for course material and staff information.
- The district now uses Microsoft Exchange to manage its email application to make us compliant with the law regarding the archiving and retrieving of communication.

Staff Development and Support

- Every building has a library media specialist and instructional assistants to train and support teachers in the use of new software.
- Grade level, department and faculty meetings are utilized to introduce new applications to staff. Within departments in the secondary schools, supervisors and teachers introduce, train and support one another in utilizing new applications.
- Workshops for training purposes of required applications are offered within the district's professional development program. Workshops also exist for other applications that would enhance instruction. These are taught by district staff, the seller and /or outside experts such as those from BOCES. Additional workshops are available through the Oceanside Professional Development Center (formerly, the Oceanside Teacher Center.)
- Administrators and clerical staff are provided similar opportunities and support via the building's instructional assistants, district-wide technology team and the professional development program.

Curricula Currently Using Technology on a Regular Basis

While the use of projectors, interactive electronic whiteboards, video streaming, videoconferencing, MS Powerpoint, MS Excel are being used in many areas on-demand, there are several curricula specifically designed around the day to day use of technology during a unit of study or for the entire duration of the course. These areas or courses are listed below. Note that as new technologies emerge, more curriculum areas integrate them into the curriculum.

The use of the computer and internet has also become a mainstay in courses where teachers are making use of Moodle and/or maintaining web pages, newsgroups or blogs.

High School

Computer Animation	Introduction to the Principles of Technology
Computer Graphics	Advanced Principles of Technology
Digital Photography & Video Making	Computer Science
Investments & Analysis	Advanced Placement Computer Science
Business Computer Applications	Creative Writing
Sports Marketing	Journalism
Business Ownership and Entrepreneurship	Music Theory I and II
International Business	Advanced Placement Music Theory
Entertainment Marketing	Music Technology/Composition
Hospitality and Tourism	Research classes in Math, Science and Social Science
College Accounting	
Design and Drawing for Architecture and Engineering	
.	

Middle School

General Music	Discovery
Music Theory	Research classes in Math, Science and Social Science
Technology and Media	Technology with ScanTek
Math classes	

Elementary Grades

In Grades 1-5,

technology activities embedded in the math curriculum required to be performed by students.

In Grades 2 -6,

students are given opportunity to learn applications via the Social Studies curriculum.

In Grade 3 and 4,

students work on, as part of the Science curriculum, Journey North which is an interactive web based application.

New Horizons Adult Education

Computer Applications for Life Skills

Descriptions of these courses appear in the High School Course Offering Guide and in literature sent home to parents in grades K – 8. Additionally, teachers inform parents via back-to-school night discussions, postings on web pages and class handouts as to how the technology plays a part in class and how parents can utilize and support the technology as well.

Status of the Prior Technology Plan
September 2007- June 2010

The following has been accomplished in accordance with
the Technology Plan for the years 2007 – 2010:

GOAL I

To update and maintain existing connectivity to provide necessary communications to meet the district's educational goals and objectives.

Objectives

- The High School and Middle School have wireless capability enabling the use of mobile laptops without unnecessary cabling.
- A web based student management system, Infinite Campus, was implemented.
- Our network was consolidated so that staff could access their own and shared folders from all locations
- Handheld technology for communication and administrative services was increased for use by security and maintenance personnel.
- We have put into place an automated communications system to keep school constituencies current with student information and other items of importance and interest. Additionally, we have upgraded our e-mail system to Microsoft Exchange with more advanced features than our prior Novell system. This will also allow us to be compliant with the statutes regarding the producing of documents for discovery situations.

Not completed

- Dedicate a server for video streaming;
- Gathering free material and storing it in one place to be used by all.

GOAL II

To train staff in all positions to utilize newly implemented educational and operational hardware and software.

Objectives

- Courses on new and emerging technologies have been a consistent on-going mainstay of our staff development program.
- Our staff has been trained to become more proficient in presentation applications and web-based services to enhance instruction. These included use of the integrated whiteboard, CPS systems for student responses, various exam prep applications including Castle Learning and Examview.
- The staff has been trained to on how to make use of our tech based administrative applications such as Infinite Campus (both in terms of finding information and with respect to maintaining an electronic grade book, email and My Learning Plan.
- Continued, on-going, offering of the Intel course for integrating technology into instruction.
- Continued, on-going, offering of office applications such as MS Word, Excel and Access for clerical staff and administrators.

GOAL III

To continually evaluate and upgrade the inventory and functionality of hardware and software in meeting educational and operational needs.

Objectives

- Software and subscription services are reviewed annually for their usage and need to be continued;
- Interactive white board “smart” technology and connected software has been introduced at all levels and in all subjects producing a great deal of interest by staff to increase its availability;
- Projectors have been mounted in all elementary libraries, computer labs and all purpose rooms. Integrated

Smartboards with projectors have been added to rooms in grades 4, 5, and 6 which has also eliminated extensive use of extension cords and cables that had been a hazard in the room.

- Projectors or interactive whiteboards with projectors have been added to all Middle School rooms and nearly half of the rooms at the High School;
- The technology at the Alternative High School has been enhanced including its computer lab, Smartboards and various other items.
 - Increased saving capacity for students
 - Acquired more laptop computers to create mobile labs for temporary or long-term use in order to make technology more available and to free up permanent computer lab space.
 - Provided upgraded digital cameras and editing software to facilitate the creation of multimedia presentations by faculty and students
 - Provided each elementary classroom with a multimedia cart
 - Introduced emerging technologies which have proven effective in enhancing instruction.

A complete list of teacher related staff development courses for the 2009-2010 year is given on the following page. Workshops and training sessions are made available for all newly purchased applications and district technology initiatives.

Professional Development Courses Relating to Technology 2009-10

Ad-Hoc Filters, Excel And Infinite Campus Data,
Part 1
Ad-Hoc Filters, Excel And Infinite Campus Data,
Part 2
Adobe Photoshop - Beginner
Advanced New Webmail
Basic Movie Maker
Basic Use Of A Digital Camera
Computer Basics
Computer Basics 101- From Internet & Beyond
Computer Management Techniques
CPS Clickers For Middle School ELA/Social
Studies Grades 7/8
Creating A Quality Teacher Website
Cyber-bullying
Expanding Your Ability To Create Worksheets
Using Power Point
Infinite Campus Grade Book
Instructional Assistants Discussion Groups
Intermediate Email
Introduction To Microsoft Publishing
Introduction To Moodle
Introduction To Powerpoint
Introduction To Word Processing Using Microsoft
Word
Microsoft Word - Unlock The Key To Student
Success
Moodle – Collegial Circle
Moodle For Middle ELA/Social Studies Teachers
Moodle For Science Teachers
Moodle It Collegial Circle
Moodle Training
Moodle Training - Train The Trainer
Movie Maker Basics
Ms Office Basics
Ms Office/Excel- Intermediate To Advanced
Ms Office/Powerpoint - Beginner To Intermediate
Ms Office/Powerpoint - Intermediate To Advanced
Ms Office/Publisher - Beginner To Intermediate
Ms Office/Word - Intermediate To Advanced
Ms Office/Word- Beginner To Intermediate
New Technologies I
New Technologies II
New Technologies III
New Webmail
Photo Story Basics
Sexting - The Social & Emotional Dangers Of
Inappropriate Texting
Smart Board Advanced Training
Smart Board Basic Training
Smart Notebook & The Intelliboard
Technology Roundtable Collegial Circle For High
School
The Changing Reality Of Techno Socializing
Using Microsoft Access
Using Technology As A Tool For Special
Education
Using The New Smartboard Notebook
Webmail Refresher
Webpage

Gathering Input and the Decision Making Process

The district has a standing Technology Group who meet on a regular basis and an extended Technology Advisory Committee which meets annually. Both bodies serve to provide the necessary input and advice in order to insure that the district's technology mission and the objectives of the Technology Plan are met.

The Technology Group consists of the following people:

Mr. Louis Frontario, Asst. Superintendent for Business
Mr. Robert Fenter, Asst. Superintendent for Curriculum and Research
Dr. David Wayne, Director of Administrative Technology
Mr. Robert Schloth, Director of Facilities
Mr. Mark Sidoti, Network Specialist
Dr. David Rose, Director of World Languages K-12
Ms. Sharonann Katcher, Elementary Library/Media Specialist
Ms. Andrea Smith, Middle School Technology Coordinator
Ms. Suzanne Dwyer, High School Library/Media Specialist and District Webmaster
Mr. Sheldon Friedman, Student Management System Coordinator
Ms. Andrea Weinberg, Instructional Asst. – Oceanside High School Castleton
Ms. Phyllis Suppa, Secretary

The role of the Technology Group is:

- To continually assess the meeting of the objectives of the three year plan;
- To investigate the needs for future technology related initiatives and purchase;
- To gather input from all constituencies for the purpose of preparing the list of items that will be submitted for inclusion in the next year's budget;
- To evaluate the use of software and hardware in meeting the curriculum and administrative needs of the district.

The Technology Advisory Committee is an open group consisting of the Technology Group above, members of the Board of Education, members of the PTA, and other interested members of the staff and community.

Members include:

Board of Education Members: Mary Jane McGrath-Mulhern, Robert Transom

PTA and Community Members: Claudia Burburan, Sandy Champagne, Debbie Cohen, Lisa Dahlem, David Friedman, Mary Guararra, Joanne Jackson, Nancy McNally, Ayesha Mirza, Michael O'Malley, Donna Rubino, Marylee Scharfberg, Henry Soria, Patricia Ward, Faith Zaccoli

Staff: Rita Kaikow, Suzanne Murphy

The TAC meets to:

- Share ideas, advice and opinions concerning the district's use of technology;
- Provide input not readily accessible from the internal teaching and clerical staff;
- To create ways that the community can support the district's technology advances.

The Technology Plan remains the basis for all technology purchases in the district. However, additional needs arise and new technology emerges. Therefore, the Technology Group seeks input from staff as to what should be included for the following year. After the Technology Group will prepare the list of items to include for purchase in next year's budget, this list undergoes further scrutiny by the District Administration. It or a modified version is included in the budget and presented to the community during the public budget hearing process. At that time, additional input is gathered and items are modified, if necessary.

**Oceanside Union Free School District
Oceanside, New York
Three Year Technology Plan
September 2010- June 2013**

NEEDS ASSESSMENT

Instructional

Instruction in the 21st century is clearly becoming more web based incorporating what has been called Web 2.0 tools. Additionally, the capabilities of instructional appliances such as Interactive Whiteboards, Tablets, Student Response hand held units and such have drastically changed the landscape of pedagogy in a short amount of time. Students, as well, have changed in that the life of a child is far more integrated with technology and on line activities than in any previous generation. Therefore, we are presented with more challenges than ever before to bridge the gap between the reality of the student's world and the world of our classroom. Our needs and acquisitions would include:

- Interactive whiteboards for the remainder of classrooms that do not have them;
- The development of on-line curriculum documents for teachers and resources for students possibly to replace perishable worksheets and in some cases, texts;
- Laptops, Netbooks or E-Readers for students and teachers to create a truly virtual classroom where instruction is not limited to the physical space and resources at hand;
- Providing teachers with intensive and continual staff development that demonstrates the best practices of seamlessly integrating current technologies into instruction in a way that taps into student interest and enhances learning;
- Create more opportunities and firm up our wireless capabilities for instructional opportunities to occur outside of classrooms;
- Videoconferencing may no longer need ISDN lines as most conferences occur over the Web.

Administrative

While we have accomplished much in creating a cohesive administrative environment there is much more to be done. Specifically, the following needs to be addressed:

- Document sharing to enable collaboration between staff at all levels;
- Remote access to personal files and software applications;
- Video conferencing capabilities to enhance our in-district communication and to make this important activity more efficient and time management;
- Continual upgrading of administrative applications as needed. These applications are the Student Management System, Email, Transportation, Food Services, Community Activities, etc.;
- To ensure that we are fully aware of present opportunities by being a part of the regional network, such as BOCES;
- To continually enhance our ability to communicate with school constituencies via new and emerging technologies and, in particular, the use of a Parent Portal in our Student Management System;
- To upgrade the capabilities of security to locate and identify students in open areas.

Infrastructure

The ever changing landscape of technology creates a fickle relationship between any current infrastructure and the world outside. Keeping up is a never ending foot race and what we have today may be very out of date in the very near future.

- Some of our equipment, in particular - desktops, have reached their life's potential and need to be replaced;
- Purchasing software that would monitor network traffic to identify trouble spots and intruders;

- Enhance our fiber optics between and within buildings;
- Regulating and assigning bandwidth to specific applications;
- Enhancing servers, switches and other hardware to ensure gigabit capability to our new equipment;
- Creating a secure VPN and portal for staff use;
- Review technology procedures and protocols and modify to reflect the current use of and needs for technology.

Professional Development

- Training teachers to use new, emerging instructional applications and upgrading skills with those already in use;
- Training all staff to utilize non-instructional applications as is required by their respective positions;
- Having staff attend regional, state and national conferences to acquire ideas and strategies to enhance this district's use of technology for instructional and non-instructional purposes;
- To create opportunities for curriculum to be modified or developed to include on-line resources, web applications, courseware (such as Moodle), and other electronically based applications to enhance instruction.

Objectives for each Goal

The year in which the objective is intended to be met is included

GOAL I

To update and maintain existing connectivity to provide necessary communications to meet the district’s educational goals and objectives.

Objectives

<ul style="list-style-type: none"> • Increase bandwidth to handle the traffic incurred by web based applications such as video streaming, database searching and other Web 2.0 applications; 	Years 2 and 3
<ul style="list-style-type: none"> • Investigate a turnover to IP telephony – VOIP to enhance voice communications and messaging; 	Year 2
<ul style="list-style-type: none"> • Upgrade our infrastructure and network hardware (switches, wiring, etc.) to handle gigabit traffic; 	Years 2 and 3
<ul style="list-style-type: none"> • Maintain our subscription to automated dialing to communicate with school constituencies and make its usage more enhanced and efficient; 	All Years
<ul style="list-style-type: none"> • Enhance our Internet filtering capabilities; 	Year 2
<ul style="list-style-type: none"> • Ensure that our network security, anti spyware and antivirus systems are working optimally; 	All Years
<ul style="list-style-type: none"> • Maintain our e-mail capabilities and insure that there is enough storage to remain compliant with legal statutes regarding the archiving of communications; 	All Years
<ul style="list-style-type: none"> • Increase the communication between administrative applications that manage students and staff to insure that data is easily transferred and remains current and accurate; 	All Years
<ul style="list-style-type: none"> • Maintain adequate storage and servers to handle network and application usage and to ensure the functionality of our management systems, library systems and instructional environment such as on-line courses with Moodle, the district website, informational databases and video and graphics based course; 	Years 2 and 3
<ul style="list-style-type: none"> • Increase the use of a wireless network district wide to allow for more enhanced mobile communication and connectivity; 	Year 2
<ul style="list-style-type: none"> • Investigate a “cloud computing” structure that would enable staff and students to access school applications and for staff to access files; 	Year 3
<ul style="list-style-type: none"> • Enhance disaster recovery protocols by increasing back up capabilities and investigating off site storage; Investigate a “cloud computing” structure that would enable staff and students to access school applications and for staff to access files; 	Year 1
<ul style="list-style-type: none"> • Enhance communication with parents by utilizing the Parent Portal of Infinite Campus to provide information on-line about student performance and attendance. 	Year 1

GOAL II

To train staff in all positions to utilize newly implemented educational and operational hardware and software.

Objectives

- Continue to offer staff development opportunities through our Professional Development Program;
- Arrange for training from vendors when new applications are purchased or subscribed to;
- Fully train those staff members who serve as technology resources on all of our existing applications and those we may procure or subscribe to;
- Insure that clerical staff members are provided training in all office related technology and communication systems.

These are on-going activities and will be addressed in each of the three years of this plan.

GOAL III

To continually evaluate and upgrade the inventory and functionality of hardware and software in meeting educational and operational needs.

Objectives

<ul style="list-style-type: none"> • Replace older computers that have less storage and processing speed with newer ones (i.e. 64 bit processors) that can better handle internet interactivity and current video and text applications; 	All years
<ul style="list-style-type: none"> • Replace existing office applications with current versions (such as Office 2007) and, in particular, to utilize open office to allow for document sharing such as Goggle Apps; 	Year 3
<ul style="list-style-type: none"> • Move to a “one to one” computing model where a student’s school experience allows for the acquiring of “21st Century Skills” and resembles the reality of the information age; 	Year 3
<ul style="list-style-type: none"> • Create digital curriculum documents for teachers; 	Year 1
<ul style="list-style-type: none"> • Create an on-line environment for students with resources tied to course curricula. 	Year 1
<ul style="list-style-type: none"> • Procure ADA compliant projectors that can be networked to enhance their lifetime and enhance instruction; 	Year 3
<ul style="list-style-type: none"> • Procure interactive whiteboards for all classrooms to make learning as interactive as possible; 	Year 2
<ul style="list-style-type: none"> • Consolidate the administrative end of applications to facilitate use by teachers and students such as a “one log in portal”; 	Year 3
<ul style="list-style-type: none"> • Maintain, enhance and to continue to procure appropriate applications for classroom instruction, test preparation and information gathering; 	All Years
<ul style="list-style-type: none"> • Ensuring that all students have access to the technology by providing them with equipment, cooperating with the local library, and utilizing school labs and resource areas; 	All years
<ul style="list-style-type: none"> • Applying for State, Federal and Legislative grants earmarked for the use of technology wherever and whenever possible; 	All years
<ul style="list-style-type: none"> • Ensuring that our New Horizons program is equipped with adequate technology to comply with Adult Literacy standards; 	All Years

Estimated Cost of the Technology Plan

ITEMS – GOAL I	2010-11	2011 – 2012	2012 - 2013
Hardware Desktop computers, laptop computers, printers, switches, servers, hard storage interactive whiteboards, projectors, document cameras, student response systems, photo cameras, dvd/vcr players, calculators, computer network infrastructure	\$830,000	\$700,000	\$650,000
Supplies Cabling, ink, toner, paper, bulbs, batteries, portable storage, headphones, carts, mounts and furniture.	\$120,000	\$123,600	\$127,308
Applications/Subscriptions Various software to support the Curriculum including dedicated adjuncts to our adopted programs, teacher requested software, exam generators, and on-line information databases. Administrative tools include the Student Management System, Financial Management System, State Reporting Tools and Data Warehouse, BOCES Microcomputer Support, Connect Ed, Guidance software, Guidance direct, Interactive Courseware, DOCA Management Software and more.	\$556,362	\$573,053	\$590,245
Staff Development In-house training by local staff, training by vendors of purchased hardware and software, use of BOCES trainers and Model Schools Support, conferences, and out-of-district workshops on emerging technologies.	\$51,471	\$53,015	\$54,605
Additional Support Expenses for hiring additional personnel for upgrading/maintaining infrastructure.	\$20,000	\$20,000	\$20,000
Totals	\$1,577,833	\$1,469,668	\$1,492,158

Evaluation Process

❖ **Continual and Consistent Input from Constituencies**

- The district maintains a standing technology team consisting of instructional leaders from the elementary, middle school and high school levels, the Director of Facilities, the Network Administrator, the Student Management Coordinator, the Director of Administrative Technology and the Asst. Superintendent for Business, Asst. Superintendent for Curriculum, Library Media Specialist and Technology teachers. These people seek and receive input from their “constituencies” and the team meets biweekly to discuss this input and to plan for the next school year. With this, the district has an *on-going informal evaluation* of technology on an almost day-to-day basis from the users.

❖ **General Broad Perspectives**

- There is a community wide Technology Advisory Committee which, in addition to the people mentioned above, includes residents of the community, other district staff and members of the Board of Education. This provides the district with input from another perspective.

❖ **Specific Instruments to Assess Functionality and Need**

- Hardware and Software request forms are each utilized by all staff to inform the district of individual, group, department and/or school needs and wants.
- Time is set aside at department, school and district wide meetings to gather input from users.
- Buildings and Grounds manages a work order process for technology needs.

❖ **Overall Plan Evaluation**

- At the end of the three years covered in this plan, the district would seek to:
 - Determine if all objectives were met;
 - Measure the effectiveness of the then current available technology against the then state-of-the-art and emerging technologies being used in education.
 - Determine if technology and, specifically, the items included in this planned have improved or enhanced instruction, communication and/or the management of the district.