

Instructional Technology Plan - Annually - 2016

LEA Information

Page Last Modified: 08/01/2016

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	4,686	0	854	1,021	1,126	1,599	86

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

Darren J. Faccilonga

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

Director of Technology

Instructional Technology Plan - Annually - 2016

Instructional Technology Vision and Goals

Page Last Modified: 08/01/2016

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

Mission Statement

The mission of the Baldwin Public Schools is to support students' academic, social, and moral growth, foster a lifelong commitment to learning, and encourage responsible contributions to society.

A partnership reflecting the high standards of supportive families, conscientious learners, committed staff, and an involved community will maximize potential for student success.

Instructional Technology Plan - Annually - 2016

Instructional Technology Vision and Goals

Page Last Modified: 08/01/2016

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

The Baldwin Union Free School District seeks to achieve and maintain best practices in using technology to enhance the educational experiences of all students. The use of technology should be natively integrated to enhance the functioning of the school community. We believe that all members of the school community should be able to:

- Use as appropriate, technology tools and resources for teaching and learning.
- participate in increased opportunities for taking a more active role in their learning.
- Have access to appropriate technology throughout the District, including classrooms, labs, libraries, and offices, using both desktop computers and mobile devices.
- Effectively use a variety of media, online resources, and technology devices for directed and independent learning activities.
- Use technology as a tool for creative expression, effective communication, presentation and publication, research, analysis and problem-solving.
- Use technology to enhance communication, collaboration and management of projects.
- To understand, demonstrate and advocate for legal and ethical behavior regarding the use of technology and information.
- Understand and respect District policies related to technology and the guidelines for digital citizenship

In order to realize this vision, we must actively respond to changes in technology through an ongoing commitment by all members of the community. This commitment includes maintaining a strong and redundant technology infrastructure, providing ongoing technical support, and investing in a comprehensive technology staff development program for staff and community members in order to encourage the effective use and application of technology tools for the total educational agenda.

To provide staff development focused on the following key areas

- Teaching for Understanding
- Active learning
- Differentiation
- Inquiry based learning
- Aligning technology, Common Core, and NETs standards

Create alternative environments to meet the needs of students

- Evaluate current technology available and infrastructure
- Create technology-based classroom pilots
- Provide opportunities for alternative forms of technology
- Leverage collaborative tools and OER resources such as Google drive, Office 365, SAS Curriculum Pathways etc.
- flipped classrooms
- eTextbooks
- BYOD (Bring Your Own Device)
- document cameras
- webconferencing and collaborative presentation tools
- scientific probes and instrumentation / citizen science projects
- New Media production Studio/ video
- music composition
- eBoards
- computer response devices both physical (clickers) as well as virtual (poll anywhere, nearpod, goformative , plickers)

To identify and integrate appropriate technological resources, hardware, software and other services and their effective use to improve student learning of district, and state curriculum objectives.

To incorporate instructional technology tools to accommodate different learning styles to promote student achievement.

To align curriculum benchmarks with the ISTE Standards to assure student mastery of technology literacy and subject area learning standards during the course of their education.

To provide the technological skills necessary to prepare students to succeed as global learners in the 21st Century.

Implement the use of the Google Apps for Education, Canvass LMS, and other applications that facilitate information sharing, interoperability, user-centered design, and collaboration to support literacy.

To encourage the safe and responsible use of technology including the Internet through strict adherence of the District Acceptable Use Policy and by filtering student access in accordance with the Children's Internet Protection Act (CIPA).

Instructional Technology Plan - Annually - 2016

Instructional Technology Vision and Goals

Page Last Modified: 08/01/2016

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.

The technology plan was developed over the course the year of meeting with stakeholder groups which included teachers, staff, and members of the community at large.

Baldwin views technology implementation as a continuous process that adapts to changes and includes ongoing evaluation and opportunities for revision. As needs change and as promising technologies emerge Baldwin evaluates the current and emerging landscape, rethinks and adapts its' objectives in response to emerging trends, priorities, and strategies. This continual evaluation and reflections facilitates the implementation of changes where applicable. The district maintains a District-Wide Technology Planning Committee to receive evaluations from various sources.

The District-Wide Technology Committee is made up of the Assistant Superintendent for Curriculum and Instruction and Technology, Director of Instructional Technology, Principals, Department Chairpersons, Library Media Specialists, Technology Staff, Community Members, Teachers, and Students. The District-Wide Technology Committee meets once a month with the Director of Technology & Instructional Services. The outcomes of the instructional technology plan development meetings shape professional development strategies and highlight priorities that need to be addressed to the

District's infrastructure, hardware, software, and related policies to support the plan. The Committee will present their findings to the Superintendent and Board of Education during as needed. The Committee will continue meeting regularly during the life of the technology plan.

Creation of spaces where students can engage in the process of engineering design, creation, and invention. This is a district wide initiative touching elementary, middle and high school level spaces.

Collaboration with local colleges and university to offer coding, programming, robotic design using various technologies such as Scratch, Arduino, Raspberry Pi, 3d printer, probeware and little bits kits. Partner with Microsoft with the Creative Coding with Apps and Games in Middle and Oracle Academy program in High School.

Plan to obsolete equipment as it reaches the end of useful life (interactive boards, desktops, laptops, iPads, Chromebooks, wireless access points, servers, switches, storage)

Address the need to migrate systems into the cloud where applicable and increase the overall available demands of peak bandwidth requirements.

Emphasis on utilization of Google Apps for Education / Google Classroom and Microsoft Office 365 Classroom in order to provide collaboration opportunities tools for students

Begin piloting of alternative devices to smart boards to include integrative projectors, wireless document cameras, wireless displays.

Acquire additional devices to support curricula and instructional initiatives

Refresh labs, acquire 3D Printers, MFP's, Robotics, and STEAM-Related resources

Upgrade phone, fax and telecommunications system

Additional staff both instructional (Director of Instructional Technology) and support (technicians) to support growing support requirements

Expansion of Technology initiatives through closer collaboration with library media specialists

Rebuild entirely new District website with capabilities and focus as primary means for communication to parents and community at large

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.

Access Points and related wireless controllers were installed on an idiosyncratic ad hoc basis with no emphasis on long term planning. Many devices are beyond their useful life and need replacement. Locations of the access points are not ideally located for maximum range or throughput thereby requiring new wiring and drops to be run. Addressing the device gap given the budget constraints during the tax cap years has been challenging with many computers nearing the end of their useful life. Local network has been very unreliable and improperly configured. Professional development on instructional use of technology has been limited by staffing constraints as well as unreliable network and access to devices.

Instructional Technology Plan - Annually - 2016

Instructional Technology Vision and Goals

Page Last Modified: 08/01/2016

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

Page Last Modified: 08/01/2016

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?

Nassau BOCES

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 Gbps 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.

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

Page Last Modified: 08/01/2016

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<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 Circuit Speed Within a School Building	<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

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	0	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	0	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> 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?**

75

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?**

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

Page Last Modified: 08/01/2016

	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)	500	500
Laptops/Virtual Machine (VM)	50	50
Chromebooks	300	0
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	200	200
Tablets nine (9) inches or greater without access to an external keyboard	0	0
Totals:	1,050.00	750.00

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)?**

7

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.**

On the software side, software based technologies such as word prediction software, virtual readers and dictation solutions need to be updated. Additionally, hardware for augmentative and alternative communication (AAC) devices need to be refreshed. For students with visual impairments, document enlarger and projection systems could enhance our ability to meet those needs. Acquisition of new devices such as live scribe pens, refreshable braille displays, new communication boards, adjustable large font keyboards are still under consideration.

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

	Number of devices in use
Document Cameras	90
Flat Panel Displays	500
Interactive Projectors	32
Interactive Whiteboards	380
Multi-function Printers	25
Projectors	440
Scanners	15
Other Peripherals	9
Totals:	1,491.00

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

9 Logitech Conferencing systems for use in multipurpose spaces.

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

Yes

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

Page Last Modified: 08/01/2016

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

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

18a. Please provide details if response to Question 18 was Other.

Students need a whole new set of skills and dispositions in order to be fully ready and acclimated with testing online.

Instructional Technology Plan - Annually - 2016

Software and IT Support

Page Last Modified: 08/01/2016

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	Yes
Windows 8.0 or greater	Yes
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	No
Internet Explorer 8	Yes
Internet Explorer 9 or greater	Yes
Mozilla Firefox	No
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.**

We are still in the process of experimenting with Canvass LMS and Moodle. Staff is not yet ready to move into an LMS.

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

Google Apps for Education
Office 365 / Office
Smart Notebook
Brain Pop
Spelling Vocabulary City

Instructional Technology Plan - Annually - 2016

Software and IT Support

Page Last Modified: 08/01/2016

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

World book Online , Discovery Education, 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

9a. **Please specify if the response to question nine was "Other".**

Social Media including Instagram, Facebook, Twitter

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
IT support technician	4.00
Assistant Coordinator Computer Services / Data	1.00
IT support technician level 2	1.00
	6.00

Instructional Technology Plan - Annually - 2016

Curriculum and Instruction

Page Last Modified: 08/01/2016

E. Curriculum and Instruction

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

Baldwin continues its' commitment to Development of 21st Century learners who assure skillful use of technology to support the development of lifelong learning and process skills such as flexibility, adaptability, critical thinking, problem solving and collaboration which are essential to success in our rapidly changing information age. The district is continuing to consider the feasibility of implementing Bring Your Own Device (BYOD) / Mobile Learning Device (MLD) policy to create enhanced opportunities for learning , achieving success in college and career , digital citizenship, and increase student achievement. We are progressing with our plans to transition to the cloud for both staff and instructional use to enable the learning community to communicate more effectively, access and process information and work in a collaborative environment. Teachers will incorporate technology tools (Office 365, Google Apps, Canvass) into Common Core Curriculum and leverage digital connectivity (such as webinars, distance learning connections , new media) in order to support deeper student investigations and real world experiential learning. Opportunities for student learning to take place outside of school with integration of a LMS and teachers being able to utilize Open Educational Resources (OER) in support of blended, flipped and fully online learning opportunities. As digital connectivity and technology access improves, teachers will be able to investigate emerging possibilities for leveraging electronic learning resources and expand the variety of teaching tools to differentiate and support diverse learners with the support of productive and efficient management of student assessment and portfolio data.

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.

There are elements of the instructional technology plan to support differentiated instruction and provide accommodations for students with disabilities. Many students with special needs require a multi-modal approach to learning. These students learn more efficiently when the same information and concepts are presented in more than one format (i.e. visual, auditory, physical/interactive, etc.). Access to iPad, Smart Board technologies, computers, tablets, word processing with screen reader technology allow teachers the flexibility to design specialized instruction to address a wide range learning styles and these technologies also support our students with special needs in being provided fluent accommodations that do not disrupt large class instruction. Varying styles of visual presentations of information can be provided for the whole class, or for an individual; class notes can be made available at the end of the class; physical barriers to writing can now be accommodated with voice recognition technology. Finally, we provide assistive technology for students with varying special needs, including but not limited to: augmentative communication devices, hearing aids, and aids for visual and physical impairments. Some of the technologies typically provided to meet these needs include laptop computers, Screen Readers, predictive text applications, tablets, closed circuit TV's, and FM sound field systems.

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?

No

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

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).

We are not using SSBA to acquire devices or classroom technology.

Instructional Technology Plan - Annually - 2016

Professional Development

Page Last Modified: 08/01/2016

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.**

The district plans will provide the following professional development to support the plan

Superintendent's Conference Days: Technology will be integrated into Superintendent's Conference Day workshops involving integrating technology and other 21st century literacies into broader PD topics

- Faculty Meetings, Department Meetings, and Preparation Time
- Throughout the year, presentations are scheduled to demonstrate to administrators and teachers the technologies that are available for classroom use and what best practices integrating these technologies look like.
- Scheduled time during the day to facilitate and participate in staff development activities related to new technologies.
- Leveraging for effect the Baldwin Teacher Center to offers workshops , online facilitated courses through the NYS Teacher Center Online Academy and collegial circles to support teacher use of technology in the classroom.
- Provide both beginner and advanced sessions are available throughout the school year to support teachers in their development of technology proficiency and effective integration. These sessions build upon the introductions offered on conference days and faculty/department meetings.
- Attending and presenting local conferences with professional affiliations, sending team of senior administration to ISTE to return with best and emerging practices
- Establishing a technology mentoring program
- Encouraging a process of peer observations and reflection
- Development of a technology integration mentoring program which contains
- Drop in support and virtual office hours utilizing mentors if available
- Provide "just-in-time" grass root support to teachers and staff
- Conduct technology integration workshops / building & district
- Work with classroom teachers to design and implement technology-enhanced activities
- Attend regular meetings to collaborate and share ideas with other technology mentors
- Model the use of integration techniques at meetings
- Maintain a technology mentor professional learning community

1. Provide instruction on the capabilities, creation and utilization of Web 2.0 tools to enhance classroom instruction and communication with students and all members of the school community.
2. Provide relevant instruction on technology to enhance instruction, implement best practices, and meet district curriculum goals
3. Provide instruction on the variety of digital media resources available so that faculty can create multi-modal presentations and learning experiences for students.
4. Support, promote the use of, and provide training for remote student experiences web conferencing to extend learning experiences beyond the classroom walls.
5. Provide advanced technical training on tools as identified in the needs assessment
6. Provide professional development workshops to improve faculty knowledge of (and enable to become teachers and role models of) appropriate responsible digital citizenship Internet usage and privacy, cyberbullying, copyright laws, acceptable use of information technology, Internet safety instruction.

Intel Teach facilitated professional development empowers teachers to integrate technology effectively into their existing curriculum, focusing on their students' problem solving, critical thinking, and collaboration, which are precisely the skills required in the high-tech, networked society in which we live.

Google Classroom helps teachers create, assign, and collect student classwork and homework paperless.

STEM education ESRI GIS story maps, ArcGIS , coding with scratch , Raspberry PI, Arduino, Maker activities, sticky circuits, using free software such as 123D, to perform CAD and 3D engineering and design, 3d printing , Microsoft dreamSpark, Pilots with Robotera, Code Monkey, Bloxel and Science Bits

Open Source Online learning systems such as Moodle, or Campus

Blended learning academy

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.**

Instructional Technology Plan - Annually - 2016

Professional Development

Page Last Modified: 08/01/2016

Title	Number of Current FTEs
Director of Inst Tech	1.00
	1.00

Instructional Technology Plan - Annually - 2016

Technology Investment Plan

Page Last Modified: 08/01/2016

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.**

Instructional Technology Plan - Annually - 2016

Technology Investment Plan

Page Last Modified: 08/01/2016

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Switches	500,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input 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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Wi-Fi	350,000	One Time	<input checked="" 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 type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Interactive Displays/Projectors/Whiteboards	100,000	One Time	<input checked="" 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 type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Laptops	500,000	One Time	<input checked="" 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 type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Other	2,673,000	One Time	<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 type="checkbox"/> Other
Totals:		4,123,000.00		

Instructional Technology Plan - Annually - 2016

Technology Investment Plan

Page Last Modified: 08/01/2016

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

Cabling investment

Instructional Technology Plan - Annually - 2016

Status of Technology Initiatives and Community Involvement

Page Last Modified: 08/01/2016

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.

We plan to increase student and teacher access to technology, in school, at home, and in the community through the following areas:

By moving to Office 365 for teacher and staff mail, and for Google apps for student communication and collaboration coupled with deploying plans and required infrastructure for a BYOD/MLD environment where teachers and students devices are welcomed on the network, access to technology or applications will no longer be a challenge. We also are investigating instituting a lending program to make available devices can be signed out from school libraries, public libraries, and our CBOs. In addition, using Kajet wireless hot spots we can make available wireless filtered internet accessible to students outside of school for those that do not have it.

By ramping up the use of the Google Docs/Drive/Classroom, Campus, leveraging ERSI GIS and Story Maps and other web based applications that facilitate information sharing, collaboration, knowledge sharing and offering new professional development offerings to support those resources will make it always available.

By upgrading the network and the wireless infrastructure and boosting efficiencies in the internet bandwidth within schools to ensure technology will be accessible through a variety of ways, thereby allowing for enhancement of instruction for all students, in all content areas.

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 libraries, optimum hotspots are available in most areas of district, community centers, and local businesses

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

Page Last Modified: 08/01/2016

I. Instructional Technology Plan Implementation

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

Page Last Modified: 08/01/2016

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.

Strategy / Action	Person Responsible	Measurement	Resources	Completion
Provide staff development Teaching for Understanding Active learning Differentiation Inquiry based learning Aligning technology, Common Core, and ISTE NETs standards , Digital Citizenship	Administrators Outside Consultants Ed 21 Taskforce Central Office Teacher’s Center	Staff development offerings (brochure) Evaluations Content descriptions	Funding Trainers Conferences	Ongoing
Create alternative environments to meet the needs of students				06/2016 06/2017
evaluate current technology available and infrastructure				06/2017
• Create technology-based classroom pilots				06/2017
• Provide opportunities for alternative forms of technology	Administrators Teachers Teacher’s Center Librarians Director instructional Technology	Collegial Circles Evaluation forms	Conferences Funding Workshops Vendor presentations Teacher’s Center	06/2017
• paperless classrooms (Google drive, ETextbooks)				06/2017
• flipped classrooms				06/2017
• BYOD (Bring your own devices)				06/2017
• wireless document cameras •and projection technologies				06/2017
webconferencing • scientific probes				06/2017
• TV studio / video				06/2017
• music composition				06/2017
• eBoards				06/2017
• computer response pads (virtual clickers alternatives)				06/2017
Develop a system of				06/2017

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

Page Last Modified: 08/01/2016

collegial support				
Sharing of Successes & challenges Sharing Intranet possibilities Creation of Intranet	Administrators Teachers Teacher Center Librarians Director Instructional Technology	Minutes of meetings Intranet postings		6/2015 Ongoing 6/2016 Ongoing
Open the walls of the school buildings to include outside experts, and research-based tools Research available resources • Collect and distribute known "best resources"	Tech Staff Librarians Ed 21 Taskforce Director Instructional Technology	Staff development course offerings Website	Funding Curriculum writing	Immediate On-going
Curriculum writing to • Staff development offerings include use of experts Provide staff development on how to integrate these resources into the curriculum/classroom • Develop an organized plan of ongoing technology professional development which addresses content area integration and technology applications. Identify providers of content area technology for staff development • Include follow up support (model lessons, consultant teacher, etc.) • Vary times when courses are offered • Demonstrate knowledge to colleagues (department/faculty/grade level meetings) • Offer core technology staff development and elective courses (through district-wide staff development offerings) that integrate technology into the curriculum				
Share successes with families and community	Administrators Teachers	informal and formal feedback	Technology Availability	6/2016 - Ongoing

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

Page Last Modified: 08/01/2016

eBoards, (or similar)• website • parent nights • video productions Digital Signage • Twitter/social media • Email social media • Parent portal	Librarians Director Instructional Technology			
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Instructional Technology Plan - Annually - 2016

Monitoring and Evaluation

Page Last Modified: 08/01/2016

J. Monitoring and Evaluation

- 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.**

Baldwin views technology implementation as a continuous process that adapts to changes, circumstances and includes ongoing evaluation. As needs changes and technologies emerge. The district will on a tri-annual basis meet in committee to review the plan reevaluate the current landscape and adapts objectives, priorities, and strategies. Continuous evaluation facilitates making changes if aspects of the plan are not working. On-line surveys, focus groups and presentations by building committees to the District Technology Committee will be used in an on-going basis throughout each year. Additionally a data based technology survey which is a component of the District Professional Development Plan will be administered annually.

The technology committee which includes Director of Technology, Library Media Specialist , Department Chairpersons, Directors, administrators, and teachers will be responsible to evaluate the instructional benefits of various components of the plan. The level of instructional technology proficiency gained by teachers, administrators, and staff will be assessed routinely by the use of surveys and observations. The impact of introducing new technologies on student performance will be determined through teacher and student input, progress on assessments, and teacher formal and informal observations.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.baldwinschools.org/Page/3067	2014
Internet Safety/Cyberbullying*	http://www.baldwinschools.org/Page/3067	2014
Parents' Bill of Rights for Data Privacy and Security	http://www.baldwinschools.org/Page/3067	2014

Instructional Technology Plan - Annually - 2016

Survey Feedback

Page Last Modified: 08/01/2016

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.

BOCES support been very helpful.

Instructional Technology Plan - Annually - 2016

Appendices

Page Last Modified: 08/01/2016

Appendices

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

(No Response)