

Instructional Technology Plan - Annually - 2016

LEA Information

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A. LEA Information**1. 2014-2015 Student Enrollment**

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	5,929	161	1,150	1,222	1,364	1,968	64

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

Michele Ziegler

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

Director of Technology

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Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The Lancaster Central School District's purpose is to provide our students with a comprehensive educational program that will allow them to develop fully the necessary academic and social skills to become responsible and productive members of a democratic society.

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

TECHNOLOGY VISION STATEMENT

District staff, faculty and students will be immersed in a culture that has access to technology and information anytime, anywhere and on any device to maximize productivity and learning.

OVERARCHING GOALS

The Lancaster Central School District identified five overarching goals for infusion of technology into the local educational setting. Goals were established after review of the previous technology plan, Comprehensive District Education Plan (CDEP) and the District Technology Committee vision. Each overarching goal is individually addressed through concrete and measurable goals in the Action Plan.

Goal A: Maximize technologies to enhance standards-based, data-driven curriculum, instruction, and assessment to increase student motivation and achievement.

Goal B: Optimize use of current communication tools to improve and support collaboration and learning within the district and global community.

Goal C: Support and manage efficient integration of technologies and personnel to enhance district operations.

Goal D: Promote a culture that models responsible digital citizenship.

Goal E: Ensure that all district personnel have opportunities to increase awareness, knowledge and application of technology.

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Instructional Technology Vision and Goals

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

The District vision was established through interviews with all key district personnel decision-makers. Their vision set the direction for this plan. The Technology Committee provided input through goal setting. A comprehensive survey completed by teachers identified specific needs. A committee of teachers and staff produced the final document.

We developed the Instructional Technology Plan with the assistance of district and community members. In addition, the stakeholder groups below assisted with planning during district-wide and community meetings. Listed below are the groups participating and the outcomes of their plan development meetings.

Board of Education Meetings:

Administrators and Technology Mentors presented to the Board of Education and the community throughout the planning process. These presentations included the use of technology in the classroom along with updates to BOE policies. The updates to the policies address current issues along with assisting in creating the foundation for future initiatives throughout the district.

Hardware/Software Meetings:

Administrators and our IS Department meet on a monthly basis to review the needs of the district and discuss technology requests from teachers. These meetings assist in the implementation of technology and maintaining consistency throughout the district. It allows dedicated time to discuss technology integration, support teachers and affect student achievement.

District Technology Committee

This committee consists of teachers from every school building and administrators from every level, including the District office. This committee meets 3-4 times during the school year. The Technology Mentors share technology updates and highlighted uses for technology. A rundown of changes to expect are presented and discussion revolves around continuing to make progress utilizing technology appropriately at every grade level. Teachers and administrators collaborate to analyze best practices and determine the level of support necessary to continue growth. An annual plan is developed regarding professional development opportunities.

Smart Schools Meeting

The purpose of the Smart Schools Meeting was to gather a large group of stakeholders together to present, discuss and brainstorm technology issues, concerns and proposals for the entire Lancaster School District.

The day was broken up into 3 sections. The day included presentations from different perspectives all relating to the status of integration of technology throughout the seven schools and the district office. Groups were asked to develop a list of the top five greatest technological needs which were discovered through the previous discussion. Choices were collected and reviewed by administration. The information collected has been valuable and allowed decision makers the opportunity to move forward using the voices of participants.

Lancaster Education & Alumni Foundation, Inc (LEAF)

LEAF is an active supporter in the education of our students in the district. Made up exclusively of Lancaster Alumni who graduated as far back as 1945. This committee supports the needs of our district and teachers through Mini Grants that allow teachers to try new technology in their classroom to enhance student learning. Teacher representatives have presented at these meetings and discussed opportunities that we would like to initiate.

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

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

Electrical Power/ Wiring Infrastructure

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.

N/A

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Instructional Technology & Infrastructure Inventory

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C. Technology and Infrastructure Inventory

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

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

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

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

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

WNYRIC/ Erie 1 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 Gpbs or Mpbs
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.

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Instructional Technology & Infrastructure Inventory

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	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 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?**

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?**

99

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

Yes

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

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Instructional Technology & Infrastructure Inventory

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	2,039	2,039
Laptops/Virtual Machine (VM)	96	96
Chromebooks	2,734	2,734
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	0	0
Tablets nine (9) inches or greater without access to an external keyboard	400	400
Totals:	5,269.00	5,269.00

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.**

Funding for specialized professional development for teachers and IT staff in order to make full use of available assistive technologies or funding for a comprehensive assistive technology needs assessment, on an individual basis, for all students identified as disabled.

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

	Number of devices in use
Document Cameras	10
Flat Panel Displays	2,039
Interactive Projectors	0
Interactive Whiteboards	279
Multi-function Printers	25
Projectors	300
Scanners	53
Other Peripherals	0
Totals:	2,706.00

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

Clickers-2, CPS System-33, Digital Camcorder-39, Digital Camera-15, Interwrite Pad-70, eReader-60, WebCam-20

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

Yes

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Instructional Technology & Infrastructure Inventory

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

Yes

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

1,400

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

Yes

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

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

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Software and IT Support

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D. Software and IT Support

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

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

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

Linux, WindowsServer20XX

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."**

n/a

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

Moodle, Edmodo, PD30

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

Google Classroom
 Read 180
 eDoctrina
 FastMath
 Learning A-Z

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Software and IT Support

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

World Book Online
 PebbleGo
 Infobase Issues and Controversies
 Cengage Student Resources in Context
 Cengage Biography in Context

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).

NYS Assessment Reports - ISRs Individual Student Reports through WEBedge.

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".

Remind 101

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
Senior Microcomputer Technical Support Specialist	1.00
Microcomputer Technical Support Specialist	3.00
Microcomputer Repair Technician	3.00
	7.00

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Curriculum and Instruction

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E. Curriculum and Instruction

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

Lancaster's integration of technology into instruction has been planned and supported. We have used class sets of computers and have incorporated a bring your own device policy to supplement devices at grades 7-12. The classroom sets of devices, as well as labs in the schools, have been available, and well used by students and teachers in the instructional process. The District currently supports technology through Library Media Centers, as well as with three Technology Mentors (assigned specifically to work with teachers on instructional applications for technology). In each building, lead teachers (part of the District Technology Committee) explore emerging technology and also provide support for their colleagues in technology applications.

The District's commitment to Kagan Cooperative Learning, coupled with technology applications, attempts to insure that all students' needs are addressed and accommodated. Differentiation of instruction, as well as any individualization of student learning, becomes more of an option with additional devices. Currently, students use class sets of 4 to 5 computers, as well as Chromebooks which can be signed out for classroom use. Additional devices, managed with the assistance of Library Media Specialists and support staff, will permit further integration of the technology into instruction. Ongoing data analysis of student work, already in place throughout the district, reveals areas of concern for individual students, whether general education, special education, or ELLs.

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.

Lancaster Central School District ensures equitable access to instruction, materials and assessments in classrooms throughout the district. Our multi-modality approach includes inter-write boards, tablets, chrome books, video recording and voice to text where necessary. Our assessment programs are able to modify assessments to address the specific needs of our students with disabilities while maintaining the rigor. Additionally, we can adapt online assessments to be read and reread as needed for students.

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.

Lancaster Central School District responds to the assistive technology needs of students with disabilities via discussion at the students annual review meeting. We employ the use of appropriate evaluations in order to determine the specialized manner in which to address the needs of students with various disabilities.

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).

MZ - Translation

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Professional Development

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F. Professional Development

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Professional Development

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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 Lancaster Central School District Professional Development Plan (PDP) is a derivative of the Comprehensive District Education Plan (CDEP) focused on enhancing teaching and learning through four areas. The PDP offers opportunities for all staff to become technologically literate and provides a direct link between identified student achievement gaps and the need for improved instruction in the specified areas.

Curriculum

Continue to refine and align the curricula with the Common Core Learning Standards.

Instructional Strategies

Strategies based on Marzano’s What Works in Schools, Classroom Instruction That Works, and Kagan’s Cooperative Learning Strategies will be supported and implemented using current and emerging technologies.

Assessment

Increase the number of ways teachers can collect, monitor, analyze and use data to improve instruction using technology tools.

Student Motivation

Use innovative technologies to capture student excitement for learning.

Overarching Goal : Ensure staff knowledge, awareness and use of technology within the instructional framework.

	Actions needed to achieve goal	Person(s) Responsible	Date each action will be completed	Indication of Success
E.1	Investigate incentives for virtual staff development for teachers, administrators and staff.	Assistant Superintendent for Curriculum, Instruction and Pupil Personnel Services	Spring 2016	Model in place for obtaining in-service credit for virtual staff development.
E.2	Access and training for teachers in use and implementation of assistive technologies.	Director of Special Education, Assistant Director of Special Education	Ongoing	Use of assistive technologies as needed by students.
E.3	Identify specific technology needs of teachers, based on survey results, to drive creation of new professional development opportunities.	District Technology Mentors	Annually	Increased attendance at Technology Workshops.
E.4	Continue to support teacher technology leaders, through additional staff development offerings, as they assist others.	Building Technology Teams and Technology Mentors	Ongoing	Increased attendance of Teacher Leaders at workshops
E.5	Increase opportunities for IS to attend training with vendors and at BOCES.	Information Services Manager	Ongoing	Increased attendance at workshops

Staff development in the Lancaster Central School District is to support educators in facilitating all students toward meeting and exceeding the Common Core Learning Standards and local standards. Technology-related staff development is designed to assist staff in becoming competent and comfortable with the seamless integration of technology into their curriculum, and management of instruction.

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Professional Development

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STAFF DEVELOPMENT MODEL

At present, the Lancaster Central School District provides the following structures to support the infusion of technology for administrators, teachers and staff:

BOCES Technology Integrator

Building Level Technology Committees

Common Set of Learning Objectives

District Technology Mentors

District-sponsored Workshops

Western New York Teacher Center

Faculty Meetings

Grade Level/Department Level

Meetings BOCES Model Schools

Out-of-District Conference Opportunities (NYSCATE, Digital Wave, etc.)

Professional Libraries within each school

Self-directed learning opportunities available due to the high-speed Internet connection across district

Study Groups

Superintendent's Conference Days

Examples of training include: Google Applications, Creating Classroom webpages, Flipped Classrooms, eSchool, eDoctrina, Interwrite Board Training, Online Assessment, Digital Citizenship, Device Integration

Staff Development is coordinated by the Assistant Superintendent of Curriculum, Instruction and Pupil Personnel Services and recorded using My Learning Plan.

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
Technology Mentors	3.00
Techn Integ Specialist	1.00
Technology Computer Aides	4.00
	8.00

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Technology Investment Plan

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G. Technology Investment Plan

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

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Technology Investment Plan

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Chromebooks	518,500	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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Server/Network Software	500,000	Both	<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.	Instructional Software	200,000	Annual	<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.	Printers	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.	Professional Development	500,000	Annual	<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 type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:		2,218,500.00		

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Technology Investment Plan

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

N/A

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Status of Technology Initiatives and Community Involvement

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H. Status of Technology Initiatives and Community Connectivity

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

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

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

BYOD, Overdrive, Cloud Based Technology, Google Apps for Education, Filr

We continue to look at what we can manage Asynchronous Learning. With events like Snowvember in 2014, it is evident that we need to explore options to maintain contact with our students in the event that our region experiences a catastrophic event that keeps students from attending classes on site.

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

- Home
- Community
- None

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

Public Library
Local Businesses
Youth Bureau

Instructional Technology Plan - Annually - 2016Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

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.**

January 2015 - Wireless access for faculty in all district buildings

January 2015 - Grades 9-12 - BYOD Access

September 2015 - Grades 7-8 - BYOD Access

January 2016 - Wireless access for guests in all district buildings

January 2017 - Investigate Grades 4-6 BYOD Access

Ongoing - Professional Development

Centralized Printing - 2015-18

Asynchronous Learning - 2015-17

Virtual Desktops 2016-18

Chromebook/Additional Hardware Purchasing 2015-18 Action Plan

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, moving forward, the District is committed to:

- A comprehensive staff development program to ensure appropriate and effective use of technology.
- The preparation of students to utilize multiple types of technology.
- The integration of technology within and across all curriculum areas.
- The equitable distribution and access to technological equipment and materials for all students.
- The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.
- The provision of sufficient funds, within the budgetary constraints, for the implementation of technology instruction.

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Monitoring and Evaluation

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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 Lancaster Central School District recognizes the need to evaluate and monitor progress twice a year. The following procedure will ensure progress toward overarching goals.

The LCSD District Technology Committee, which includes representation from all stakeholders, sets the direction in September by reviewing the actions desired for the year. The Action Plan clearly states the person responsible for monitoring and evaluating each strategy using the success indicators. Individual Building Technology Teams meet twice annually to set building direction based on the goals of the district plan. If success indicators are not met, steps are taken by individual Building Technology Teams or others to identify implications for the following year’s plan.

An annual summative assessment is conducted to monitor progress and completion of strategies. By mid-May, the Annual Technology Plan Evaluation will be completed by the Building Technology Teams and designated persons responsible. Each building’s Technology Committee representative will provide that information to the District Committee, in order to compile a complete district-wide report.

The District Technology Committee then reviews the assessment of success indicators. If goals are not met, the District Technology Committee will reassess the relevance and feasibility of each goal. If appropriate, the goal will be added to the subsequent year for completion. The Annual Technology Plan Evaluation is summarized and compiled in a qualitative report to be presented to the Superintendent for presentation to the Board of Education, and available to the community through the District website.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.lancasterschools.org/cms/lib/NY19000266/Centricity/Domain/1001/7315.pdf	2015
Internet Safety/Cyberbullying*	http://www.lancasterschools.org/Page/97	2015
Parents' Bill of Rights for Data Privacy and Security	http://www.lancasterschools.org/Page/97	2014

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Survey Feedback

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K. Survey Feedback

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

1. **Was the survey clear and easy to use**

Yes

2. **Was the guidance document helpful?**

Yes

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

(No Response)

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

(No Response)

5. **Other comments.**

(No Response)

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Appendices

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Appendices

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

(No Response)