

East Irondequoit CSD Technology Plan

July 2014 – June 2017 ♦ Technology, Purchasing and Curriculum blueprint

- Click links below to review each section
- Click the logo in the lower right corner on each page to return to this table of contents

- [Introduction](#)
- [Vision](#)
- [Mission](#)
- [Stakeholders](#)
- [Curriculum and instruction](#)
- [Students with disabilities](#)
- [Assistive technologies](#)
- [Strategies and measurable objectives](#)
- [Professional development](#)
- [Digital Citizenship](#)
- [Student assessment](#)
- [Technical and instructional support staff](#)
- [Voice, video and data services](#)
- [Implementation action plan and timeline](#)
- [Technology plan monitoring, evaluation and assessment](#)
- [Public documents](#)



Revised: January 2017



Introduction

Technology Plan executive summary

We understand that the technology available today has the power to profoundly change the way we teach, interact, and learn. This is why we firmly believe that we must integrate appropriate technology into every aspect of our work, and leverage it in every way possible. This is the foundation for our digital conversion.

We will ensure that all of our students have access to digital tools and resources by providing a computing device for every one of them, regardless of their background or socio-economic status. This includes students with special needs, and those who are at-risk learners. By making technology available for every single student we will engage them in ways simply not possible with textbooks and traditional classroom resources. Our goal is to systematically transform classroom instruction from being paper-based and lecture-driven to one where the instruction is technology-enhanced, complemented with digital resources, and more teacher-facilitated and student-centered. We will create an engaging learning environment where information and resources are available 24/7 at student fingertips and where learning is more collaborative, inquiry-driven and personalized.

All of our students will become digitally literate and develop the 21st century skills necessary to be successful in college or the workplace. These important skills include creativity and innovation, critical thinking and problem solving, being able to engage in independent research, collaborate and communicate. They will also understand what it means to be a digital citizen.

We will engage all teachers and provide them with ongoing quality professional development, and help them develop technology-enriched relevant curriculum. There will be a sustained focus on using data to support decisions, and on providing easy-to-use digital resources to teachers for this purpose.



[\(continued on next page\)](#)



Introduction (continued)

All of our parents will have the opportunity to be more actively engaged and immersed in the educational experiences of their student. We will accomplish this through the thoughtful adoption of collaborative digital resources, such as our Learning Management System.

Our district digital conversion will be accomplished without creating a financial burden on our taxpayers. We have a replacement cycle already in place for our instructional desktop computers and laptops, and instead of replacing all of them we will instead start equipping students with a less expensive dedicated device. We will eventually be able to supplant our existing equipment with 1:1 devices, and build a budget structure to reflect this. This approach was used successfully by many schools involved with the Project Red research.

We will create greater awareness about this initiative with businesses, organizations, and institutions of higher learning in our community, explain why it is so important for the success of our students, and ask for their support. We will routinely share data to demonstrate our progress, and invite other districts to visit and learn about our new approach to teaching and learning in East Irondequoit.



EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
ADMINISTRATIVE OFFICES
600 PARDEE ROAD
ROCHESTER, NY 14609

Susan
Superintendent

(585) 339-1200 • FAX (585) 339-1219
<http://www.eastiron.org>

Susan_Allen@eastiron.n

To all local businesses, organizations, and community leaders:

The East Irondequoit Central School district is committed to providing the best teaching and learning environment possible for our students. We understand that the technology available today has the power to profoundly change the way we teach, interact, and learn. This is why we firmly believe that we must integrate appropriate technology into every aspect of our work, and leverage it in every way possible. This is the foundation for our digital conversion.

We will ensure that all of our students have access to digital tools and resources by providing a computing device for every one of them, regardless of their background or socio-economic status. This includes students with special needs, and those who are at-risk learners. By making technology available for every single student we will engage them in ways simply not possible with textbooks and traditional classroom resources. Our goal is to systematically transform classroom instruction from being paper-based and lecture-driven to one where the instruction is technology-enhanced, complemented with digital resources, and more teacher-facilitated and student-centered. We will create an engaging learning environment where information and resources are available 24/7 at student fingertips and where learning is more collaborative, inquiry-driven and personalized.

Our district digital conversion will be accomplished without creating a financial burden on our taxpayers. We have a replacement cycle already in place for our instructional desktop computers and laptops, and instead of replacing all of them we will instead be equipping students with a less expensive dedicated device. We will eventually be able to supplant our existing equipment with 1:1 devices, and have built a budget structure to reflect this. This approach was used successfully by many schools involved with the Project Red research (www.projectred.org).

All of our students will become digitally literate and develop the 21st century skills necessary to enter college or the workplace. These important skills include creativity and innovation, critical thinking and problem solving, being able to engage in independent research, collaborate and communicate. They will also understand what it means to be a digital citizen.

We want you to be aware of this important initiative. You can learn more about it on our district web site at www.eastiron.org/ipad. We would also like to ask for your support, in any way you can provide it. If you have any questions about this initiative, or how you can help us with it, please contact Steve Archambeau at 339-1294. Thank you for your time.



EAST IRONDEQUOIT DIGITAL CONVERSION

Overview | Our Work | Digital Conversion Symposium | Digital Conversion resources | DigiFest 2016 | Qu

The East Irondequoit Central School district is committed to providing the best teaching and learning environment possible for our students. We understand that the technology available today has the power to profoundly change the way we teach, interact, and learn. This is why we firmly believe that we must integrate appropriate technology into every aspect of our work, and leverage it in every way possible. This is the foundation for our digital conversion.

We will ensure that every student has access to digital tools and resources by providing a computing device for every one of them, regardless of their background or socio-economic status. This includes students with special needs, and those who are at-risk learners. By making technology available for every single student we will engage them in ways simply not possible with textbooks and traditional classroom resources. Our goal is to systematically transform classroom instruction from being paper-based and lecture-driven to one where the instruction is technology-enhanced, complemented with digital resources, and more teacher-facilitated and student-centered. We will create an engaging learning environment where information and resources are available 24/7 at student fingertips and where learning is more collaborative, inquiry-driven and personalized.



All of our students will become digitally literate and have the opportunity to learn and develop the 21st century skills they will need to enter college or the workplace. These important skills include creativity and innovation, critical thinking and problem solving, being able to engage in independent research, collaborate and communicate. They will also understand what it means to be a digital citizen.

We will engage all teachers and provide them with ongoing quality professional development, and help them develop technology-enriched relevant curriculum. There will be a sustained focus on using data to support decisions, and on providing easy to use digital resources to teachers for this purpose.

All of our parents will have the opportunity to be more actively engaged and immersed in the educational experiences of their students through the thoughtful adoption of collaborative digital resources, such as our Learning Management System.

Our district digital conversion will be accomplished without creating a financial burden on our taxpayers. We have a replacement cycle already in place for our instructional desktop computers and laptops, and instead of replacing all of them we will instead start equipping students with a less expensive dedicated device. We will eventually be able to supplant our existing equipment with 1:1 devices, and build a budget structure to reflect this. This approach was used successfully by many schools involved with the Project Red research.

We will create greater awareness about this initiative with businesses, organizations, and institutions of higher learning in our community, explain why it is so important for the success of our students, and ask for their support. We will routinely share data to demonstrate our progress, and invite other districts to visit and learn about our new approach to teaching and learning in East Irondequoit.

[\(previous page\)](#)



Vision

Vision statement

The East Irondequoit Central School district vision is to provide a world-class education for all students. Our educational environment will nurture creativity, critical thinking and problem solving skills. We will inspire our students to become inquiring, knowledgeable and caring individuals who positively contribute to our local and global communities. We will accomplish this in part by making high-quality learning technologies available in all district classrooms. Learning technologies will be widely and equitably used in every school to support the engagement of students, teachers, administrators, parents and the community in helping all students to achieve high standards.

Educational technology applications will deepen student engagement and improve student achievement by enabling them to access and analyze information, solve problems, collaborate with others, and communicate their thoughts and ideas. Effective use of learning technologies will allow students to become self-directed, self-motivated and lifelong learners.

Teachers will increasingly be facilitators of student learning through proficient use of learning technologies. All teachers will receive intensive, job-embedded, ongoing professional development in integrating technology into curricula and instruction. Teachers will incorporate high-quality information resources in their teaching strategies to address multiple learning styles, to motivate and engage students, and to support student exploration and growth.

Learning technologies will be available to all teachers to support their own learning and professional development. Resources for teachers, available at any time and any place, will include:

- samples of effective curricula and lesson plans aligned with New York State Learning Standards
- samples of student work and assessments
- on-line professional development
- opportunities to engage in dialogue and virtual mentoring relationships with colleagues
- student learning data disaggregated to the individual, classroom, school or district level
- web-based applications that allow teachers and administrators to build relationships with parents and communities
- management tools that expedite administrative tasks, freeing up more time for direct student interaction, such as on line grading, report cards, and other tools for tracking assessment, student achievement, and data driven instructional and administrative decisions.

Integrating appropriate and effective technology

As our society progresses into a global economy increasingly dependent upon information, a critical component of education is equitable access to high-quality learning technologies and information resources. The East Irondequoit CSD will continue to commit funding to ensure

[\(continued on next page\)](#)



Vision (continued)

that students, teachers, administrators and parents, have the connectivity, hardware, software, expertise and professional development they need to participate in high-quality learning technology opportunities.

Information technologies make it possible to overcome geographical isolation, physical barriers, and economic hardships. Students and their teachers can connect with scientists, writers, and other practitioners all over the world. Such technologies will enable students to interact with and explore the new places and subjects, bringing a wealth of information and experiences into the classroom and the school library media center. Through advances made in recent years by the library profession, educators and students can tap on-line databases of library-approved content to access text resources of greater breadth, depth, currency and quality than the Internet or textbooks offer.

Every student in the district will have the opportunity to access these critical information and learning resources, and to develop the skills they need to confidently use and integrate learning technologies to support their learning. Every teacher in the district will be prepared and able to integrate technology into their instructional strategies in ways that ensure students will become self-directed learners, productive members of the workforce, and contributing citizens. Every administrator in the district will support teacher access to, and use of, learning technologies by decisions that support equitable resource allocation; high-quality, sustained professional development for all teachers; and equitable application of high-quality learning technologies in all classrooms.

Students will learn critical thinking skills to evaluate the accuracy and quality of information postings on the Internet. Learning technologies will enable students to participate in processes of knowledge construction (i.e., conducting scientific inquiry, conducting historical investigation, creating musical compositions, etc.) in ways that foster authentic learning. Learning technologies will provide all students with tools and resources to master important skills and knowledge, including the new Common Core, New York State Learning Standards and the American Association of School Librarians (AASL)/AECT Information Literacy Skills, and to demonstrate the extent to which they have met those standards. Learning technologies will encourage student creativity and self-direction, and help students develop skills that prepare them for the workforce and for responsible citizenship in the nation and in the world.

Using technology to support administrative activities

Access to the Internet offers teachers and other education professionals an array of opportunities for professional development, educational research, and up-to-date curriculum resources. Technology will allow educators at all levels to have access to the appropriately-secure level of student performance data that will allow them to track individual progress and mastery of skills and the conditions that might affect that progress. Through use of this high-quality, data-driven environment, teachers and administrators will be supported in developing strategies, skills, and policies directly related to the learning needs of their students.

Use of technologies will enable teachers, paraprofessionals and administrators to work more productively, offering solutions for time

[\(continued on next page\)](#)

[\(previous page\)](#)



Vision (continued)

management, student monitoring and intervention, and more interesting and effective lessons and classroom activities.

Learning technologies can also be a support tool to reinvent schools, so that all students achieve more and are better prepared for the workplace, lifelong learning, and citizenship. Because technology opens doors to the world, while simultaneously focusing students onto the task at hand, student interest and motivation is heightened. When students are motivated and successful, they tend to work harder and longer, in turn raising the possibility of higher student achievement. This success fosters a culture in which learning is the expectation and ultimate goal.

Community and family

Technology is a powerful vehicle for communication and interaction with parents, families and community. Electronic mail, community-access television, and school and library resources electronically available throughout the community allow and encourage adult participation in a child's education. Parents can increase their involvement when education-related interactions are available at any time in the comfortable, familiar context of home or the local library. With technology, the school and its values of learning and achievement can enter every home in a community, thus enhancing and extending teaching and learning to every individual regardless of age or socioeconomic status.

Parents will have the opportunity to access information about their children's school, teachers, homework, or schoolwork; and will be able to access a wide range of direct student activities that can help them to assist their children at home. The district will facilitate this access by providing resources such as a student information system parent portal and guest access to the district WiFi network when visiting our campuses.

Web-based information resources will promote accountability, by making available to the community and to the public information about student, teacher, school, and district performance. Digital Citizenship will be introduced at all grade levels, and will include topics such as Safety and Security, Digital Literacy, and Ethics and Community.

[\(previous page\)](#)



Mission

Mission statement

The mission of the East Irondequoit Central School District is to provide a variety of educational tools and programs that will enable our graduates to become college and career ready. The district will collaborate with education stakeholders to develop, implement, maintain, and evaluate an educational technology infrastructure that provides teachers, administrators, parents, students, and other members of the education community with the technology resources needed to support all students in achieving high standards.

Core beliefs

The district supports the following core beliefs about educational technology:

- a technologically-sophisticated environment is required in today's educational environment, both as a teaching aid and as a vital subject for instruction in its own right
- development of technological skills for post-secondary education and the workplace is necessary to meet district goals and state educational standards.
- management of the district's human and material resources can be improved with the appropriate technology
- student performance will improve with the proper use and integration of technology in the classroom and in the home
- technology must be integrated into the curriculum
- technology must be available where the teaching takes place, in the classroom and in the library
- skill development for the use of technology must be ongoing for educators
- skill development for the use of technology must be part of the curriculum for students
- skill development for the use of technology must be part of the community outreach efforts by the school.

Goals

1. Every student will have the opportunity to use learning technologies to access and analyze information in ways that develop higher-order thinking skills, increase their ability to use technology as a tool in solving problems, and support their confident use of the technology skills they will need for success in their future study and employment.
2. Every teacher will meet technology competency standards that ensure their ability to use learning technologies effectively in supporting student achievement of the New York State Learning Standards.
3. Every administrator and prospective administrator will be technologically literate; will provide leadership in integrating technology into curriculum, instruction, and student learning activities; and will have access to technology resources that support them in developing management systems and in creating a school climate and culture that results in high student achievement for all population groups.
4. We will support parents in their efforts to monitor and reinforce the instruction their child receives at school.

[\(continued on next page\)](#)



Mission (continued)

Goals (continued)

5. The East Irondequoit CSD will develop, implement, and evaluate a plan for technology use that
 - a) supports the achievement of high performance standards, including those for technology literacy, by all students, teachers, and other education professionals
 - b) includes Federally-mandated protection from inappropriate materials
 - c) ensures that every school library media center is an electronic doorway library with Internet access, library and other electronic content, and training/professional development in the use of technology.
6. The East Irondequoit CSD will seek ongoing input, feedback and assistance from representatives of all sectors of the school district community (Pre-K to adult school teachers and administrators) to collaboratively develop, implement, evaluate, review and revise the educational technology plan for the district , to continue to build educational technology capacity, and to ensure the most relevant and highest-possible quality of support for all members of the teaching and learning community.
7. The district will support equitable access to high-quality learning technologies in the district's schools to ensure that teachers, administrators, students and families have equitable access to high-speed connectivity, up-to-date hardware and software, and intensive and ongoing professional development to support high quality use of learning technologies.

[\(previous page\)](#)



Stakeholders

There are multiple stakeholder groups in our district whose input influences the development and evolution of the district Technology Plan. The input from these groups is directed to the district Digital Conversion Team (DCT).

Digital Conversion Team (DCT)

The DCT was formed in 2013, as the district began work on a [digital conversion strategy](#). The purpose of this team is to provide day-to-day guidance for the district digital conversion. It is charged with fielding requests for resources, collecting information through surveys and direct contact with teachers and administrators, planning professional development, coordinating events related to the district digital conversion, and reporting to the district executive leadership team on digital conversion progress (<http://dc.eastiron.org>).

The team is scheduled to meet every week (sometimes more) to assess how the district is currently using instructional technology, and the tools, digital resources, and devices that students and teachers are using across the district. The team's primary focus is on how the district can deliver better professional development and instruction, and what additional technologies or resources should be considered to enhance its efforts. Input from administrators, principals and teachers is collated and processed by this team. The Deputy Superintendent, who oversees district finance, is consulted to ensure the district can afford and sustain any resources requested by the DCT. The team also consults routinely with Monroe #1 BOCES to ensure that these resources are also supported by New York State.

Current membership in the DCT includes:

- Superintendent of Schools
- Chief Information Officer
- Assistant Superintendent for Instruction
- Director of Elementary Education
- Director of Secondary Education
- Instructional Technology Specialist

Another group whose input is often solicited is the district Digital Leader Teachers (DLTs). There are currently 28 DLTs across our 6 schools. These teachers are receiving extraordinarily high-quality professional development focused on teaching in a digitally-enriched environment. In turn, they share their learning and work with others in their school. The DCT meets regularly throughout the school year with the DLTs to discuss all things digital conversion related. This group also is generally the first involved with pilots of new technologies and digital resources.



Curriculum and instruction

The East Irondequoit Central School District plans to use digital connectivity and technology to improve and enhance teaching and learning. In order to accomplish this goal, the school district has begun by providing specific, differentiated and rich professional development to each and every classroom teacher. Our teachers have received more than 15 contact hours of professional development specific to the iPad device. Additionally, they have received differentiated professional development related to our new student learning management system (Schoology). During this professional development, our teachers have learned how to create specific, content and grade-level courses and groups where they can post curriculum documents, upload video and create flipped classrooms for enrichment that extends far beyond the classroom walls. In turn, our students have entered a cyber-world where they can connect to their teachers and classmates at any time outside of the classroom. As a result, virtual collaboration is taking place and a whole new level of inquiry has been fostered. Also, our teachers are also using on-line applications across the curriculum areas to enrich our student's learning experience beyond the end of the day. They are able to retrieve student performance data using the built-in analytics from many of these sites and provide real-time feedback to their students.

Students with disabilities

The district's instructional technology plan addresses the needs of students with disabilities to ensure equitable access to instruction, materials, and assessment. The district's iPad initiative improves access for all students and has improved access for special education students across settings. Students readily have access to tools, web-based programs and apps to access instruction. Teachers are able to utilize technology to support instruction, plan lessons and to support standards based instruction. Students have access to features such as text to speech, screen enlargement, and apps specific to their needs such as Lamp and Read To Go. These features allow differentiation as well as more immediate access for students. Student IEPs can be accessed securely and electronically to allow teachers immediate access to ensure student needs are met. Student IEPs outline student-specific needs for assistive technology and recommend devices, software, and tools to assist the student access instruction. Currently, BOCES and IT staff assist students and teachers who trial and utilize various assistive technology tools, apps, and devices to facilitate student access to instruction.

Assistive technologies

The district provides and implements assistive technology specified on a student's Individualized Education Program (IEP). When an assistive technology device is not available, the district contracts with BOCES or purchases the needed assistive devices. The district's 1:1 iPad initiative has caused our assistive technology practices to evolve. The features on the iPad have allowed the district to provide assistive technology support within that device in some cases rather than through the use of multiple devices like what may have occurred in the past. For instance, the use of the iPad has taken the place of some communication devices due to the ease of use and language structure of the LAMP app versus the use of a Dynovox. The iPad has also made it easier for students who need text magnified, text to speech, speech to text, or word prediction. In the past, students might be introduced to multiple assistive technology devices where, with our 1:1 iPad initiative, these assistive components are accessible for all students. This has increased students willingness to use the assistive technology because of ease of use and the ability to look like their peers. Students still have access to all forms of assistive technology but the iPad initiative has in many cases made trials and implementation quicker and easier for students.



Strategies and measurable objectives

In order to meet the goals of this Technology Plan, measurable objectives are specified for the district. This section of the plan specifies objectives to be met by the East Irondequoit CSD.

Goal 1: Every student will have the opportunity to use learning technologies to access and analyze information in ways that develop higher order thinking skills, increase their ability to use technology as a tool in solving problems, and support their confident use of the technology skills they will need for success in their future study and employment.

- 1.1 Linkages to the Common Core and national standards (ISTE, STAR, Milken, AASL/AECT Information Literacy Skills Standards, etc.), rubrics, resources and guides will be provided to support administrators and teachers in identifying the extent to which students meet high standards of technology literacy.
- 1.2 The East Irondequoit CSD will equitably allocate fiscal, staff and professional development resources to ensure that the acquisition, maintenance and use of high quality learning technologies support all students in achieving New York State technology standards.

Goal 2: Every teacher will meet technology competency standards that ensure their ability to use learning technologies effectively in supporting student achievement of the New York State Learning Standards.

- 2.1 Linkages to the Common Core and national standards (ISTE, STAR, Milken, AASL/AECT Information Literacy Skills Standards, etc.), rubrics, resources and guides will be provided to support districts, schools, and teacher preparation programs in identifying the extent to which teachers meet high standards of competency in integrating learning technologies into curriculum and instruction.
- 2.2 The East Irondequoit CSD will allocate sufficient professional development resources to ensure that all teachers are adequately supported with the resources and skills they need to confidently integrate high-quality learning technologies into curricula and instruction.
- 2.3 The East Irondequoit CSD applications for technology funds will describe appropriate professional development activities for integrating technology into curricula and instruction through ongoing, sustained, intensive and high-quality professional development.
- 2.4 The East Irondequoit CSD will develop appropriate processes and evaluation measures to ensure that all teachers meet the technology standards.

[\(continued on next page\)](#)



Strategies and measurable objectives (continued)

Goal 3: Every administrator and prospective administrator will be technologically literate; will provide leadership in integrating technology into curricula, instruction, and student learning activities; and will have access to technology resources that support them in developing management systems and in creating a school climate and culture that results in high student achievement for all population groups.

- 3.1 Linkages to national standards (ISTE, STAR, Milken, AASL/AECT Information Literacy Skills Standards, etc.), rubrics, resources and guides will be provided to support districts, schools, and administrator preparation programs in identifying the extent to which administrators meet high standards of technology literacy, including competency in integrating learning technologies into curricula and instruction.
- 3.2 The East Irondequoit CSD will allocate sufficient professional development resources to ensure that all teachers are adequately supported with the resources and skills they need to confidently integrate high-quality learning technologies into curriculum and instruction.
- 3.3 The East Irondequoit CSD applications for technology funds will describe appropriate professional development activities for integrating technology into curricula and instruction through ongoing, sustained, intensive and high-quality professional development.
- 3.4 The East Irondequoit CSD will develop appropriate processes and evaluation measures to ensure that all students and teachers meet the technology standards.
- 3.5 The East Irondequoit CSD will use student and other local teaching and learning data to inform curricula and instruction.

Goal 4: In order to support parents in monitoring and reinforcing the instruction their child receives at school, parents will have the opportunity to access web-based information about their children's learning environment, climate, and outcomes, as well as a wide range of student activities that can help them to assist their children at home.

- 4.1 The East Irondequoit CSD technology plans will incorporate plans to engage parents through the development of electronic school-parent-community communications mechanisms, including the provision of such information as students' course-taking options, curriculum, assignments, learning standards and assessments, teacher credentials, and other factors that impact children's learning opportunities, learning climate, and learning outcomes.

Parents will have the opportunity to access web-based information about their children's learning environment, climate, and outcomes, as well as a wide range of student activities that can help them assist their children at home

[\(continued on next page\)](#)

[\(previous page\)](#)



Strategies and measurable objectives (continued)

Goal 5: Every school will develop, implement, and evaluate a plan for technology use that:

- a) supports the achievement of high performance standards, including those for technology literacy, by all students, teachers, and other education professionals**
- b) includes Federally-mandated protection from inappropriate materials**
- c) ensures that every school library media center is an electronic doorway library with Internet access, library and other electronic content, and training in the use of technology.**

- 5.1** Linkages to national standards (ISTE, STAR, Milken, AASL/AECT Information Literacy Skills Standards, etc.), rubrics, resources and guides will be provided to support schools in planning for meeting high technology competency standards for students, teachers and administrators.
- 5.2** The East Irondequoit CSD will encourage and support schools in the integration of management, finance, and instructional data systems to improve student achievement.
- 5.3** The East Irondequoit CSD technology plans will be based on a needs assessment that:
 - a) incorporates disaggregated data
 - b) is focused on ensuring that all students have the opportunity to meet New York State technology standards
 - c) involves classroom teachers and school library media specialists in the development of such plans
- 5.4** The East Irondequoit CSD technology plans will demonstrate how planned technology uses will support all students in achieving New York State technology standards.
- 5.5** The East Irondequoit CSD professional development in integrating technologies into curriculum and instruction will be high quality, intensive and sustained.
- 5.6** The East Irondequoit CSD technology plans will ensure that allocation of technology resources, including software and hardware acquisition and maintenance, and teacher and administrator professional development, is focused on any high need/low resource schools within the EICSD.
- 5.7** The East Irondequoit CSD technology plans will focus on providing equitable technology access for all students for the purposes of:
 - a) ensuring equity in students' learning opportunities, climate and outcomes
 - b) eliminating discrepancies between buildings and population groups.

[\(continued on next page\)](#)

[\(previous page\)](#)



Strategies and measurable objectives (continued)

- 5.8 The East Irondequoit CSD technology plans will have in place a policy of Internet safety for minors that includes the operation of a technology protection measure for any of its computers with Internet access that protects against access to visual depictions that are obscene, child pornography, or harmful to minors; and will ensure that such technology protection is enforced during any use of such computers by minors. Further, similar protection against visual depictions that are obscene, or child pornography, must be ensured for such computers even when used by adults.
- 5.9 The East Irondequoit CSD technology plans will include strategies to ensure that all school library media specialists will be engaged in building-level technology teams.

Goal 6: The East Irondequoit CSD will seek ongoing input, feedback and assistance from representatives of all sectors of the school district community (Pre-K to adult school teachers and administrators) to collaboratively develop, implement, evaluate, and revise the educational technology plan for EICSD, to continue to build educational technology capacity, and to ensure the most relevant and highest-possible quality of support for all members of the teaching and learning community.

- 6.1 The East Irondequoit CSD will continue to work with previously established committee(s) to seek recommendations and implementation support for meeting NYS technology goals under this framework.
- 6.2 The East Irondequoit CSD will conduct ongoing district-wide evaluation regarding the implementation of this framework, revise it as appropriate, and widely disseminate the progress by all stakeholders in meeting NYS technology goals.

Goal 7: The EICSD will support equitable access to high-quality learning technologies in the district's schools to ensure that teachers, administrators, students and families have equitable access to high-speed connectivity, up-to-date hardware and software, and intensive and ongoing professional development to support high-quality use of learning technologies.

- 7.1 The East Irondequoit CSD will focus district funds to support teachers, administrators, students and families in the district. Such resources will be to obtain the hardware, software, maintenance, connectivity and professional development necessary to ensure that students and teachers in these districts and schools share equitable access to high-quality learning
- 7.2 The East Irondequoit CSD technology plans will include strategies to continue and add the use of telephone technology in the classroom and other areas in the support and ongoing improvement of education.

[\(continued on next page\)](#)

[\(previous page\)](#)



Strategies and measurable objectives (continued)

- 7.3 The East Irondequoit CSD technology plans will include strategies to continue and add the use of cellular and paging technology in the support and ongoing improvement of education.
- 7.4 The East Irondequoit CSD technology plans will include strategies to provide for continuous maintenance of voice, data, and video systems in the support and ongoing improvement of education.
- 7.5 The East Irondequoit CSD will include strategies to continue and add the use of Internet technology in the support and ongoing improvement of education.
- 7.6 The East Irondequoit CSD will include strategies to provide assistive technologies in support of disadvantaged students.
- 7.7 The East Irondequoit CSD will be able to verify through data collection that students, teachers and administrators have equitable access to technology.
- 7.8 The East Irondequoit CSD will include strategies to provide adequate resources to facilitate computer-based testing.

[\(previous page\)](#)



Professional development

The primary purpose of the district professional development plan is to positively affect student achievement, enhance and broaden the learning opportunities for students, and promote continuous learning for professional faculty and staff. As we have traveled the digital conversion path, the School District has made a pledge to our staff to use digital connectivity and technology to not only improve, but enhance our professional development activities. As a result, professional development may be experienced through many different offerings, including but not limited to: in-district workshops and courses, one-to-one support including demonstration lessons, webinars, on-line courses, and follow-up support (by mentors, directors, administration, peer colleagues), regional, state, and/or national training, action groups, school/classroom visitations, college courses, professional meetings (grade level, team, department, faculty), and curriculum writing projects. In order to meet our goal of integrating digital connectivity and technology to provide rich professional development, we have identified the importance of building our own capacity when it comes to "resident experts" amongst our professional teaching staff. These resident experts have, in turn, provided exceptional professional development that is differentiated based on the ability levels of our staff as they embark on their own digital experience.

Since the spring of 2014, our teachers have received a minimum of 15 professional development contact hours related to instructional technology. In the fall of 2014, that professional development continued to provide a minimum of 15 hours to all faculty and, by the spring of 2015, we have provided every teaching professional with the first phase or first 15 hours of professional development for the iPad device and use of digital resources. As we continue our commitment to provide high quality professional development to our teaching staff, we have increased our offerings to include professional development for our Learning Management System (Schoology) as well as additional professional development related to instructional apps and digital delivery of instruction. In August of 2016, the district held its first annual DigiFest, a full day of digital conversion professional development offered to every teacher (<http://dc.eastiron.org/digifest.aspx>).

Courses will be provided to all district employees to ensure proper implementation of technology. Courses are chosen based on feedback and surveys, and are tailored for teachers, support staff, paraprofessionals, administrators and parents. They cover a variety of software and hardware, and target different levels of ability. Faculty at all stages of their professional growth have access to tools such as MyLearningPlan.com to track their professional development. Ongoing support will be provided through the Instructional Technology Specialists and members of the District Information Technology Team. Building Administrators document the affects of Professional Development on the faculty annual review document. Funding will be provided via Title 2A and the Office of Instruction budget.

Web link to current Professional development plan: <http://www.eastiron.org/instruction/staffdev.htm>



Digital Citizenship

The district recognizes the need to educate everyone (students, faculty, and staff) about digital citizenship. This topic will be woven into instruction at all grades levels, and an annual refresher will be offered to all faculty and staff.

Web link: [Digital Citizenship annual review](#)



Student assessment

Both standardized and authentic measures are used to check for student technical skills, the application of those skills and the impact on student learning. Assessments are given in every grade to ensure that all applicable standards are being met, such as the New York State Standards and the district standards. Multiple sources of data are available to faculty to evaluate the impact of technology on student learning.

Technical and Instructional support staff

The district has a support structure in place that includes Information Technology management, help desk, and instructional technology support personnel. Data collected via the Help Desk is used to identify changing support needs, training opportunities for our district employees, and skill sets that may need to be added to adequately support the East Irondequoit CSD technology plan.



Voice, video and data services

The district's recurring services include local and long distance access, internet access, cellular and paging services and leased inter-school digital transport service. With respect to local and long distance access, internet access and leased inter-school digital transport service the capacity of these services is fixed, (i.e. a PRI with 23 voice paths, internet access with 1 gigabit bandwidth or DTS at 100 mb/s bandwidth, etc.). At this writing, the current capacities of each of these services is adequate for the current enrollment and curriculum based use.

Variations in enrollment and typical changes in curriculum-based usage of these services have a very modest effect on the sizing of such services. So much so, that the district evaluates and augments reoccurring services on an annual basis. Current usage does not portend increasing or decreasing local and long distance access, internet access and leased inter-school digital transport service. Conversely, the introduction of new programs, automation initiatives and major changes in curriculum or hardware may require additions to current capacity. The district does not foresee, within the term of this Technology Plan, activities that would require additional local and long distance access, internet access and leased inter-school digital transport service. Should this outlook change it will be on an annual basis and may cause a revision of this Technology Plan.

Cellular and paging services within the district are limited to faculty and administration. At this time, the quantity of cellular and paging services are appropriate based on need. It is likely the district may require additional cellular accounts over the term of this technology plan. No increase in paging accounts is foreseen at this time. The district is also considering upgrading a subset of cellular accounts for e-mail, messaging and Internet access capability. This initiative will be implemented on an as-needed basis.

The district also utilizes the services of outside organizations, both vendors and BOCES, to maintain its voice, video and data networks. These costs, with the exception of BOCES charges, fall under the E-Rate category of "Basic Maintenance of Internal Connections". As staff headcount constraints are likely to be continued, the district envisions that these services will continue to be provided by outside organizations as opposed to "insourcing" these activities.



Implementation action plan and timeline

The Chief Information Officer will collaborate with the Deputy Superintendent and appropriate departments to establish a timeline for the completion of each project outlined in this Technology Plan (below), and will coordinate the resources necessary to acquire and install the components identified for each project. Professional development and training will be scheduled to begin at an appropriate time following the completion of each project, and will continue until all key stakeholders have been trained.

July 2015 – June 2016

Major milestones	Desired outcomes
Establish and communicate teacher expectations regarding use of LMS	Teachers will sign up for Schoology and iPad related PD
Schoology and iPad PD through summer and semester 1	Prepare teachers for expectations in 2nd semester
Order, provision and hand out iPads to all students for start of school	1:1 initiative is cornerstone of our digital conversion
Phase 1 of fiber backbone upgrade - HS, MS	Increase backbone bandwidth in schools
Upgrade network copiers	High speed scanners will facilitate our digital conversion
Assess WiFi network and enhance as necessary	Ensure seamless wireless coverage for 1:1 devices
Begin pilot of Windows tablet to replace teacher classroom computer	Test mobile computing options for teachers
Begin pilot of Microsoft Office 365	Research ways to create ubiquitous access to documents
Begin pilot of new classroom presentation technologies	Test new classroom presentation technologies
Secure funding for Technology Integration Specialists	Provide technology integration resource for teachers
IT life cycle replacements - equipment and infrastructure	Ensure sustainability of existing instructional technology program

[\(continued on next page\)](#)



Implementation action plan and timeline

July 2016 – June 2017

Major milestones	Desired outcomes
Establish annual 2-3 day summer institute for teachers	Immerse teachers in technology integration PD each summer
Hire and prepare new Technology Integration Specialists	Provide technology integration resource for teachers
Ongoing PD for Schoology, iPad, and other digital resources	Increase teacher proficiency with these tools
Transition from local SAN to Microsoft Office 365 (instruction only)	Ubiquitous access to documents for instruction
Begin deployment of Windows tablets to roughly half of our teachers	Mobile computing for all teachers
Begin installation of new classroom presentation technologies	Update all classrooms with state of the art presentation technologies
Phase 2 of fiber backbone upgrade - DE, LP	Increase backbone bandwidth in schools
Assess WiFi network and enhance as necessary	Ensure seamless wireless coverage for 1:1 devices
IT life cycle replacements - equipment and infrastructure	Ensure sustainability of existing instructional technology program

July 2017 – June 2018

Major milestones	Desired outcomes
Ongoing PD for Schoology, iPad, and other digital resources	Increase teacher proficiency with these tools
Finish deployment of Windows tablets to our teachers	Mobile computing for all teachers
Phase 3 of fiber backbone upgrade - HR, IG	Increase backbone bandwidth in schools
Continue installation of new classroom presentation technologies	Update all classrooms with state of the art presentation technologies
Assess WiFi network and enhance as necessary	Ensure seamless wireless coverage for 1:1 devices
IT life cycle replacements - equipment and infrastructure	Ensure sustainability of existing instructional technology program

[\(previous page\)](#)



Monitoring, evaluation and assessment

The district formed a Digital Conversion Team (DCT) in the 2012-2013 school year. This team was charged with developing and executing a strategy for digital conversion, which is reflected in this technology plan. The DCT meets every week, and continually reviews the progress made on this initiative. Given how closely aligned these plans are, the DCT will also be (in effect) reviewing the effectiveness of the implementation of the district's technology plan. In addition, electronic surveys will be used to collect feedback from district shareholders. All of this information will be shared with the district executive leadership team and disseminated.

If it is decided that additional components need to be added to the district technology plan, the Chief Information Officer will determine the dollar amount needed, work with the Deputy Superintendent to secure funding, and seek approval from the executive leadership team.

Public documents

Web link: [Acceptable Use Agreement](#)

Web link: [Internet Safety/Cyberbullying](#)

Web link: [Parents' Bill of Rights for Data Privacy and Security](#)

