

# TUPPER LAKE CSD

## Instructional Technology Plan - Annually - 2015

LEA Information

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### A. LEA Information

1. What is the total student enrollment based on the most recent BEDS Day submission?

821

2. What is the student enrollment by grade band based on the latest BEDS Day submission?

	Enrollment
Grades K-2	178
Grades 3-5	166
Grades 6-8	165
Grades 9-12	271

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

Seth McGowan

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

Superintendent

4a. If the response to question four was "Other", please provide the title.

(No Response)

# TUPPER LAKE CSD

## Instructional Technology Plan - Annually - 2015

Instructional Technology Vision and Goals

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### B. Instructional Technology Vision and Goals

1. **Please provide the district mission statement.**

It is the mission of this school district and this community to set high expectations for our youth and to provide a well-rounded educational program which will enable our graduates to be productive and successful in their personal and professional lives.

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

#### Vision

The Tupper Lake Central School District is in partnership with students' community and home to help each one achieve academic and personal excellence.

#### Mission

It is the mission of this school district and this community to set high expectations for our youth and to provide a well-rounded educational program which will enable our graduates to be productive and successful in their personal and professional lives.

#### Core Beliefs

Students' best interests are at the core of everything we do

A safe, positive, and caring environment fosters learning

Teamwork helps everyone achieve their best

The community and home are important partners to the school

Everyone is a role model for students

Students are citizens of our community and leaders of tomorrow

Character and values are an essential part of education

#### Technology Vision Statement

The Tupper Lake Central School District is an educational community that applies technology naturally to individual needs. Staff models the use of technology and integrates it into the community of learners. An evolutionary approach, which makes use of proven technologies, maximizes the benefits to financial and human resources.

#### Strategic Planning Process

The Targeted improvement Workplan is designed to focus the Administration and Staff on specific areas identifies a priorities for a single school year.

More comprehensive planning takes place over a longer period of time and identifies goals in three to five year periods of time. The Targeted Improvement Workplan extracts the necessary annual steps toward achieving those long-range goals from each of the five existing plans.

#### Goals

The National Educational Technology Standards and Performance Indicator for Teachers, Students, and Administrators provide concrete goals for achievement in each of the three areas. They are:

#### For Teachers

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

#### For Students

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship

#### For Administrators

1. Visionary Leadership
2. Digital-Age Learning Culture
3. Excellence in Professional Practice
4. Systemic Improvement
5. Digital Citizenship

**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 Tupper Lake Central School District has a Technology Committee made up of teachers from both schools (including some curriculum directors), the librarian for both schools, technology coordinators for both schools, administrators from both schools, the business administrator, and the superintendent. The group meets monthly or bi-monthly, and the meeting minutes are posted publicly on the district website. This group is responsible for developing a district-wide technology acceptable use plan, informing technology purchasing, and discussing both staff and student technology use and instruction. This is the stakeholder group that has been participating in the development of the instructional technology plan.

The instructional technology plan has been derived from existing district policies and discussions with the Technology Committee. The meetings have helped shape priorities and identify gaps and technology needs in the district, which are a major part of this technology plan. Technology Committee members have been directly participating in writing the plan.

**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 (Checked)  
Cabling (Checked)  
Device Gap (Checked)  
Professional Development (Checked)  
Staffing (Checked)

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

(No Response)

**5. Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

A lack of adequate infrastructure (wireless Internet) for mobile devices for use by students and staff in the district.

Our district has only three technology instructors at the moment and each of them has a full-time teaching load (they each teach other subjects besides technology: math, library, shop). This limits the capacity of the district to provide technology instruction to students.

The lack of technology instruction is also an issue for teachers, since we don't have the technology staff to provide adequate technical assistance and professional development to aid staff.

**C. Technology and Infrastructure Inventory**

1. **What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). \***

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	1 Gb	1 Gb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1 Gb	1 Gb
Bandwidth: Connections WITHIN school buildings (LAN)	1 Gb	1 Gb

2. **What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).**

60 Mb

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

NERIC

4. **Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.**

	Available/In Use
802.11a	(No Response)
802.11b	Available (Checked) In Use (Checked)
802.11g	Available (Checked) In Use (Checked)
802.11n	Available (Checked) In Use (Checked)
802.11ac	Available (Checked) In Use (Checked)
802.11ad	(No Response)
802.11af	(No Response)

5. **Do you have wireless access points in use in the district?**

Yes

5a. **What percentage of your district's instructional space has wireless coverage?**

35

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

No

7. **What is the port speed of the switches that are less than five years old in use in the district?**

1 Gb

8. **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)	360	360
Laptops/Virtual Machine (VM)	10	10
Chromebooks	280	280
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	30	30
<b>Totals:</b>	680.0	680.0

9. **Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?**

8

10. **From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities.**

The district's instructional staff would benefit from specialized training in the current assistive technology that the district owns. This training would permit the staff to make full use of these technologies so that they may better serve the current special education population.

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

	Number of devices in use that are less than five years old
Document Cameras	20
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	7
Multi-function Printers	3
Projectors	75
Scanners	6
Other Peripherals	0
<b>Totals:</b>	111.0

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

(No Response)

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

Yes

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

No

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Instructional Technology & Infrastructure Inventory

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**14a. On an average school day, approximately how many student devices access the district's network?**

(No Response)

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

Not Applicable

**D. Software and IT Support**

**1. What are the operating systems 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	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."**

(No Response)

**5. Please provide the name of the learning management system (LMS) most commonly used in the district.**

Moodle

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

Microsoft Office Suite  
Adobe Creative Suite  
Type to Learn  
Scholastic Math Inventory  
Go Animate

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

SIRS  
World Book  
EBSCO  
Opposing Viewpoints  
New York State Newspapers

**8. Does the district have a Parent Portal?**

Yes

**8a. Check all that apply to your Parent Portal if the response to question eight is "Yes."**

Attendance (Checked)  
Student Schedules (Checked)  
Grade Reporting (Checked)

**8b. If 'other' was selected in question eight (a), please specify the other feature(s).**

This question is required.

**9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?**

Emergency Broadcast System (Checked)  
Website (Checked)  
Facebook (Checked)  
Twitter (Checked)  
Other (Checked)

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

Remind

**10. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.**

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Software and IT Support

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Title	Number of Current FTEs
BOCES Technician	0.60
Computer Teacher	0.30
School Librarian	0.10
	<b>1.0</b>

**E. Curriculum and Instruction**

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

The district is currently using Google Apps for Education (Google Docs, Google Classroom, Gmail, etc) in order to drive our instruction forward. This shift is allowing our students and staff to share information and be connected both inside and outside of the classroom. In addition, the district utilizes the district website, library websites and databases, and teacher websites in order to provide quality research and instruction tools for students. Our staff uses a variety of online resources to allow students to investigate, curate, and present information to demonstrate learning.

**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 specify.**

The Tupper Lake Special Education Department has some students who require assistive technology devices and services to benefit from a free and appropriate public education. The Committee on Special Education considers assistive technology as a possible solution for that child. We provide assistive technology to all special needs students ranging on a continuum of low-tech to high tech needs. We service students who have very low tech needs, for example pencil grips, adaptive scissors, to mid tech needs, specialized computer software, Braille, portable word process to high tech, which includes an adaptive computer keyboard and mouse to a communication device. Specifically, we have a non-verbal student that utilizes a communication board to allow him to acquire educational benefit in the general education setting. We have a few students who utilize a lap top for written communication, as well as using the device to take notes, complete homework and use it across different school settings. We also have students who use an alternate test format for state testing which requires the use of computer access. The District provides an I-pad for one of our blind students, who uses braille apps to be able to participate in his general education classes. Our teachers and related service providers attend the Adirondack Assistive Technology Expo on a yearly basis to gain the latest up to date information on new assistive technology devices.

**3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?**

Yes

**3a. If "Yes", please provide detail.**

The Tupper Lake School District intent is to make available assistive technology devices and services as part of the special education program for any eligible regular school and pre-school-age student with a disability to ensure that the child increases, maintains or improves functional capabilities. The Tupper Lake CSE and the CPSE is responsible for the functional evaluation of each students. Students are assessed in all areas of the suspected disability and the results of such an evaluation is described in the applicable sections on the IEP. It is sometimes necessary to obtain very highly specialized evaluation information from assistive technology experts/evaluators. The assistive technology needs of a student may also be determined as a component of an evaluation conducted by an occupational or physical therapist, teacher of speech and hearing impaired, audiologist, teacher of the visually impaired and others. Instructional technology provides our students with both low and high assistive technologies. A child may be given an assistive technology to determine what technology devices should be used to increase, maintain or improve their functional capabilities. Examples of some of the provisions provided by the Tupper Lake School District includes: assistive listening devices such as hearing aids, personal FM units, augmentative communication boards, computer access, special adaptations to on/off switches, braces, walker, cane, braille materials and braille printer and proper positioning in the wheelchairs so they can participate in multiple activities in school.

### 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.**

Each year, our teaching staff participates in approximately 500 hours of professional development in support of technology integration. The professional development offerings include: 21st Century Lesson Planning, Assistive technology, Microsoft Excel for Mac, Microsoft Word for Windows, Design Your Own Classroom Website, Fall Book Review and Liaison/Council Meeting, School Library System Council Meeting, School Library System Liaison/Council Meeting & Spring Book Review, Infinite Campus/Microsoft Office Outlook - High School, Outlook Training - Middle/High School, Progress Monitoring on Cleartrack, Research Skills and Web Tools, Spring Book Review & Liaison Meeting, Technology Review, Your Digital Presence: Creating a Teacher Website.

Offerings are available in a variety of formats including as a College Course, Conference, Curriculum Review, Curriculum Writing, Department Meeting, Faculty Meeting, In-service, Meeting, Online, Study Group, or Workshop. Additionally, our teachers participate in professional development offered through FEH BOCES as we participate in the Model Schools COSER.

Each Professional Development offering is carefully considered for balance within three areas of focus. They are the NYS Teaching Standards, The NYS Metrics and Expectations, and the Diagnostic Tool for School and District Effectiveness (DTSDE).

First, and foremost are the NYS Teaching Standards. Course criteria and development must contain at least one of the relevant performance indicators from the NYS Teaching Standards. Often, they contain several. The following is a list of performance indicators that relate specifically to supporting technology and enhancing teaching and learning.

Standard 1: Knowledge of Students & Student Learning

1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes

1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

2.3 Uses a broad range of instructional strategies to make subject matter accessible

Standard 3: Instructional Practice

3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning

3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement

3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology

Standard 4: Learning Environment

4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment

Standard 5: Assessment for Student Learning

5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction

Standard 6: Professional Responsibilities and Collaboration 6.1

6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations

Standard 7: Professional Growth

7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies

7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources

Each course requires an evaluation form to be completed before credit is issued. The standard evaluation form is comprised of rubrics based on the forty-seven performance indicators contained within the NY State Professional Development Standards.

- 2. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.**

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Professional Development

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Title	Number of Current FTEs
Computer Teacher	0.10
School Librarian	0.30
	<b>0.4</b>

# TUPPER LAKE CSD

## Instructional Technology Plan - Annually - 2015

Technology Investment Plan

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### G. Technology Investment Plan

1. Please list the top five planned technology investments in priority order over the next three years.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Professional Development	5,000	Annual	Regular Budget
2	Wi-Fi	200,000	One Time	Capital Project
3	Network Cabling	25,000	One Time	Capital Project
4	Interactive Whiteboards	15,000	One Time	Capital Project
5	Tablets	15,000	One Time	Capital Project
<b>Totals:</b>		260000.0		

2. If "Other" was selected in question one, please specify.

(No Response)

**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 Staffing (Checked)  
Changes in Funding (Checked)  
Developments in Technology (Checked)

- 1a. **Please specify if response to question one was other.**

(No Response)

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

The district plans to increase student and teacher access to technology in school by adding eight carts of chromebooks and a cart of iPads, as well as new wifi infrastructure that will allow students and staff to bring their own devices and use them in school. This will dramatically increase the opportunities for students to use technology during the school day. In addition, the district is adding a digital recording studio as a means of enhancing access to 21st Century technologies and providing technology job skills. The district plans to increase student and teacher access to technology at home and in the community via Google Apps for Education. This cloud computing and learning management system platform will allow students and staff to communicate and access files via the cloud. Already our district provides database and eBook access as well as other electronic resources via the library websites. These resources are available to community members via the district website.

3. **Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.**

School (Checked)  
Home (Checked)  
Community (Checked)

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

Less than five Local Businesses  
One Public Library  
One Museum

### I. Instructional Technology Plan Implementation

- 1. Please provide the timeline and major milestones for the implementation of the instructional technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.**

As part of our Instructional Technology Plan, we will implement the following activities:

Google Apps for Education - a pilot program was implemented during the 2014-15 school year with several of the high school ELA classes. Staff trainings have begun during the summer and fall of 2015, and students will all be given access to Google Drive, gmail, and other Google Apps such as Google Classroom during the 2015-16 school year. This will allow our district to provide 24/7 access to student files as well as improving student access to teachers and resources.

Wireless devices - not only is the district upgrading our existing desktops throughout both schools, we are also adding eight carts of chromebooks and a cart of iPads for classroom use in the fall of 2015. Training will take place in the fall of 2015. Access to these wireless devices will dramatically improve student access to technology and digital resources.

Infrastructure upgrades - the district is upgrading our infrastructure to provide dramatically enhanced access to wireless networks throughout the district. This will improve student and staff ability to use the district's wireless devices, as well as bringing their own devices. The goal for installing the upgrades is by early 2016.

Digital recording studio - the district is installing a digital recording studio in the fall of 2015. This will allow students to learn 21st Century skills such as videography, digital editing, sound recording and editing, public speaking, and producing digital content. This will be provided as part of a digital recording course being offered in the spring of 2016. Our goal is for all of our daily announcements to take place via video starting in the spring of 2016, as well as getting students ready for 21st Century careers post-graduation.

Professional development - our district's technology staff will provide professional development in-house to teachers and staff in the use of the new Google apps and devices. This will take place during the summer and fall of 2015. In addition, our technology staff will continually provide professional development in the use of information technology resources throughout the school year. Staff are encouraged to attend professional development opportunities outside of the district as well (via BOCES or other organizations) in order to improve their familiarity with technology and digital resources.

Data-driven instruction - Staff members meet on a monthly basis throughout the school year with their instructional teams within the district to discuss and monitor data-driven instruction. Tools include DIBELS, SRI, SMI, and other test results. This is an ongoing district initiative to monitor student growth and outcomes throughout the year.

Student/parent portal - Students and parents in grades 7-12 currently have access to their grades and testing outcomes via our Infinite Campus program. This informs parents and teachers about student progress. Our goal is to extend the parent portal to our elementary school parents during the 2015-16 school year.

Library - our library websites and resources are available to students and staff 24/7 in order to provide a wide range of assistance with finding and using information.

**J. Monitoring and Evaluation**

- 1. **Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.**

The district Technology Committee will meet at least four times each year to evaluate how well the instructional technology plan is being implemented. We will establish goals and checkpoints as a committee and will evaluate whether or not they are being met. In order to assist us with this task, we will use the ISTE Lead & Transform Diagnostic Tool to monitor our district's alignment to the 14 Essential Conditions for learning and teaching with technology. We have already established a current baseline for our district using the tool. We can then compare our progress over time. Our committee will meet in October, January, March, and May each year. Our desired outcome is to see progress in student learning outcomes and familiarity with technology as we implement our instructional technology plan over time.

In addition, we will survey all staff at the end of each school year about how they believe our instructional technology plan is being implemented and whether or not it is positively impacting student learning. We will use a Google Form to conduct the survey, and use numerical metrics so we can quantify the results. Our desired outcome is to see progress in staff perceptions of how our instructional technology plan is improving student learning.

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

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	07/27/2015	<a href="http://policy.tupperlakecsd.net">http://policy.tupperlakecsd.net</a>	2010
Internet Safety/Cyberbullying	05/01/2005	<a href="http://policy.tupperlakecsd.net">http://policy.tupperlakecsd.net</a>	2005
Parents' Bill of Rights for Data Privacy and Security	07/27/2015	<a href="http://policy.tupperlakecsd.net">http://policy.tupperlakecsd.net</a>	2015

- 3. **Does the district have written procedures in place regarding cybersecurity?**

Yes

**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

**1a. If response was "No", please explain.**

(No Response)

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

No

**2a. If "No", please explain.**

More specific examples needed.

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

Stage of development of technology plan. It is a constant process.

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

n/a

**5. Other comments.**

n/a

**Appendices**

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

(No Response)