

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	21,334	1,250	5,017	4,463	4,234	6,052	318

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

Timothy Moon

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

Other

3a. If the response to question 3 was "Other", please provide the title.

Chief Accountability Office

**Instructional Technology Plan - Annually - 2016**Instructional Technology Vision and Goals

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**B. Instructional Technology Vision and Goals****1. Please provide the district mission statement.**

To build, support, and sustain school communities that provide all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy.

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

To support the initiatives outlined in the District's Strategic Plan, Great Expectations, the transformational technology plan.

Our technology transformation vision is to modernize our technological system in a way that will best assist students to meet 21st Century Learning Outcomes. We will achieve this vision by:

- Focusing on customer service
- Continuously engaging stakeholders in the communication of technological transformation
- Delivering agile and cost-effective services
- Supporting the District's strategic initiatives
- Empowering teachers and students to utilize best in class technology to accelerate and enhance the learning process.

The goals of this Technology Plan are to:

- Increase the opportunity to engage all stakeholders in the dialogue of how best to offer technological services across the district.
- Increase customer service to schools and departments to invest in technology that enhances learning goals and strategic initiatives.
- Increase customer satisfaction by schools and departments with the information technology services they receive.
- Provide services to schools and departments that maximize learning/productivity time with a quality of services that schools and departments can rely on.
- Provide tools that assist in data driven instruction
- Provide technological services in a cost-effective manner

**Instructional Technology Plan - Annually - 2016**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.**

This Transformation Technology Plan has been written with input from multiple stakeholders including staff, students and parents. Feedback attained through focus groups and one-on-one meetings with school building leaders indicates that this plan will only be successful if it incorporates dialogue and communication with stakeholders throughout the district. As such, this plan outlines a comprehensive approach to communicating with stakeholders for the duration of the plan's five year timeframe. In essence, this plan is unlike most technology plans because it is intended to constantly evolve while retaining two basic components:

1. All initiatives related to technology will be focused on meeting the needs of our customers (students and staff) and aligned to the learning objectives outlined in the District's strategic plan.
2. A representation of all those who will be affected by technological decisions as the district moves forward with implementation will be engaged in continuous dialogue.

A common expectation that was voiced in the focus groups and interviews conducted were that staff, students and parents have high expectations for the quality and availability of information technology services. Conversely, our customers cited significant issues with:

- Reliable network access
- Communication and collaboration
- Desktop support
- Software availability
- Interactive whiteboard availability
- Aging computers

Feedback emphasized the utility of technology to the learning process. Enhancements to the services the district offers would allow both staff and students to support student achievement in a more productive manner. Instead of fully benefiting from seamless informational technological services students, teachers and administrators reported that the district is investing time and resources to tweak the current technological services, thereby maintaining the status quo. However, none of these stakeholders believe that the status quo is adequate to meet the needs of the 21st century student. In addition to the original feedback that was collected as part of the development of the technology plan, for the specific purpose of the filing of this new digital document with the State Education Department, the District contracted with a State approved technology survey vendor to obtain feedback from parents, students, teachers, and administrators about the technology needs of current and the near future.

**4. Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**

- Access Points
- Cabling
- Connectivity
- Device Gap
- Network
- Professional Development
- Staffing
- Other
- No Gap Present

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

Until the feedback gathered in the development of the strategic plan it was not widely understood the extent to how significant the device gap was across the district. Additionally, with the State Education Department's online technology readiness tool, the district was able to utilize the tool to globally analyze the gap that existed. It was discovered that most schools were relying on funding from grants to acquire the latest technologies, which equates to a lack of funding for necessary devices. Other reasons causing the gap are lack of time to schedule teachers for PD, and teachers concerns or hesitations to use technology.

Instructional Technology Plan - Annually - 2016

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?

LightTower

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"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> <li><input checked="" type="checkbox"/> 100 Mbps- &lt; 1 Gbps</li> <li><input type="checkbox"/> 50 Mbps - &lt; 100 Mbps</li> <li><input type="checkbox"/> 10 Mbps - &lt; 50 Mbps</li> <li><input type="checkbox"/> Less than 10 Mbps</li> </ul>
Maximum Capacity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> <li><input checked="" type="checkbox"/> 100 Mbps- &lt; 1 Gbps</li> <li><input type="checkbox"/> 50 Mbps - &lt; 100 Mbps</li> <li><input type="checkbox"/> 10 Mbps - &lt; 50 Mbps</li> <li><input type="checkbox"/> Less than 10 Mbps</li> </ul>

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.

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> </ul>

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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.
	<input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" 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	100	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	1	<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?

100

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?

	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)	5,065	5,065
Laptops/Virtual Machine (VM)	8,314	8,314
Chromebooks	0	0
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	65	65
Tablets nine (9) inches or greater without access to an		

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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?
external keyboard	3,316	3,316
<b>Totals:</b>	<b>16,760</b>	<b>16,760</b>

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)?

12

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.

Continually investing in our network to support assistive technologies, which includes increasing bandwidth to allow more use of cloud based tools.

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

	Number of devices in use
Document Cameras	720
Flat Panel Displays	3,949
Interactive Projectors	0
Interactive Whiteboards	1,196
Multi-function Printers	314
Projectors	391
Scanners	7
Other Peripherals	451
<b>Totals:</b>	<b>7,028</b>

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

Camera-67  
 Response Clickers-57  
 Interactive Table-2  
 Mobi Board- 320  
 Smart Slate-5

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

Yes

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?

4,000

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

**Instructional Technology Plan - Annually - 2016**

Instructional Technology & Infrastructure Inventory

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

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

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

Compatibility across software, operating systems, and browsers

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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	Yes
Mac OS 10 or later	Yes
Windows XP	Yes
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	No
Android	No
Other	No

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

(No Response)

3. What are the web browsers, **both** available **and** supported, for use in the district?

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	Yes
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	No
Safari (Apple)	Yes
Other	No

4. Please provide the name of the web browser if the response to question three included "Other."

(No Response)

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

Currently the District is in the process of purchasing and implementing Canvas to be ready during the next school year. The district does use Moodle for staff development.

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

Smart Notebook, Microsoft Office, Sphere, Adobe Reader, Google Earth

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

ABC Clio, Pebble Go, Opposing Viewpoints and World Book

Instructional Technology Plan - Annually - 2016

Software and IT Support

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

Yes

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

- Attendance
- Homework
- Student Schedules
- Grade Reporting
- Transcripts
- Other

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

(No Response)

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

- Learning Management System
- Emergency Broadcast System
- Website
- Facebook
- Twitter
- Other

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

Public Dashboard, Telephone messenger service, Let's Talk

**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
Computer Hardware Technician II	4.00
Computer Hardware Technician I	4.00
Electronic Equipment Techncian	2.00
Systems Administrator	1.00
Junior Systems Administrator	1.00
Data Center Help Operator	1.00
Network Administrator	1.00
Telecommunicatons Technician	7.00
Systems Analyst-Designer	1.00
	<b>22.00</b>

## Instructional Technology Plan - Annually - 2016

## 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?**

- 1) Implement an online performance management assessment system using criterion based and norm referenced.
- 2) Implement a personalized blended learning program. Schools will work with experts to design a vision for personalized learning and launch a pilot. To support these efforts the district has invested in digital content that complements core curricular resources.
- 3) Continue to support the Implementation of Project Lead The Way (PLTW)
  - The technology program was upgraded with teachers receiving certification in Project Lead the Way (PLTW) Gateway curriculum
  - PLTW Gateway is a strong foundation for further STEM (Science Technology Engineering Math) learning in high school and beyond, challenging students to solve real-world dilemmas, such as cleaning oil spills and designing sustainable housing solutions
  - Using the same advanced software and tools as those used by the world's leading companies, students learn how to apply science, technology, engineering and math to their everyday lives
  - Along with professional development for teachers, all classrooms at the middle level have new computers with state of the art software, additional equipment needed to engage students in STEM activities
- 4) Implemented Ensemble, a video streaming software used by schools to broadcast video morning announcements and district TV studios
- 5) Installed Interactive Whiteboards in instructional classrooms throughout the District
- 6) Designed and built equipment for schools to create a TV studio
- 7) Installed Distance Learning Labs in the high schools enabling shared classes
- 8) Providing CTE course ex. Computer Forensics and Cyber Security

**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.**

The district addresses the needs of all students with disabilities such that needs identified in their individualized education plans and those requirements as prescribed by education law are provided in accordance. Assistive technology support is provided to students of all grade levels. The support does include ipads or laptops for students as well as various tools to assist with reading, writing, organizing, listening, and others.

**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 district addresses the needs of all students with disabilities such that needs identified in their individualized education plans and those requirements as prescribed by education law are provided in accordance.

**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).**

The district seeks out multiple languages when available as well as read aloud options. The district also utilizes many tools that are adaptive to the students learning to allow students to learn and grow at a pace individualized for them. A new management system is also being implemented to better track and assist the needs of these students as well as provided better communication to the families by having things in their home language.

**Instructional Technology Plan - Annually - 2016**

Professional Development

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**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.**

Instructional Technology Plan

1. Professional development for the effective and meaningful integration of instructional technology is offered throughout the year in embedded, face to face, blended and online methods of delivery. All PD is offered with ongoing embedded support to ensure transfer of learning to instruction. PD is offered to teachers Pre-K through 12. Grade band groups are formed as much as possible to allow for curriculum specific PD opportunities. Professional development for secretarial staff is offered in a work shop model and focusses on job specific needs.

Topics covered for teacher PD are:

- Smart Notebook
- Eno Board
- Clickers
- iPad integration ( Weekly Appy Hours to introduce an App then plan a lesson using the app)
- Web 2.0 Tools (Glogster, Blendspace, Gooru, Power My Learning, Socrative, Educreations, Photopeach, Animoto, Voki, Classmarker, Prezi, Google apps)
- Flipped classrooms and resources
- Blended learning ( PD is provided to have teacher experiment with different models ie: station rotation, 1:1, lab rotation, flex)
- Next Gen PD- Effective technology integration
- Moodle
- Edmodo
- Distance learning
- Library resources and tools
- Office 365 (OneDrive, OneNote, Sway, etc.)

Topics covered for secretarial staff are:

- Excel basics
- Outlook
- Word basics
- Powerpoint basics

SCSD has one instructional technology integration specialist position dedicated to technology integration training and support for teachers. However, all 31 Library Media Specialists are the front line support within buildings. Library Media Specialists work collaboratively by becoming experts in specific instructional technologies and offer PD in buildings across the district.

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
Supervisor of Library	1.00
Instr Tech Specialist	1.00
	<b>2.00</b>

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Technology Investment Plan

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**G. Technology Investment Plan**

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

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1.	Laptops	1,400,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Other	10,000,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other
3.	Other	1,000,000	Both	<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
4.	Other	500,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Server/Network Software	400,000	One Time	<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

**Instructional Technology Plan - Annually - 2016**

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
				<input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
<b>Totals:</b>		<b>13,300,000</b>		

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

- 2. Other is for a co-location data center to build redundancy for network and systems.
- 3. To build an internal datawarehouse that will bring many silo databases and information into one location and provide better reporting for district users
- 4. To replace the generator and HVAC system used in our Data Center

**Instructional Technology Plan - Annually - 2016**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

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

School closures, phase-outs and the development of new CTE programs.

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

The District is integrating a Personalized, Blended Learning model of instruction.. Personalized Learning allows instruction to be targeted to each student's strengths, needs and interests. By utilizing digital content, each student can work on what they need as their own pace. This can allow students to continue to work even when not at school. Teachers are provided digital tools and cloud based software to allow the possibility of working anywhere. With the implementation of Office 365 the district provides Microsoft office suite apps to be installed on all students home computers as well as staff at no cost.

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.**

Local Businesses, Public Libraries, governmental entities

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Instructional Technology Plan Implementation

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**I. Instructional Technology Plan Implementation**

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## Instructional Technology Plan Implementation

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**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.**

The primary technology initiative within the Syracuse City School District is the implementation of personalized learning (PL). Personalized learning is the integration of in-person and technology enabling the use of real time data to improve and personalize instruction to promote mastery. The expectation is that BPL will use technology to enhance the ability to differentiate instruction especially for our English Language Learners, students with disabilities, and contribute to the reduction of learning gaps for all students.

The District has completed phase 1 of the PL initiative with 7 schools in the district. The goal for the upcoming year will be to expand this initiative to our 11 phase 2 schools for the 2016-17 school year. The goal for the 2017-18 school year will be complete the implementation process for all grade levels in the phase 2 schools. The goal for the 2018-19 school year will begin PL in the remaining school buildings with the final phase in for the 2019-20 school year with all schools achieving a 3:1 ratio in all classrooms.

**2016-17 School Year**

Phase 1 Schools: Complete the phase in for any grade level not yet implementing PL. Technology will be purchased and distributed appropriately. Turn-key trainers will be used as a resource for new teachers on the use and adopted building model for PL.

Phase 2 Schools: Provide school leadership and teachers with professional development focusing on PL foundations, classroom design, and launch of PL. Provide additional training on key PL software including:

- iReady
- Dreambox
- ALEKS
- ST Math
- Achieve 3000
- Lexia
- Imagine Learning
- Think Cerca
- Myon
- Newsela

During the second semester, the technology will be implemented in the pilot classrooms.

**2017-18 School Year**

Phase 1 Schools:

Turn – key training for any new staff to the building.

Phase 2 Schools:

Complete the phase in for any grade level not yet implementing PL. Technology will be purchased and distributed appropriately. Turn-key trainers will be used as a resource for new teachers on the use and adopted building model for PL.

Phase 3 schools:

Provide school leadership and teachers with professional development focusing on PL foundations, classroom design, and launch of PL. Provide additional training on key PL software including:

- iReady
- Dreambox
- ALEKS
- ST Math
- Achieve 3000
- Lexia
- Imagine Learning
- Think Cerca
- Myon
- Newsela

During the second semester, the technology will be implemented in the pilot classrooms.

**2018-19 School Year**

Phase 1 and 2 Schools:

Turn – key training for any new staff to the building.

Phase 3 Schools:

Complete the phase in for any grade level not yet implementing PL. Technology will be purchased and distributed appropriately. Turn-key trainers

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will be used as a resource for new teachers on the use and adopted building model for PL.

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Monitoring and Evaluation

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**J. Monitoring and Evaluation**

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district’s instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.**

The technology plan will be reviewed quarterly using an Ed Stat evaluation process. Members of the Office of Shared Accountability and the Division of Teaching and Learning will use this review process to implement the best practice of a technology review cycle which includes evaluation timelines, action items and reporting expectations. These sessions will focus on the following questions:

- What windows of opportunity exist for reviewing the technology plan? (e.g., the plan might be reviewed during curriculum review cycles)
- Who will be responsible for collecting ongoing data to assess the effectiveness of the plan and its implementation?
- What is the key indicator of success for each component of the plan?
- How and when will you evaluate the impact that your technology implementation has had on student performance?
- How will you assess the level of technological proficiency gained by students, teachers, and staff members?
- How will you use technology to evaluate teaching and learning?
- How will you adapt implementation in light of new information and technologies?
- How will you analyze the effectiveness of disbursement decisions in light of implementation priorities?
- What organizational mechanism will be created to allow changes in the implementation of the technology plan?

The answers to these questions will come through discussion of the following data sources: implementation benchmarks, budget trends, technical performance, utilization records, user enrichment (e.g., student performance), community support, and other issues deemed relevant. Possible methods for obtaining progress measures include customer feedback questionnaires, plan audits, focus groups, and user surveys.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	<a href="http://boarddocs.cnyric.org/ny/scsdny/Board.nsf/files/927N7C5E8628/\$file/Policy%20%234526%20-%20Electronic%20Information%20Resources%20Acceptable%20Use%20Policy.pdf">http://boarddocs.cnyric.org/ny/scsdny/Board.nsf/files/927N7C5E8628/\$file/Policy%20%234526%20-%20Electronic%20Information%20Resources%20Acceptable%20Use%20Policy.pdf</a>	2012
Internet Safety/Cyberbullying*	<a href="http://www.syracusecityschools.com/tfiles/folder984/SCSD%20Code%20of%20Conduct%20FINAL.pdf">http://www.syracusecityschools.com/tfiles/folder984/SCSD%20Code%20of%20Conduct%20FINAL.pdf</a>	2015
Parents' Bill of Rights for Data Privacy and Security	<a href="http://www.syracusecityschools.com/districtpage.cfm?pageid=1292">http://www.syracusecityschools.com/districtpage.cfm?pageid=1292</a>	2014

**Instructional Technology Plan - Annually - 2016**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?**

What are the the purchasing restrictions for technology your district encounters?  
What is the number of internet service providers into the district?

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

(No Response)

**5. Other comments.**

(No Response)

**Instructional Technology Plan - Annually - 2016**

Appendices

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**Appendices**

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

Great-Expectations.pdf

Transformation Technology Plan.pdf