Franklin Central School District
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Instructional Technology Plan

July 1, 2015- June 30, 2018

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Contents

Vision

Today, educational institutions need to provide appropriate technology exposure to students. With this in mind, Franklin Central School's focus is preparing students for higher education and the workforce. Specifically, the District believes:

- Technology is a tool to support student development of critical thinking, communication skills, and problem solving abilities
- Relevant professional development is necessary to integrate technology into the learning process effectively
- Interactions students experience with technology will assist in preparing them for the future
- Technology should help students be life-long learners

This plan is designed to outline strategies to realize these goals using technology.

Technology Planning Committee Members

Name	Title
Gordon Daniels	Superintendent
Julie Bergman	Principal
John Girton	Technology Coordinator
Mark Van Kingsley	Computer Technician
Julie De Carlo	Elementary Teacher
Andria Finch	Secondary Teacher
Lisa Huyck	Business Teacher
Kristin Lavigne	Art Teacher

Strategies

1. Improving student learning
2. Effectively incorporating technology into the curriculum to help meet and exceed state standards
3. Ensuring the use of technology in the most efficient and cost-effective manner
4. Providing relevant, technology-centered professional development
5. Establish technology as part of the routine of school
6. Maintain unified data systems

Strategy 1 - Improving Student Learning

To improve student learning, the instructional staff and technology staff will work together to develop student-centered activities. These activities will be developed to enhance classroom instruction through the use of technology. To enable the development of these activities, the school will provide an environment where the primary focus for the improvement of student learning will be based on authentic uses of technology.

The use of technology to improve student learning will be centered on these three key areas:

1. The technology supports student performance of an authentic task.
2. The technology use is integrated into activities that are a core part of the classroom curriculum.
3. Technology is treated as a tool to help accomplish a complex task.

The school will also provide an environment where:

- Technologies exist for differentiated learning styles
- Technology enables students to engage in distance-learning and online learning opportunities outside of the school
- Methodologies for storing, transmitting, and producing necessary materials are available
- Students will access information needed for classroom study/research
- Students will practice keyboarding to improve efficiency and accuracy
- Students will learn how to use various software and technologies
- Systems to track and account for student competencies are readily available and easily accessible to other staff and administration
- The district will ensure that students with disabilities receive equitable access to instruction, materials and assessments

These systems will include, but are not limited to:

- Mathematics assessment
- Reading assessment
- Language assessment
- Technology assessment

Access to resources include the following:

- Computer systems for student use in each classroom
- Mobile laptop labs
- Traditional computer labs
- Projector based multimedia instruction stations that improve student learning
- Protected student access to e-learning systems and the Internet

Strategy 1
Action Plan

Action	Timeline	Responsible Party	Result
Procurement of technologies to meet the needs of students	Ongoing	Technology Coordinator, Principal, Teacher, Superintendent	Appropriate technology tools are available, thus students will access resources that enable them to achieve higher results
Students to engage in distance-learning and online learning opportunities	Ongoing	Superintendent, Technology Coordinator, Principal, Guidance Counselor	Acquire systems and programs that will enable the school to provide students with additional educational opportunities
Methodologies for storing, transmitting, and producing necessary materials are available	Yearly review of systems and needs	Technology Coordinator	Unlimited opportunities exist for program development and expansion
Systems to track and account for student competencies	Yearly assessment of necessary systems	Principal, Teachers, Technology Coordinator	Student scores and performance indicators are readily available for review
Access to technology resources	Ongoing	Technology Coordinator	Systems available to support learning systems and programs of instruction

Strategy 2 - Effectively incorporating technology into the curriculum to help meet and exceed state and national standards

Incorporating technology into the curriculum to meet and exceed state standards will require input from instructional staff and technology personnel. The adoption of the current National Educational Technology plans and curriculum resources will improve student learning through curriculum enhancement with technology. The technology committee determines which standards and benchmarks to adopt. When adopted, standards will be disseminated to staff and administration. Once a technology curriculum is adopted, it will be reviewed annually to ensure that technology usage and instruction continues to be relevant.

Our classes integrate technology into classroom instruction and programs. Some examples of this include projects from these areas:

- Video history of famous artists
- Teacher created web sites
- Directed math instruction using TI calculators and projection hardware
- Internet study of professions, coupled with oral presentations
- Using Internet resources to augment classroom instruction
- Integrating streaming video into classroom activities

Strategy 2
Action Plan

Action	Timeline	Responsible Party	Result
Acquire and maintain software application(s) for assessment, grading, and lesson planning	Ongoing	Superintendent, Principal, Technology Coordinator, District Treasurer	Clear pre-post testing, with data at the school's disposal
Purchase hardware to support teaching with technology	Ongoing with 3-4 year refresh cycles	Superintendent, Principal, Technology Coordinator, District Treasurer	Student interaction increases, competencies rise
Provide network support	Ongoing	IT Department	Technology remains available and reliable
Provide training	Ongoing during in-service and other workshops	Superintendent, Principal, Technology Coordinator	To ensure that effective, up-to-date use of technology continues
Provide access to information through: •Student Grades and Attendance •Student IEP System •Testing software suites	Ongoing	Superintendent, Principal, Technology Coordinator	Monitor student progress
Access to "Best Practices" databases	Ongoing	Superintendent, Principal, Technology Coordinator	Teaching relates more directly to state and national standards

Strategy 3 - Ensuring the use of technology in the most efficient and cost-effective manner

Technology staff will use all available resources to assess technology use. The purchasing of new computer systems and software will be performed per state standards. Purchasing will be centralized, with systems being purchased in the most economical method possible. When new technologies are introduced, they will be evaluated prior to purchase and system-wide implementation, thus reducing the waste of valuable resources and time.

The district facilitates the budgeting of technology by:

- Determining the total costs for technology as a percentage of total spending
- Considering a systemic restructuring of budgets to realize efficiencies, cost savings and reallocation
- Considering leasing with 3-5 year refresh cycles
- Applying for technology grants and outside funding

Strategy 3
Action Plan

Action	Timeline	Responsible Party	Result
Determining the total costs for technology as a percentage of total spending	Yearly	Technology Coordinator, District Treasurer, and Superintendent	Keeps our technology spending aligned with budget increases
Restructuring of budgets	Yearly	Technology Coordinator, District Treasurer, and Superintendent	Allocate funding that is necessary to support technology integration
Outside funding and grants	Yearly	Technology Coordinator, District Treasurer, and Superintendent	Increase in funding sources

The district currently provides for technology funding in the following ways:

1. Purchasing hardware through the Installment Purchase Agreement (IPA) BT BOCES
2. Purchasing hardware through State Aided funding
3. Purchasing technology related supplies from the supplies budget
4. Using the general fund for Internet and phone service fees
5. Service performed through contractual agreements

On a yearly basis, the Technology Coordinator meets with the District Treasurer to review technology budgeting for the upcoming year. Appropriate budget adjustments are made at that time based on expectations and projections for the following year. The actual and estimated budgets for the years 2015-2018 are outlined below.

Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**
	Actual	**Estimated**	**Estimated**	**Estimated**
BT BOCES IPA	50000	50000	50000	50000
State Aided	8000	8000	8000	8000
Supplies	6000	6000	6000	6000
Software	4000	4000	4000	4000
Professional Development including Model Schools and Conference Day Trainings	5000	5150	5305	5464

Strategy 4 - Enhancing education through the use of appropriate, timely professional development

To ensure the best use of technology in the classroom, professional development is key. Teachers need access to research, examples, and innovations as well as staff development to learn best practices.

Professional development will be tied to these best practices:

- Identification of required technology/curriculum related professional development opportunities
- Systems for tracking professional development based on state and national standards
- Opportunities for professional development that will include, but not be limited to:
    - Online, any-time, anywhere systems for professional development
    - In-service workshops
    - BOCES workshops
- Necessary computer systems for professional development
- Necessary human resources for training and support of professional development objectives
- Appropriate changes in organizational structure or methodologies to facilitate time for all staff to participate in training
- Ensure that every teacher knows how to use data to personalize instruction. This data is used to drive daily decisions and design interventions to customize instruction for every student's needs

Strategy 4
Action Plan

Action	Timeline	Responsible Party	Result
Identifying professional development opportunities	Ongoing	Superintendent, Principal, Technology Coordinator, Teachers	Focused professional development that enhances education
Professional Development tracking systems	Ongoing	District Clerk, Technology Coordinator	Reliable information related to professional development programs and results
Implement Computer Systems for Professional Development	Ongoing	Superintendent, Principal, Technology Coordinator	Dedicated systems for ongoing professional development and training as required by NYS Staff hours entered and logged
Implement structure changes to support time for Professional Development	Ongoing	Superintendent, Principal, Guidance Counselor, Technology Coordinator	Staff has equal opportunity for all professional development opportunities
Training teachers to utilize data to personalize instruction	Ongoing	Principal, Outside Trainers, Technology Coordinator, Previously trained teachers in a train-the-trainer model	Students learn more through better designed learning activities resulting in improved test scores and well-rounded students

Strategy 5 - Establish technology as part of the routine of school

As new technologies are introduced, systems will be implemented to incorporate those advancements into the everyday functions of the school. To make technology part of the day-to-day routine, the school will continue expanding the means to:

- Communicate with parents by using:
  - Internet e-mail
  - Web-based resources
  - PowerSchool to share student progress
  - Automated notification system
  - Other means to be determined
- Communicate with colleagues
- Disseminate student progress information online
- Create an environment that students can share work
- Provide a reliable, stable environment for technology to flourish

Strategy 5
Action Plan

Action	Timeline	Responsible Party	Result
Enhance communication	Ongoing	District	Students more focused, parents more aware, district more accountable
Progress reporting online	Ongoing	Superintendent, Principal, Teachers, Technology Coordinator	Immediate feedback for student work, reduced cost
Model technology use	Ongoing	Teachers, Principal, Technology Coordinator	Teachers are more aware of technology uses and model practices for the classroom
Providing stable environment	Ongoing	Superintendent, Principal, Technology Coordinator	Systems available and operable during required times, with low incidence of outages

Strategy 6 - Maintain unified data systems

Integrated, interoperable data systems are the key to better allocation of resources, greater management efficiency, and online and technology-based assessments of student performance that empowers educators to transform teaching and personalize instruction.

- By reducing the number of information systems, administrators and educators have the information they need to increase efficiency and improve student learning
- Data from both administrative and instructional systems will be used to understand relationships between decisions, allocation of resources and student achievement
- Ensure interoperability with centralized state data warehousing system
- Use assessment results to inform and differentiate instruction for every child

Strategy 6
Action Plan

Action	Timeline	Responsible Party	Result
Review SMS, IEP, Library and Cafeteria POS software	Ongoing	Superintendent, District Treasurer, Technology Coordinator, Principal	Data is more readily tracked, attendance more complete, students, parents, and school are informed
Data Driven Decision Making	Ongoing	Superintendent, Principal, Teachers, Technology Coordinator	Grades and attendance results help form action plans for improvement
Make system operate with state data warehousing	Ongoing	DDC, Technology Coordinator, Principal, Superintendent	Data is more complete, accurate and simply transmitted for state reviews

Plan Outcomes

If the infusion of technology into education is to be deemed a success, we will see an improvement in the quantity and quality of products produced by our students and staff. In addition, we will see an increase in understanding of technology and student achievement. Our students will become well-adjusted, knowledgeable workers ready to succeed in today's higher education or work environment.

Current Systems and Programs

The district currently has 180 instructional computer systems. Our standard classroom technology configuration includes a desktop computer, interactive whiteboard, document camera, multimedia projector, and laptop computer with docking station. The desktop is used with the interactive whiteboard to provide instruction to the students. The laptop computer is used by the teacher to develop lessons, take attendance and other daily tasks. The teacher can also utilize the laptop for professional development both on and off site. Laptops can also be signed out during the summer months by the teachers to use for curriculum and professional development.

There are three computer labs located in the district, two of these labs are scheduled for technology instruction throughout the school day. The third lab and when the other two labs are not in use for scheduled instruction, can be signed up by classroom teachers to use them for special projects and conducting research for classwork. The labs are also used to conduct computer based assessments throughout the school year.

We have three mobile carts with laptop computers that can be move between classrooms as needed. Some carts have enough systems for a whole class and some have just 5-10 systems for small group instruction.

The district utilizes volume licensing when fiscally possible so that purchased applications can be installed on all district computer systems. This includes desktop and network operating systems, word processing, spreadsheet and presentation applications, video and graphic design applications, and assistive applications. This provides students and staff the ability to use any instructional computer without having to worry if the correct application or version is installed on a specific system. This also allows students with disabilities to use any computer instead of having to go to a specific location to use a computer.

Our current software subscriptions include, but are not limited to:

Microsoft Office Professional, Reading Blaster, Math Blaster, Accelerated Reader, Math Facts in a Flash, Star Reading, Adobe Creative Suite, Premier Assistive.

Future plans

Technology equipment is on a five year replacement cycle as long as funding sources are able to be maintained. This is done by utilizing shared services through our local and regional BOCES, such as Installment Purchase Agreements (IPA) for purchasing instructional and administrative equipment, State Aid funds and local and regional grants.

The district network cabling will need to be completely overhauled in the next three years to meet the demands of technology in the district. The district has an aging telephone system that will need to be upgraded to a VOIP system and the video surveillance cameras will be upgraded from analog to IP cameras, to improve the safety and security within the district.

We will need to increase the number of wiring closets and wireless access points throughout the district to allow for the future requirements of computer based assessments and instructional resources.

This infrastructure upgrade will have to be included in a building project.