huntington union free school district

HUNTINGTON UNION FREE SCHOOL DISTRICT TECHNOLOGY PLAN

JULY 1, 2015 – JUNE 30, 2018

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TECHNOLOGY PLANNING COMMITTEE

The purpose of the Huntington UFSD Technology Committee is to make technology-related decisions, recommendations and plans that impact learning and instruction, and to provide two-way communication between all stakeholders.

This plan is intended to correspond with all Huntington UFSD educational initiatives and to support our District's mission and strategies. It was developed from the belief that technology can significantly enhance the learning environment and improve teaching and learning. The plan was created through a collaborative process with administrators, faculty, support staff, and community representation. Members attended sessions held between February 2015 and May 2015 to develop various components of the plan.

District Technology Committee Members

Mr. James Polansky, Superintendent
Dr. Ken Card, Assistant Superintendent for Curriculum and Instruction
Mr. Sam Gegis, Assistant Superintendent, Finance & Management Services
Mrs. Maryann Daly, SEARCH Program Chairperson
Mrs. Patricia Dillon, Librarian
Mr. Edward Florea, High School Teacher
Mrs. Paula Gasparino, Elementary Teacher
Mr. Hugo Guardado, Computer Technician
Ms. Noreen Heffernan, Computer Technician
Mrs. Tiffanie Kelly, Elementary Teacher
Mrs. Karen Mallow-Rizzo, Elementary Teacher
Ms. Tracy McManus, Elementary Teacher
Ms. Rae Montesano, Principal, Jack Abrams STEM Magnet
Ms. Donna Moro, STEM Coach
Ms. Christine Nugent, Middle School Teacher
Ms. Judy Pazienza, High School Teacher
Ms. Marybeth Robinette, Director of Elementary Mathematics, Instructional Technology and Assessment
Mr. Mike Tudisco, Computer Technician
Mr. Blaine Weisman, Chair of Mathematics and Science 7-12

TECHNOLOGICAL VISION OF THE HUNTINGTON SCHOOL DISTRICT

To best determine how the Technological Vision of the Huntington Union Free School District is to be structured, not only for the necessity of a 3 year plan, but also for years far ahead, one must refer to the Mission of the District.

Huntington School District Mission Statement:

"Recognizing the strengths of our District's traditions, its history of community support, the diversity of our population and our commitment to educational excellence, the mission of the Huntington Union Free School District is to educate students by effectively teaching an enriched body of knowledge through the active participation of all students, building upon their unique talents and abilities to produce creative, self-assured, responsible citizens who are capable of critical thought and action."

The Mission Statement contains 4 main focuses pertaining to student achievement and their preparation for the future:

i. Teaching an enriched body of knowledge
ii. Active participation of all students
iii. Building unique talents and abilities
iv. Produce creative, self-assured, responsible citizens who are capable of critical thought and action.

The Technological Vision of the Huntington School District is to advance the academic achievement of all by integrating Technology into curriculum and instruction. People in the 21st century live in a technology and media-rich environment, with immediate access to an abundance of information. Rapid changes in technology tools and the ability to collaborate continue to advance at an unprecedented rate. For our students to be effective in the 21st century as active citizens and workers they must have the ability to exhibit a wide range of functional and critical thinking skills in the areas of information literacy, media literacy and communication literacy. Our vision is to meet these challenges by incorporating the 21st Century Standards and International Society for Technology in Education National Educational Technology Standards into our curriculum and instruction with the intent that it will lead to less focus on technical skill sets, and more emphasis on core content delivery. The above goals of the mission statement can be achieved with the aid of technology:

- focusing on 21st century skills, content knowledge and expertise
- utilizing multimedia to accompany core content lesson material
- introducing technological accessories that aid in addressing all learning styles as to differentiate instruction
- allowing those with "digital native talents and skill sets" to express their knowledge and abilities and to share with others
- providing teachers with real time student data to analyze trends and adjust curriculum accordingly
- communicating with parents and community via Google Sites, District Web Page, Parent Portal, eboards and social media
- providing students with an ability to self-assess and reflect on their own growth
- alignment to common core curriculum in ELA and math and transition on-line testing in ELA and math.
- subscribe to on-line textbooks

By integrating technology into curriculum and instruction, we will be aiding in the goal of creating independent citizens that are not only capable of critical thought and action, but also future workers that will be able to easy assimilate into the global market.

Goals of the Huntington School District

Goal 1

To have a clear set of technology goals that are funded and evaluated on a yearly basis.

Strategies

a) The district supports a technology plan that is realistic and has clearly stated goals and strategies that align with the district mission statement. (2015-2018)
b) The district has a technology committee with representatives from all stakeholder groups.
    a. Committee will meet at least 4 times per school year and additionally when it warrants (2015-2018)
    b. Conduct a yearly update (2015-2018). This will include a review of all parts of the plan. Any changes necessary will be instituted.
c) The Technology Team consisting of the Assistant Superintendent for Business, the Director of Instructional Technology, and the district technical staff will meet when possible to review technology issues and work on projecting the needs of the district. This team will update the Technology Committee during their meetings (2015-2018).
d) The district will include yearly funding for technology in the operational budget (2015-2018).
    a. Federal, state, and private resources will be utilized.
        i. Investigate and pursue alternative sources for technology funding.
        ii. Investigate leasing options.
e) Evaluate progress with the goals set in this plan and make adjustments as needed (2015-2018).
f) Assess technology products and services as needed (2015-2018).
    a. Technology meeting agendas need to include an update and evaluation of progress with the benchmark objectives.

Goal 1	Timeframe	Responsibility	Status
1a	2015-2018	Technology Committee	Ongoing
1b	2015-2018	Technology Committee	Ongoing
1c	2015-2018	Technology Team	Ongoing
1d	2015-2018	Technology Team	Ongoing
1e	2015-2018	Technology Team Technology Committee	Ongoing
1f	2015-2018	Technology Team Technology Committee	Ongoing

Goal 2
To integrate voice, video and data networks capable of providing communications, among administrators, teachers, students, support personnel and the community.
Strategies

a) Maintain and update the district website in order to publish important and necessary school information to students, parents, community and staff.
b) Review our servers and manage our environment effectively and cost efficiently.
c) Purchase and update interactive white boards
d) Maintain email system (including archiving) for all staff provided by Office365, which is cloud based. All backups, virus and spam filtering will be cloud based.
e) Maintain all necessary devices and services to allow connectivity among all district buildings where feasible.
    a. Remote backup of all critical systems.
    b. Provide adequate security to prevent access and tampering.
f) Review and revise when necessary the district AUP to reflect the ever changing appearance of the Internet.
g) Adhere to requirements of CIPA (Children's Internet Protection Act). Cisco ASA Smart Appliance is used for web filtering.
h) Employ the Parent Portal feature of our student management system (eSchool) to access student attendance, grades, progress reports, NYS Assessments and Regents reports.
i) Maintain teacher eBoards and incorporate Google Sites as a means of communication between students, teachers, parents, and community.
j) Plan for the continued rollout/upgrade of peripherals i.e. SmartBoards, student response systems, LCD projectors, videoconferencing appliances, etc.
k) Monitor bandwidth and increase as indicated by a review of usage.
l) Installation of a content filter suitable to the district's on-line requirement. See (g)

Equipment, switches and all necessary infrastructure needs will be evaluated by the Technology Team during the course of their weekly meetings; and the Technology Committee yearly to be updated and planned for when necessary.

Internet connectivity is maintained via 200 Mbps fiber connection to Light Tower.

The financial system is managed by Finance Manager which is backed up daily.

A Cisco ASA Smart Appliance filter ensures compliance with the Children's Internet Protection Act.

District email is being upgraded to Office365 which is cloud based. All backups, virus and spam filtering will be cloud based.

The District utilizes a dedicated server for the Follet-Destiny Library Manager System. This system combines circulation, cataloging, searching, reporting and management in

one centrally installed library system. The librarian, teachers and students accesses the system through desktop workstations.

The District website is a source of pride to the Huntington Community. Communication between the school and community is updated daily. Each school has its own link with information updated as needed. A direct link to teachers' eBoards allows easy access for parent, student and teacher communication.

The student management system, eSchool, currently allows parent/guardian access to student attendance, schedules, report cards, progress reports, Regents results and class grades at the High School and Finley Middle School. At the elementary schools, the parent portal allows parents to access student attendance, schedules, NYS Assessment results, and report cards.

In 2014-2015, the School District fully implemented a computerized point of sale system at in all buildings using Nutri-Kids.

At the High School, an independent system has been developed to electronically authenticate student identification cards.

Goal 2	**Timeframe**	**Responsibility**	**Status**
2a	2015-2018	Web Publishers	Ongoing
2b	2015-2018	Technology Team	Ongoing
2c	2015-2018	Technology Team	Ongoing
2d	2015-2018	Technology Team	Ongoing
2e	2015-2018	Assistant Superintendent for Business	Ongoing
2f	2015-2018	Technology Committee Technology Team	Ongoing
2g	2015-2018	Technology Committee Technology Team	Ongoing
2h	2015-2018	Technology Team	Ongoing
2i	2015-2018	Technology Team	Ongoing
2j	2015-2018	Technology Team	Ongoing
2k	2015-2018	Technology Team	Ongoing
2l	2015-2018	Technology Team	Ongoing

Goal 3: What are the district's plans to use digital connectivity and technology to improve teaching and learning?

The district plans to integrate the use of technology into all aspects of curriculum, instruction and administration, so that its use extends opportunities and potential for all students, staff and community.

Strategies

a) Support curriculum integration of MS Office applications, Inspiration, Discovery Streaming, Brainpop, Kidspiration, BookFlix, Internet, GAFE and other educational applications as needed.
b) Support the use of various web-based curriculum/instructional materials such as eMath Instruction, EngageNY math modules, Geometry Common Core Math, and others. Whenever possible and practical, the use of electronic textbooks throughout the district will be encouraged.
c) Support the integration of various devices such as Chromebooks, Nexus 7 devices, and others in a hardware initiative that has the district moving to a 1:1 computing platform for each student.
d) Craft developmentally appropriate learning opportunities using technology based instruction that support differentiated instruction.
e) Support classroom technology integration through various support staff, such as the Director of Instructional Technology, technology coaches, teacher-leaders, and/or digital natives.
f) Using Atlas Rubicon, teachers and supervisors will maintain web-based curriculum maps for all subjects.
g) Utilize technology to streamline and automate assessment data collection and analysis to implement data driven decisions. These platforms will be utilized: BARS, Aimsweb, DataLink, Right Reason Technology, as well as others that become available.
h) Review the needs of students with disabilities and implement plans that will enable them to meet their full potential through the use of assistive technology.

g) Deploy Chromebooks, iPads, and other devices at the elementary level, middle school and in the SEARCH program
    a. Teachers in the elementary schools will receive a set of Chromebooks or other devices for use in their classrooms. A rolling deployment will be utilized.
    b. There will be the formation of a local user group for these teachers to meet and share information.
    c. Interested student technology leaders will be encouraged to act in a leadership role to support this deployment.
h) In grades 7-8, Chromebooks will be deployed during the 15-16 school year. Students will be assigned to a specific device that they can use both at home and during the school day.
    a. Teachers will receive training to support this deployment by in-district coaches, PD leaders, BOCES courses and/or other outside sources.
    b. There will be formation of a local user group for these teachers to meet and share information.

c. Interested student technology leaders will be encouraged to act in a leadership role to support this deployment.

i) In grades 9-12, Chromebooks or other devices will be deployed by specific classes, then spreading out to entire grade levels. Students will be assigned to a specific device that they can use both at home and in school.
   a. Teachers will receive training to support this deployment by in-district coaches, PD leaders, BOCES courses and/or other outside sources.
   b. There will be the formation of a local user group for these teachers to meet and share information.
   c. Interested student technology leaders will be encouraged to act in a leadership role to support this deployment.
   d. Students will build digital portfolios and will monitor their digital footprint by graduation, starting with the 2015 cohort.

j) Using Atlas Rubicon, teachers and supervisors will maintain web-based curriculum maps for all subjects.

k) Utilize technology to streamline and automate assessment data collection and analysis to implement data driven decisions. These platforms will be utilized: BARS, Aimsweb, DataLink, Right Reason Technology, as well as others that become available.

The Director of Instructional Technology and/or a Technology Coach, teachers or teachers on Special Assignment, upon request of the building Principals, Directors or Department Chairpersons, may provide parent training on new technologies as they are implemented. Instruction may be needed to assist parents in utilizing eboards, google sites, the e-school parent portal or other web-based tools. These group sessions may occur at PTA meetings or at Parent Universities or at other times as needed.

Goal 3	Timeframe	Responsibility	Status
3a	2015-2018	Director of Instructional Technology	Ongoing
3b	2015-2018	Asst. Supt. Curriculum Principals, Directors, Department Chairs	Ongoing
3c	2015-2018	Asst. Supt. Curriculum Principals, Technology Teams	Ongoing
3d	2015-2018	Asst. Supt. Curriculum, Principals, Directors, Department Chairs	Ongoing
3e	2015-2018	Asst. Supt. Curriculum Principals, Director of Instructional Technology, Technology Teams	Ongoing

3f	2015-2018	Asst. Supt. Curriculum, Director of Instructional Technology, Instructional Coaches, Principals, Technology Teams	Ongoing
3g	2015-2018	Asst. Supt. Curriculum, Director of Instructional Technology, Principals, Technology Teams	Ongoing
3h	2015-2018	Asst. Supt. Curriculum, Director of Instructional Technology, Principals, Technology Teams	Ongoing
3i	2015-2018	Asst. Supt. Curriculum, Director of Instructional Technology, Principals, Technology Teams	Ongoing
3j	2015-2018	Asst. Supt. Curriculum, Directors, Chairs, Principals, Instructional Coaches, and Teachers	Ongoing
3k	2015-2018	Asst. Supt. Curriculum, Director of Instructional Technology, Principals, Technology Teams	Ongoing

Support for integration of software applications, peripherals and digital content for the staff will be ongoing and by request of the staff to the Director of Instructional Technology. Additional training in the use of data from the online sources will be done through the Assistant Superintendent of Curriculum and Instruction's office. This training will take place through Superintendent's conference days, release time, staff meetings and after school workshops.

Goal 4

To provide technology professional development to all teaching staff for the effective use of technology to improve student learning.

Strategies

a) Identify staff development needs to support further integration of technology in classrooms.
b) In-class coaching in technology integration aligned with the District's Professional Development Plan, emphasizing differentiated instruction and the use of technology & data to improve instruction.
c) Sustain the professional development with coaching; modeling best practices, district based mentoring, and user groups.
d) Encourage teachers to take advantage of our district workshops and conferences.
e) Promote 'Turn-key Trainer' approaches where selected staff receive training and then train other staff through both structured classes and small informal groupings.
f) Encourage attendance at workshops, seminars, and courses provided by professional organizations, BOCES, and Teacher Centers.
g) Recommend that at least one staff meeting in each building be set aside for technology integration.
h) Create a team of student leaders for assisting with technology integration.
    i. Students create videos/presentations shared using googles sites/drive or other web-based tools.
    ii. Students assist with the replacement/repair of devices
    iii. Students manage a helpdesk as a resource for teachers and students to ask question regarding current technology.

Goal 4	Timeframe	Responsibility	Status
4a	2015-2018	Technology Committee	Ongoing
4b	2015-2018	Technology Coaches, Director of Instructional Technology, Outside Consultants	Ongoing
4c	2015-2018	Asst. Supt. Curriculum, Instructional Technology Director, Teaching Assistants, Huntington Teacher Center	Ongoing
4d	2015-2018	Asst. Supt. Curriculum, Principals, Directors, Chairs, Technology Team	Ongoing
4e	2015-2018	Technology Team Technology Committee	Ongoing
4f	2015-2018	Asst. Supt. Curriculum, Principals, Directors, Chairs, Technology Team Asst. Supt. Curriculum	Ongoing
4g	2015-2018	Principals	Ongoing
4h	2015-2018	Teacher volunteer serving as an advisor to the Tech Team	Ongoing

Infrastructure, Equipment and Software 2015-2018

- The rollout of computer devices such as Chromebooks, Nexus 7s, or other personal computing devices moving toward a 1:1 initiative is continuing.
- Technology infrastructure upgrades are mostly completed. We look to increase bandwidth in the future as needed.
    - In 14-15, fiber connectivity was increased to10 gigabytes between buildings
    - The installation of a second internet line will serve as a backup in the event of problems with connectivity.
    - The installation of a generator at HHS will serve as a power backup to ensure internet connectivity during natural disasters.
    - Segregation of phone/VIOP to ensure faster data speed connections.
- Upgrade older Interactive Whiteboards, consider replacement with LEP devices that don't require projectors
- Increase the number of document cameras in classrooms throughout the district
- Upgrade of Smart Notebook software which will benefit smart classrooms throughout the district.
- eBoards, google sites and other web-based tools
- Video Conferencing
- Web 2.0 Tools; GAFE
- The implementation of Google Classroom and other web-based applications will grow

SmartBoard interactive white boards were rolled out throughout the district. We will continue to add additional white boards as well as upgrade aging white boards as our future budgets permit.

Teachers use eBoards, which are an internet based subscription electronic bulletin board, as a means of increasing communication and collaboration and further integrating technology into the classroom by the posting of links, photos, pod casts, streaming video, and other digital content. We will continue over the life of this plan to maintain the current eBoard accounts and add additional accounts if necessary. Training for these eBoards is ongoing.

Administrators, teachers and students will be encouraged to use google sites or other website creation tools in replacement of eboards or in addition to eboards, to communicate with the community. Google sites offers unlimited space to educators and students and there is no cost associated with it.

Video Conferencing was initiated with two Polycom Video conferencing units which were part of a grant awarded to the District by the Huntington Foundation for Excellence in Education. These two units have been made portable for use in all eight schools

throughout the district and make use of the cable modem in each of our libraries which was installed by Cablevision. Teachers have participated in programs from NASA and SPLIA (Society for the Preservation of Long Island Antiquities), as well as video conferencing with classes from other parts of the world. Additional videoconferencing opportunities continue to take place. Auditoriums and other community workspaces in our district will be reviewed for video conferencing units as future budgets permit.

We continue to support a subscription to Castle Learning and TMWizard. These web based sites provide content review and skill assessment activities for Math, Science, Social Studies, and Language Arts. Accounts have been set up for all staff in grades 4-12. Castle Learning provides instant feedback and progress reports that pinpoint a student's strengths and weaknesses. Teachers can monitor Castle Learning usage by their students and even assign review sessions tailored to the needs of individual students. Teachers can also create, assign and monitor targeted assignments that emphasize the teacher's choice of units, themes, difficulty levels, and question attributes. Vocabulary worksheets and flash card sets can also be custom tailored for a student or class. Teachers have the option of choosing from a large database of questions or they can create their own. TMWizard is a web-based test-prep site, with questions available in English and Spanish. Teacher can create their own tests using this softward. In our Technology Plan for 2015-2018 we will continue to develop teacher use of thess sites through staff development at faculty meetings and workshops held in conjunction with our Teacher Center.

We also have continued a district subscription to BrainPop, BrainPopJr. and BrainPop Espanol, a fun interactive site that teaches important concepts in core curriculum subject areas through on-line movies, quizzes, and other activities. This subscription allows teachers to utilize multimedia to support their content lessons. We also have access to Wizard by Eduware at Huntington HS and Finley MS. For the 2015-2018 Technology Plan we will continue to subscribe to these services and evaluate them yearly.

The District continues to uses Turnitin, a service to determine the originality of essays and papers based on comparisons with their internal database and net-wide searches. Additionally, the district maintains subscriptions to several research data bases.

The District also continues to subscribe to Discovery Streaming and Discovery Science to provide the teachers and students with digital content for use in the classroom and home. Discovery Education streaming offers teachers with varying levels of integration skills the opportunity to learn to use Internet resources to acquire and enhance their teaching practice. With enhanced technology and teaching skills, teachers will be able to integrate this technology into the curriculum and use teaching strategies to promote higher-order thinking skills for students.

Several teachers in the district have been using Odysseyware for students who have missed class time due to medical or other issues and for students who are working toward achieving their GED. The use of Odysseyware for this purpose will be evaluated and a determination made as to whether or not it will be continued.

In addition, in the spring of 2012, we began a pilot program of Atlas Rubicon for expansion of our curriculum mapping programs. Atlas Rubicon is now used widely throughout the district and will continue to be used through 2015-2018.

As part of the district's math curriculum at the elementary level, ThinkCentral provides teacher and student accounts for GoMath and Glencoe's Connected provides teacher and student accounts for Course 1 in grade 6.

Destiny/ProQuest/Book Flix/PebbleGo

Instructional Projections for 2015-2018

As a result of the technological advancements made in the School District in 2015-2018, the importance has been and will continue to be on staff development with emphasis directed towards all teachers, with the aid of the building Principals, Directors and Chairs.

Future staff development will concentrate on the utilization of online data from various sources such as BARS, AIMS Web, Right Reason Technologies etc. as a means to drive the instruction and close the achievement gap. This training will occur during release time, faculty meetings and workshops (2015-2018). Training in the implementation of Google Classroom and/or Microsoft 365 will also occur as the 1 to 1 device initiative continues to grow.

The Huntington School District continues to recognize that the best model of staff development to promote technology integration is the push-in model of lesson development.

The Director of Instructional Technology and/or a Technology Coach, upon request of the building Principals, Directors or Department Chairpersons, may provide group staff development on various instructional technologies. These group sessions may occur during faculty meetings, Superintendent's Conference Days, grade level meetings, and/or staff development days. Non- instructional staff may also be invited to participate in these sessions or have sessions of their own.

Teachers additionally have the ability to partake in learning opportunities via the Huntington School District Teacher Center. These opportunities range from group learning, hands on activities, and on-line self-paced learning.

Teachers also may attend workshops at BOCES.

During the 2014-2015 school year, the Technology Committee will create and administer a needs assessment to determine further direction with regards to staff development for technology.

Teacher assessment of technology use will be done informally through the teacher observation process done by principals and department chairs.

My Learning Plan is being used to keep track of any and all professional development of staff. The Human Resources Department organizes and maintains this site with the assistance of the office of the Assistant Superintendent for Curriculum and Instruction.

The district will continue to offer programs for parents in the use of available technology. These may include training in how to use the Naviance system, eSchool Parent Portal, and information regarding cyberbullying and Internet safety.

DISTRICT SPECIFIC STANDARDS AND ACTIVITIES

The below skill sets and National Technology Standards are district specific goals and are the basis for a Technology Curriculum. Introduction, reinforcement, and mastery of skills will occur between grades K-8.

Delivery of curriculum will not revolve around direct instruction of technology skills, but rather as an addition to a core subject matter lesson. This will occur K-12. Further examination of these district specific goals is an ongoing annual process which will be reviewed by district administration and presented to the Board of Education.

I = Introduced
R = Reinforced
M = Mastered

Standard 1
BASIC COMPUTER OPERATIONS AND CONCEPTS

- Students will demonstrate a sound understanding of the nature of technology systems.
- Students are proficient in the use of technology

Students will learn and be able to:	K	1	2	3-5	6-8
Identify basic computer hardware	I	R	R	R	M
Use basic computer vocabulary	I	R	R	M	M
Use a mouse	I	R	R	M	M
Turn computer on and off properly	I	R	M	M	M
Open and close computer programs	I	R	M	M	M
Log in and out of network		I	R	M	M
Print		I	R	M	M
Use Save and Save As commands			I	R	M
Use right mouse button				I/R	M
Toggle between two open programs				I/R	M
Understand file attributes				I/R	M
Understand Operating System basics				I	R/M
Understand directory folder structure				I	R/M
Understand networking concepts				I	R/M

Standard 2
SOCIAL, ETHICAL, and HUMAN ISSUES

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Students will learn and be able to:	**K**	**1**	**2**	**3-5**	**6-8**
Demonstrate appropriate use of computers (AUP Policy)	I	R	R	M	M
Demonstrate appropriate computer etiquette	I	R	M	M	M
Respecting the privacy of all users	I	R	M	M	M
Obey copy write laws regarding student generated material				I	R/M
Appropriately cites resources using prescribed formats				I	R
Understand that appropriate school speech extends to electronic publication and communication				I	R
Understand and observe information technology licensing restrictions				I	R/M

Standard 3
TECHNOLOGY PRODUCTIVITY TOOLS

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Students will learn and be able to:

WORD PROCESSING/ DESKTOP PUBLISHING	K	1	2	3-5	6-8
Use simple text editing skills		I	R	M	M
Use 1 space between words		I	R	M	M
Print document, use print preview, print selected and # of copies			I	R	M
Perform basic formatting tasks (font style, color, bold, italic, underline)			I	R/M	M
Use the delete and backspace appropriately			I	R/M	M
Insert graphics from ClipArt			I	R/M	M
Rename files				I/R	M
Select and unselect text				I/R	M
Cut, copy, paste within a document				I/R	M
Use page setup options				I/R	M
Use embedded tools; spell check and Thesaurus				I/R	M
Compose and edit a document with appropriate formatting				I/R	M
Use formatting functions and numbering, indents, page breaks, margins				I/R	M
Use borders/drawing tools/graphics				I/R	M
Insert graphics from outside source				I/R	M
Use a word processor in real world context (newsletters, type reports)				I/R	M

	Change other pagination features (paper size, page orientations				I	R/M
	Create and insert tables				I	R/M
Students will learn and be able to:	**SPREADSHEETS**	**K**	**1**	**2**	**3-5**	**6-8**
	Identify intended use			I	R	M
	Create simple spreadsheets with rows and columns			I	R	M
	Enter values and labels on spreadsheet			I	R/M	M
	Enter data in a cell, move from cell to cell			I	R/M	M
	Change size of cell, font attributes and align cell contents				I/R	M
	Specify data organization				I/R	M
	Select and edit data, cut, copy, paste within cells				I/R	M
	Insert and delete rows and columns				I/R	M
	Perform simple calculations within a spreadsheet				I/R	M
	Sort data, manipulate print attributes, remove gridlines				I	R/M
	Explain the rationale for choosing charts/tables or graphs to best represent data				I	R/M
	Determine and create appropriate types of graphs to best represent data				I	R/M
	Incorporate graphs in word processing				I	R/M
	Use spreadsheets to explore various formulas/functions and relationships				I	R/M

Students will learn and be able to:

PRESENTATION SOFTWARE	K	1	2	3-5	6-8
Create a new slide or presentation			I	R	M
Create a background or layout and change order of slides			I	R	M
Cut, copy, paste within a presentation			I	R	M
Insert or delete slides			I	R	M
Arrange objects on a slide			I	R	M
Save a presentation			I	R	M
Print a presentation as handouts				I/R	M
Add slide transitions to the slide show				I/R	M
Present presentation to an audience				I/R	M
Use text special effects such as WordArt				I/R	M
Insert graphics, clip art and/or digital pictures				I/R	M
Add animation to text and graphics				I/R	M
Edit color schemes and layout arrangement				I	R/M
Insert movie clips and recorded sound				I	R/M
Use presentation in a real world context to create outlines and slide shows				I	R/M

Standard 4
COMPUTER NETWORKING and TELECOMMUNICATION SKILLS

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Students will learn and be able to:		**K**	**1**	**2**	**3-5**	**6-8**
	Demonstrate appropriate log-in skills		I	I/R	M	M
	Refer to and utilize Acceptable Use Guidelines		I	I/R	M	M
	Demonstrate appropriate use of network printing			I/R	M	M
	Saving files to individual home directories			I/R	M	M
	Accessing information for a directory			I/R	M	M
	Access the Internet browser and maneuver around the WWW			I	R/M	M
	Use toolbar in the browser			I	R/M	M
	Enter an address to locate information				I/R	M
	Include electronic sources for bibliography				I/R	M

Standard 5
TECHNOLOGY PROBLEM-SOLVING, RESEARCH, DECISION-MAKING SKILLS

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Students will learn and be able to:		**K**	**1**	**2**	**3-5**	**6-8**
	Locate information on a subject using electronic encyclopedias			I	R	M
	Locate information outside the library media center using online database			I	R	M
	Identify and differentiate between primary and secondary sources			I	R	M
	Access and retrieve information from a variety of sources				I/R	M
	Identify a variety of potential sources of information				I/R	M
	Search the Internet by utilizing search strategies: keywords/concepts				I/R	M
	Determine the reliability of information found on an Internet site				I/R	M
	Demonstrate information organization skills; use of cut/copy/paste and downloading features to take notes from Internet sites				I/R	M
	Differentiate among fact, opinion, propaganda, point of view, and bias of an Internet site				I/R	M
	Utilize multiple search engines to locate information for research				I/R	M

Produce research project incorporating information retrieved from three or more different types of sources	I/R	M
Demonstrate information analysis skills by comparing two or more sources	I	R/M
Research and evaluate the accuracy and appropriateness of electronic information sources concerning real-world problems	I	R/M
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems	I	R/M

Budget

The Huntington School District's budget for technology implementation from 2015-2018 is estimated to be:

	15-16	**16-17**	**17-18**
Hardware	$272,772	$250,000	$272,772
Software	$91,000	$91,000	$91,000
Personnel	$161,000	$165,000	$168,000
Contractual Expenses (inc. repairs, Internet filtering)	$150,000	$150,000	$150,000
BOCES (LAN support, internet access)	$202,000	$208,000	$214,000
Supplies	$100,000	$100,000	$100,000
Grants*	Smart Schools Bond Act: $1,407,121		
Totals	$976,772	$964,000	$973,000

E-Rate funding will increase for ongoing allowable services due to increased data usage districtwide, directly attributable to recent upgrades to the infrastructure.

*The Smart Schools Bond Act: In November of 2014, NYS passed the Smart School Bond Act. Huntington will receive the amount stated in the chart, to be used over the next three years. These funds may be used as specified below:

"The funds received by the state from the bond act will be used by school districts for capital projects related to educational technology equipment, including but not limited to interactive whiteboards; computer servers; tablets, desktop and laptop computers; high-speed broadband or wireless internet connectivity for schools and communities; capital projects to construct, enhance or modernize educational facilities to accommodate pre-kindergarten programs and provide instructional space to replace transportable classroom units; and capital projects to install high-tech security features in school buildings and on school campuses."

Professional Development

The ultimate goal of professional development is to improve student learning. To assist our teachers to incorporate technology to support dynamic instruction, the Huntington School District, will continue to provide an array of professional learning experiences. The Director of Instructional Technology will collaboratively work with the teachers to imbed digital content based on the learning needs of their students and infuse it into the curriculum.

Yearly Constants:

Current Teachers

Upon request of the building Principals, Directors or Department Chairpersons, group staff development may be provided on various instructional technologies. These group sessions may occur during faculty meetings, Superintendent's Conference Days, grade level meetings, and staff development days. One-on-one or small group lessons may also be scheduled during the school day, or before and after school days, upon request of the teachers.

Teachers have the ability to partake in learning opportunities via the Huntington School District Teacher Center. Opportunities to do so range from group learning, hands on activities, and on-line self-paced learning. In addition, teachers are encouraged to attend classes, workshops and conferences at our local BOCES.

Additional Learning Opportunities

Creation of Collegial Circles:

- May be developed under the guidance and leadership of the Assistant Superintendent for Curriculum and Instruction
- Monthly meetings for teachers to discuss technological strategies, new technologies, effective uses of technology, success stories, etc

Focus of Staff Development topics to be taught:

- Using technology to facilitate cooperation and collaboration among students
- Using technology to give feedback to teachers and students
- Using student data to influence instruction
- Differentiation of instruction utilizing technology
- Hands on use of new technologies for classroom integration

- Bettering communication between the classroom and home

Staff Development will be an ever evolving process dependent upon the needs determined by yearly self-assessments and feedback to the Technology Committee. This section is a living document that will be guided according to the needs and wants of the employees, the status of upgrades, budget considerations, and approval of proposals, resulting in yearly updates and resubmissions.

STAFFING

The Huntington School District Technology Department is divided between two administrative entities: the Assistant Superintendent for Business and the Assistant Superintendent for Curriculum and Instruction.

The Business office oversees the day-to-day operation of technology within the school district, the budgeting and purchase of technological items, infrastructure initiatives and network connectivity, the communication of technical changes or updates, and the supervision of the computer network personnel.

District technological support consists of 3 computer technicians. These individuals report to the Assistant Superintendent of Business.

The Office of Curriculum and Instruction provides the vision for the growth of technology in the district and oversees the Director of Elementary Math, Instructional Technology and Assessment whose position involves:

- direct interaction with teachers and administrators to maximize technological use.
- modeling technology lesson integration at all grades K-12.
- working with library media specialists, teacher assistants, and/or building aides to incorporate group instructional methodologies.
- conducting of staff development by means of faculty meetings, staff development hours, and new teacher orientation.
- Assists in the purchases, rollouts and implementation of devices.

Both offices work hand-in-hand with one another to meet the needs of the staff, students and teachers within the school district.

The Technology Department is also provided with a secretary who splits his/her time between the Office of Instructional Technology and the Office of Math and Assessment. Secretarial duties include preparing all purchase requisitions for technology equipment, and software, as well as maintaining time sheets for the computer technicians.

The District also supplies a stipend for 2 web publishers. Web publishers post district information to the District web site, as it is received from the District Superintendents, Department Directors, and building Principals.

If necessity dictates, the District also allocates funds for LAN/WAN consulting. A consultant is supplied by an outside vendor contracted by BOCES. Needs for a consultant range from; troubleshooting of internal network issues, to roll outs of new technology.

Plan Evaluation

We see the Technology Plan as a living document determined by factors such as budget approval, approval of proposals, requirements of the faculty and staff, etc, that will dictate how this plan is evaluated and altered.

The primary assessors and tailors of the plan will be the Technology Committee. They will receive evaluations from various sources:

- The Staff and Faculty Survey will provide insight as to the views of technology that are held by the individuals who are to use it. The Survey will contain questions about staff development opportunities, access to and availability of technology, and personal feelings about technology.
- Collegial Circles, under the direction of the Assistant Superintendent of Curriculum, will provide guidance and direct feedback as to successes and needs for improvement.

Technology Committee members will analyze results and gather information as to determine the strengths and weaknesses of the plan. Redirection of goals, introduction of new or additional goals, or implantation of new initiatives will be addressed and incorporated throughout the term of the plan.

Hardware Inventory

Copy of Instructional Inventory 2011-2012

Replace with current inventory

Copy of Admin Inventory 2011-2012

Replace with current inventory

Software Inventory

Software inventory.xlsx

Replace with current inventory

Acceptable Use Policy

AUP 2.doc

TECH PLAN CORE CRITERIA REVIEW