

2016 Educational Technology Plan

Checklist & Work Guide

Applicant	Legal Name of Applicant/District Cuba-Rushford Central School District		
	Address 5476 Route 305		
	City Cuba	Zip Code 14727	County Allegany
	Telephone 585-968-2650		Fax 585-968-2651
	Superintendent Mr. Carlos Gildemeister		School District CRCSD
	Technology Plan Start Date July 1, 2015		Technology Plan End Date June 30, 2019

Technology Plan Contact	Name of Technology Plan Contact Jay Morris		Official Title Technology Director		
	Address 5476 Route 305				
	City Cuba			Zip Code 14727	
	Telephone 585-968-2650	Fax 585-968-2651	Email Address jmorris@crs.wnyric.org		

Check if the same as the Contact X Technology Director	Name of Technology Director			Official Title	
	Address				
	City			Zip Code	
	Telephone	Fax	Email Address		

URL of the District Educational Technology Plan: <http://www.crcs.wnyric.org>

Educational Technology Plan

Element: Cover Page

Note: A cover page is necessary for identification and logistical purposes.

Components

The cover page includes each of the following basic identification items:

- District/school name, address, phone number;
- Start date of plan (month, year); July 2016
- End date of plan (month, year); June 2019
- Contact person for plan including phone number, fax number, and email address;
- The URL for the location of the technology plan on the web is indicated.

Cover Page determined complete? Yes x No

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Mission: To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

Vision: To become a regional model of excellence.

Values: Safe and caring learning environment
Unwavering focus on learning
Collaboration
Pride

A. DISTRICT/SCHOOL BACKGROUND AND DEMOGRAPHICS:

The Cuba-Rushford Central School District came into existence when the Rushford district was annexed by the Cuba district in July 1991. As a result of the annexation, Cuba-Rushford has benefited from significant additional state operating aid that has enhanced the educational program and supplemental capital construction aid that has funded much needed capital improvements. Since 1991, school leaders and staff have established a tradition of preparing K-12 students for adult life roles. This tradition has woven a strong community fabric for which the school district has served as a primary contributor.

Cuba-Rushford has a elementary school and a combined Middle and High School in Cuba, New York. The district is committed to enhancing our student's learning environment by keeping classroom sizes less than twenty four students per class. Our district employs one hundred and seventy staff in every capacity to support each student within the goals established by the Strategic Plan.

Our current enrollment is eight hundred and seven students.

B. EXECUTIVE SUMMARY:

At Cuba-Rushford Central School District we are investing in hardware and software the students have access to. We are in a transition away from technology that is locked in rooms or carts to technology students have 24/7 access to. Our students have the benefit of 24/7 access to information combined with personalized learning. The goal is not one to one but three to one. Their BYOD, a district iPad and district work station(s) they can do larger cloud based projects on.

Based on the Governors Symposium at UB September 17, 2014 we need to increase our up load and down load from 40 Mbps to 100Mbps this year and to 1 Gbps per student by 2017. That road map has not been created let alone the trip planned out on it for our district. Fiber from AP to Backbone may be critical. WNYRIC has 2, 10 Gigabit connections to the back bone. That may be a bottle neck.

From a district perspective we plan a balanced approach. We will balance the required hardware/software, the end user support, Curriculum Integration, Marketing and Communication, Faculty Development, Financial Planning all to allow the students to be ridiculously successful and safe with the tools they have access to.

In this example IT is a wheel with seven spokes not a ladder with five rungs.

C. STAKEHOLDERS.

The district has assembled different committees to address various technology needs. There are:

- a. Joint Educational Technology Team (JETT)
- b. Technology Committee
- c. Web Committee

I. Joint Educational Technology Team (JETT):

Educators are the driving force behind as well as the key constituents of the technology committee. They contribute to the development of technology integration plans at the school/classroom level. The support of other key stakeholders is essential to sustain the broad-based, continual support needed for long-range technology planning. The active involvement and support of parents, students, community, and business leaders are very important to the overall success of our planning effort.

The district technology committee received input from several groups that represent the communities served by our schools. We received information from parents, teachers, students and community members. These groups shared the common goal of quality education for all students throughout the district, and each brought differing perspectives and priorities. Their suggestions were incorporated in the long-range vision and implementation schedule.

Members

Carlos Gildemeister, Superintendent
Jay Morris, Director of Technology (Chair)
Chris Cappelletti, Teacher and Technology Integrator
Scott Jordan, Science Teacher
Eric Talbot, Teacher and Technology Integrator

II. Technology Committee:

The district Technology Committee meets three times a year. All staff members and visitors are always welcome. Anyone interested in attending a meeting or becoming a member of this committee, may contact Jay Morris at (585) 808-3603 or Carlos Gildemeister at (585) 968-2650.

Members

Carlos Gildemeister, Superintendent
Kevin Erickson, Cuba-Rushford Elementary School Principal
Sue Culbert, Student Information and guidance
Scott Jordan, Science Teacher
Deb Dorgan, Math Teacher
Chris Cappelletti, Teacher, Technology Integrator
Wendy Sprague, Librarian
Carrie Bold, High School Principal (Committee Co-Chair)
Linda Botens, English Teacher

Tom Kenyon, High School Math Teacher
Shannon Albert, Middle School Science Teacher
Jay Morris, Director of Technology (Committee Co-Chair)
Paul Austin, Technology Specialist
Monica Kwiatkowski, 8th grade SS teacher

Community

Cindy Dutton, Cuba Patriot Reporter
Tim Cox, CA BOCES Director
Mansel Wells, Erie 1 Technology Planner
Mary Linza, Parent Representative
Dave Crowley, Community Member and CRCS BOE member
Chris Berardi, Parent Representative
Skip Wilday, Parent Representative
Wendy Sprague, School Librarian
Betsy Hardy, Parent Representative and CABOCES employee

III. Web Committee:

The Web Committee meet two times a year to discuss the effectiveness of the Cuba-Rushford web site and to evaluate the procedures and current needs.

Members

Kevin Erickson, Cuba-Rushford Elementary School Principal
Jay Morris, Director of Technology (Committee Co-Chair)
Scott Jordan, Science Teacher
Chris Cappelletti, Teacher, Technology Integrator
Wendy Sprague, Librarian
Carlos Gildemeister, Superintendent (Committee Co-Chair)
Tom Kenyon, High School Math Teacher
Shannon Albert, Middle School Science Teacher
Paul Austin, Technology Specialist

D. TECHNOLOGY VISION:

The Cuba-Rushford Central School District will use technology to provide the best educational and management tools for our students, teachers, staff and administration.

These tools will provide strength to overall academic achievement. Educational technology will enhance the curriculum for already high achieving students, while providing a multidimensional approach to support remediation in reading, math and writing skills.

Educational technology will help provide each student with the success needed to become a life-long learner with a positive self-image. The student will be prepared to accept the technological changes in the working world of the future.

Educational technology will enhance teacher and management productivity by increasing the ability to communicate with parents, students, colleagues, the business community, and the world. The overall Technology Vision is to:

1. Be specific in our educational goals and vision of learning through technology
2. Provide ongoing professional development
3. Allow structural changes in the school day that promote learning
4. Maintain a robust technical infrastructure and technical support
5. Ensure ongoing evaluation of our technology plan.
6. Have connection speeds of 100 Mbps/student 2014 and 1 Gbps 2017.
7. Build a student environment that supports the 3:1 device ratio per student.

E. TECHNOLOGY GOALS.

Goal 1: Maintain, update, and add technology equipment and software to have access and utilize the most current and useful available technology.

Goal 2: Dedicate money and time to ensure professional development opportunities and collaboration for students and staff.

Goal 3: Establish an unwavering focus on innovative learning experiences for students and staff that match our district mission and vision.

Goal 4: Organize and clarify responsibilities/funding for new and existing technologies.

Goal 5: Enhance the relationship within the school, and between the school and community.

F. Top Three Challenges

Our focus is improved Internet availability and speed for all students. The challenges that are highest on our list are last mile connectivity for 20% of our community. We are rural. It may be more than a mile for many. Install next generation APs to allow wireless connectivity to be

greater than 1 Gbps by 2017. Work closely with our students, staff and community to allow the technology to help them all be ridiculously successful with learning and doing in school, college and careers.

Element: Introductory Material

Note: An introductory section is needed to provide reviewers and other readers with background information and plan context.

Page(s)	Components
7 <u>4</u>	<ul style="list-style-type: none"> • Mission: The introductory section includes the district/school mission statement. • Introduction: The introductory section includes a short description of district/school background and demographics including size, number and level of buildings, number of teachers and students, socioeconomic status, etc. Include a list of names of stakeholders and their positions. • Table of contents
8 <u>4</u>	

Introductory Material determined complete? Yes No

Element: Vision and Goals

Note: List broad general district goals in this section. A vision and goals section provides clarity for the overall direction of the technology program. Detailed goals may appear as part of other sections.

Page(s)	Components
9 <u>4</u>	<ul style="list-style-type: none"> • Vision: A broad vision is articulated for the district/school technology program. • Goals: Broad, general district goals are established that reflect expectations of how technology will be utilized within the district. These might include: <ul style="list-style-type: none"> ○ The district’s intent to highly integrate technology into teaching and learning; ○ The relationship of the goals to the long-term vision and the district mission; ○ Realistic strategies on how technology will be used to improve student learning and achievement; ○ A description on how the goals address the objectives of the school improvement plan/strategic plan.
10 <u>7</u>	

Vision and Goals determined complete? Yes No

I. CURRICULUM

Element: B. Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

A. STUDENT ACHIEVEMENT

I. ISTE Standards with embedded examples from Cuba-Rushford

Listed below are the ISTE standards and specific examples from content areas and grades of how technology is integrated into curricula and instruction.

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

-Example: CRCS equips classrooms with a promethean board, Elmo, projection devices, Sound Field System, and student computers with standardized software to ensure students can become familiar and confident in the operation of the hardware and software regardless if they are in Pre-K or Grade 12.

-Example: CRCS staff maintain their own classroom web page where they post:\

- Learning Objectives for students and parents
- A syllabus
- Homework
- Academic Intervention Services Materials for struggling students

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

-Example: Every CRCS Grade 3 – 12 is afforded an email account. Student receive training to allow them to receive teacher communications/work via email, collaborate with others, maintain a functioning calendar / Task List, post and share work internally, collaborate with other students, and interact with peers.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

-Example: Every CRCS student is provided and trained to use their server space to gather and plan research. As students enter Grade 6, they learn how to research a writing assignment using Library Media Resources, and integrate them into presentation software. Presentation software packages available to our students include all Microsoft software, iMovie and other Video software, etc. They learn to gather, analyze, organize and create a presentation that will portray their thoughts.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

-Example: See #3 above. In grade 8, the use of technology sources is used to answer Document Based Questions in the Grade 8 Social Studies Assessment. Students make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

-Example: Our Video Creation class at the high school level creates video events for community events keeping in mind the legal ramifications as they utilize copyrighted materials. They are collaborative projects that require student to communicate precisely with community members, teachers and fellow student. See Appendix VCE 5 year Plan. Page 65

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Example: We are finding that the exposure to technology within K through grade 5 is so effective that students are very comfortable utilizing it in middle school.

I. CURRICULUM

Element: A. Curriculum Integration

Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

Page(s)	Components
11 <u>9-11</u>	<ul style="list-style-type: none">• 5-10 specific goals that are aligned with state or national standards for using advanced technology to improve student academic achievement. (These goals should be “concrete and measurable.”)• Strategies describe how technology will be used to improve the academic achievement, including technology literacy, of all students.• A description is provided on how the district will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction. (Could include specific promotions and targeted audiences.)
12 <u>9-11</u>	
13 <u>9-11</u>	

Element I: A. determined complete? Yes No

I. CURRICULUM

Element: B. Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

Page(s)	Components
14 <u>9-11</u>	<ul style="list-style-type: none">• A description on how technology (including software and electronically delivered learning materials) will be integrated into curricula and instruction. The information described here could include:<ul style="list-style-type: none">○ Specific examples from within content areas and/or grade levels;○ OR, if desired, the full-curriculum describing the technology integration within the curriculum (integration benchmarks).<ul style="list-style-type: none">▪ Tie either of the above with Common Core, NYS State and ISTE standards. Discuss how they are being used.
15 <u>9-11</u>	

Element I: B. determined complete? Yes No

I. CURRICULUM

Element: C. Technology Delivery

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

Page(s)	Components
16 <u>9-11</u>	<ul style="list-style-type: none">Internet, interactive video, on-line courses, and/or other appropriate technologies for distance learning are presented in terms of how these technologies are currently being used OR might be used in the future to enhance instruction and increase student achievement.

Element I: C. determined complete? Yes No

I. CURRICULUM

Element: D. Parental Communications & Community Relations

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

Page(s)	Components
17 <u>9-11</u>	<ul style="list-style-type: none">A description is included on how the instructional technology plan will be disseminated to the community.Additional means of how technology will be used effectively in communicating with parents and promoting parent involvement are identified. These might include web sites, printed materials, and teacher meetings.
18 <u>9-11</u>	

Element I: D. determined complete? Yes No

Cuba-Rushford Central School Professional Staff Development Guiding Assumptions

To help guide us toward successful professional staff development, we have included some guiding assumptions of staff development. The National Staff Development Council and the New York State Staff Development Council offer the following characteristics which may support and sustain our community of adult learners.

- 1. Incorporation of available knowledge basis:** Current research findings need to be integrated into the educational process.
- 2. Designs built on principles of adult learning and change process:** Effective educational practices for students and adults may be derived from research findings
- 3. Experimentation and risk taking:** People acquire and retain new skills and knowledge through a growth process more effectively than through a process which emphasizes correction.
- 4. Collegiality and collaboration:** Commitment to implement planned change is built through collaboration and open communication.
- 5. Appropriate participant involvement in goal setting, implementation evaluation and decision making:** Needs identified by various constituent groups and individuals may be the basis for designing staff development programs and activities.
- 6. Time to work on staff development and assimilate new learning:** Solutions to complex problems require systematic decision-making processes.
- 7. Leadership and administrative commitment:** Change is a process-not an event. Since implementation of educational programs takes from 2-5 years, it requires continual support at all levels.
- 8. Integration of individual goals, school and district goals as well as State and Federal standards of technology competencies:** The nature of the working environment must be considered in designing staff development support activities.
- 9. Formal placement of the program within the philosophy and organizational structure of the school and district:** Efficient and effective investment in developing the district's human resources yields dividends in accomplishing district goals.

Cuba-Rushford Central School Professional Development Plan

On or before the 15th calendar day after the first student attendance day of each school year, each employee will submit to the unit member's Building Principal an individual professional growth plan identifying the professional growth activities the employee will undertake to improve the employee's knowledge of curriculum taught by the employee, the employee's instructional skills and/or the employee's interpersonal skills. The plan will also explain how the activities may improve the employee's professional abilities and may positively affect student achievement. The teacher and the Building Principal will thereafter meet to discuss the plan and the Principal may make suggestions to improve the plan, but the Principal may not dictate the content of the plan. The teacher may modify the plan at any time thereafter, but must inform the Principal in writing of any changes to the plan. A returning teacher may submit a professional growth plan for summer activities by July 1. Such activities shall be considered as meeting the professional development responsibilities for the next school year.

On or before June 30 of each school year, each employee will provide a written explanation to the Principal of what professional growth activities the teacher engaged in since the end of the last school year. The explanation will also include an explanation of how the activities impacted the employee's professional abilities and/or student achievement and an approximation of the number of hours the teacher was engaged in such activities.

3. Needs/Data Analysis

Cuba-Rushford Central Professional Development Plan Attachment / Needs Assessment Sources Used

1. School Report Card
2. BEDS data
3. The CAR report
4. Title 1
5. Student attendance rates
6. Graduation and drop-out rates
7. State benchmarks for student performance
8. New York State assessments
9. Longitudinal data
10. Teacher surveys
11. Teacher self-assessments
12. Curriculum revisions (ongoing)
13. Community feedback

Attachment 11 District Resources

Fiscal resources:

Staff development budget Staff resources:

Curriculum Coordinator

Grade level/subject area teams

BOCES (instructional Support Services, SETRC) Teacher Resource Center Local consultants

Community-

Parent/Teacher Organization

Shared Decision Making Team

**Cuba-Rushford Central School
Professional Development Plan Implementation Map**

Step 1: Appendix B added to the negotiated agreement between the Board of Education and the Teachers' Association of Cuba-Rushford Central School.

Step 2: Negotiated agreement ratified by the Cuba-Rushford Teachers' Association and the Board of Education.

Step 3: In accordance with the language on page 32 of the negotiated contract on or before the 15th calendar day after the first student attendance day of each school year, each employee will submit to the unit member's Building Principal an individual professional growth plan identifying the professional growth activities the employee will undertake to improve the employee's knowledge of curriculum taught by the employee, the employee's instructional skills and/or the employee's interpersonal skills. The plan will also explain how the activities may improve the employee's professional abilities and may positively affect student achievement. The teacher and the Building Principal will thereafter meet to discuss the plan and the Principal may make suggestions to improve the plan, but the Principal may not dictate the content of the plan. The teacher may modify the plan at any time thereafter, but must inform the Principal in writing of any changes to the plan. A returning teacher may submit a professional growth plan for summer activities by July 1. Such activities shall be considered as meeting the professional development responsibilities for the next school year.

Step 4: On or before June 30 of each school year, each employee will provide a written explanation to the Principal of what professional growth activities the teacher engaged in since the end of the last school year. The explanation will also include an explanation of how the activities impacted the employee's professional abilities and/or student achievement and an approximation of the number of hours the teacher was engaged in such activities.

Step 5: Repeat procedures starting with Step 3.

CRCS Professional Growth Activities

High quality professional development is essential to creating schools in which all staff members are learners who continually improve their performance. Professional development not only includes high-quality ongoing training programs with follow-up and support, but also may include growth promoting job-embedded, process such as those listed below:

Video review, CD-ROM or Online Tutorials

Regional/National conferences/workshops

Site visitations

Leadership role in a professional organization

Grade level/discipline study groups: Two or more teachers research a topic relevant to their area

Action research: raising questions about how to improve practice, studying the literature and research related to their question(s), and selecting an approach or approaches that might result in improving current practice.

Reflective logs: keeping a log of specific Practices, within a topic, to determine what is important, working, the strengths among implications.

'Best Practice' Research: investigate the best practices in a specific area.

Assessment Literacy: Becoming proficient in the area of assessment

Case Studies: Using carefully chosen, real-world examples of teaching to serve as springboards for discussions among small groups of teachers.

Coaching: Teachers taking and acting with a goal of continuously improving their teaching practice. Being critical listener/observer, ask questions, make suggestions that help a teacher grow and reflect.

Curriculum Development: Developing curriculum maps and webbing.

Examining Student Work: To ensure that what students learn is aligned with standards.

Workshop attendance

Observation of other teachers

Portfolio

Peer review

Training to be a mentor teacher for peer review

Content area study and/or exploration, travel, **or other school visitations**

SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – SUPERINTENDENT

CUBA-RUSHFORD CENTRAL SCHOOL

Superintendent of Schools, 585-968-2650 / Fax: 968-2651
Transportation Supervisor, 585-968-2446

Cuba-Rushford Middle/High School
5476 Route 305N, Cuba, NY 14727
585-968-2650 / Fax: 968-1091

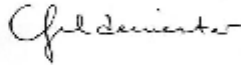
Cuba-Rushford Elementary School
15 Elm Street, Cuba, NY 14727
585-968-1760 / Fax: 968-3181

October 15, 2012

Dear Faculty and Staff,

The Cuba-Rushford student centered technology plan is based on our mission statement. Our mission statement is *"To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community."* We will do this by balancing the importance of Knowledge, Pedagogy and Technology. Our goal with technology is to have it blend in and disappear in the background. We leverage the teaching skills of the staff and help the students learn at rates that are based on Moore's Law. We will do this with technology while building students and staffs confidence, self esteem and sense of well being. We plan to give everyone in our district the opportunity to bring as much benefit as possible to those in the world around them.

We could not prepare them without you! Thank you!



Carlos Gildemeister
Interim Superintendent
Cuba-Rushford District

<http://www.crcs.wvnet.org>

A. SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – TECHNOLOGY INTEGRATION SPECIALIST.

To whom it may concern,

The Technology Integration Specialist (TIS) has the privilege to facilitate the use of technology to benefit student achievement. The TIS focuses on the staff development needs of the faculty in the area of technology integration into the instructional program of the district. Some of the specific duties relating to Professional Development are listed.

- Assists individual teachers in their classrooms on the full integration of technology into their instructional plan. This includes lesson planning, problem-solving, modeling of instructional strategies, and instructional coaching related to technology.
- Provides faculty in-service training.
- Disseminates research and literature to faculty on instructional technology.
- Assist teachers through the ‘check points’ established by the Technology Training Committee.
- Remains current in the field by reading research and literature, attending conferences and workshops and networking.
- Assists Curriculum Coordinator. Conducts annual staff development needs assessment related to instructional technology and implements a technology staff development plan for Instruction with help by the Technology Coordinator and the Superintendent.
- Serves on the district technology committee.
- Works with administrative and instructional teams to effectively infuse technology into the instructional program.
- Planning and overseeing operation of summer computer camps.

The enthusiasm of the staff, students and community has generated positive momentum in the area of technology integration at CRCS. The “21st Century Tools” and skills are being utilized with proven teaching methods to prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Morris". The signature is stylized with a large "J" and "M" and a long horizontal stroke with a small arrowhead at the end.

Jay Morris

A. TECHNOLOGY STANDARDS - ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS.

Cuba-Rushford has adopted the ISTE National Educational Technology Standards for Students and has implemented curriculum and technology classes K-12 that ensures our students master the use of technology and become technology literate.

NETS for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

- 1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 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.
- 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.
- 4 Technology communications tools
 - 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.
- 5 Technology research tools
 - 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.
- 6 Technology problem-solving and decision-making tools
 - 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.

GRADES Pre K - 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

GRADES 3 - 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

GRADES 6 - 8

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

GRADES 9 - 12

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

B. ACTIVITIES SUPPORTING TECHNOLOGY STANDARDS FOR STUDENTS AND PROFESSIONAL DEVELOPMENT FOR STAFF.

Technology Training Offerings

Over the past several years we have relied heavily upon the results from the yearly surveys given to all of the staff to determine future needs. In addition, we have also relied on the specific requests from students and staff alike for use of technology and specific training needs as they develop their Professional Development Goals.

As we draw the data out from the responses, we become sensitive to new areas where any staff member wishes to grow in the technology. They are encouraged to set a personal technology goal for themselves. We are finding more individualized sessions to be the most needed and beneficial. To that end, we are taking the results of the surveys and determining how best to schedule training and follow-up for the staff. It is our goal for the staff to become comfortable with the technology and to also be risk-takers in learning new and exciting applications as they embed these skills in their teaching and / or work experiences.

We are offering staff and student development opportunities emphasizing the use of technology as a lever to apply Moore’s Law to rate of learning. Our goal is for all our Cuba-Rushford staff and students to utilize technology to enhance learning, increase productivity and promote creativity. The present collaboration that already exists within the staff and student population allows for a different variety of media and formats to communicate information. This is an asset as we try to replicate this type of instruction and learning in our entire classrooms district wide. The use of our technology Integration Specialist allows the district to assess, plan and carry out the activities that support the technology standards for our students and staff members. We are also fortunate to participate in the staff development offerings in District and at our local CA BOCES and ERIE 1 BOCES with their staff.

**People and Groups offering Professional Development
Individualized / Small Group Trainings**

Technology Integration Specialist (In-house)	Individualized training occurs on a daily basis throughout the district based on surveys, direct requests for technical, software or implementation help, and staff PDP Goals.
Cattaraugus Allegany Board of Cooperative Educational Services (BOCES)	Provide all types of Staff Development Services through their Instructional Support Services (ISS) staff based on yearly surveys and on new technologies being availed to the educational community.
Common Set of Learning Objectives and Model Schools through ERIE 1 BOCES	Provide all types of Staff Development Services by Integrating Technology Through Regional Collaboration. Their services are set up according to the results of the CSLO survey.
Speakers and Professional Consultants	Usually provide District Wide Staff Development or larger group sessions during Superintendent Days.

II. PROFESSIONAL DEVELOPMENT

Element: E. Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Page(s)	Components
19 <u>14-24</u>	<ul style="list-style-type: none"> Professional development strategies are in place to ensure that ALL staff and administrators are made aware of how to use available technologies to improve student learning.
20 <u>16</u>	<ul style="list-style-type: none"> A timeline for the implementation of various types of professional development training is included. (See Action Plan)
21 <u>14-20</u>	<ul style="list-style-type: none"> Awareness is indicated of state and national standards addressing technology competencies for teachers, administrators, and other relevant educators.

Element II: E. determined complete? Yes No

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: F. Infrastructure Needs/Technical Specification, and Design

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

A. PRESENT TECHNOLOGY CLIMATE.

THERE ARE NO NON-PUBLIC SCHOOLS IN THE CUBA-RUSHFORD SCHOOL DISTRICT

TECHNOLOGY COMMITTEE

The district technology committee and the sub-committees meet on a regular basis throughout the school year. Staff members and community members are encouraged to join the committees or visit meetings. Staff is updated over e-mail, and the community receives information through the district newsletter and the district's web page. The building level teams and the district level team have been included in the long range planning activities.

TECHNOLOGY PLAN

This technology plan is intended to be a living document with updates on a yearly basis to make recommendations and evaluations. The JET committee, a sub-committee of the technology committee, will meet yearly to accomplish this task and to present the evaluations and recommendations to the board of education.

ENVIRONMENT

The Cuba-Rushford Central School District has adopted the standards of the Erie 1 BOCES Regional Information Center to assure the interoperability of technology components. The district uses the Center's approved lists for purchasing guidelines. The building wiring design assures connectivity and interoperability of PC computers through local and wide area networks. Electrical circuits with surge suppressed outlets dedicated to the data outlets have been installed in each building. Each classroom in the district has either 5 or 6 data outlets for the classroom mini labs.

COMPUTER WORKSTATIONS

Current workstation standards reflect industry standards and the anticipated demands of software to be used by administrators, teachers, students, and staff. Teachers in the district have mini-labs of 5 or 6 computers for their students. The teacher workstation is connected to a high resolution projector pointed at a promethean board. There are 400 networked workstations in the district.

EQUIPMENT AND SOFTWARE UPGRADES

A plan exists for the upgrade of hardware and software. A budget for software allows for upgrades and new purchases as necessary. Classroom computer workstations are replaced on a four-year rotation schedule and servers are replaced on a four-year rotation schedule. Decisions will be made on what devices are most beneficial to students for their use. A budget exists for these scheduled equipment upgrades.

COMPUTER LABS and LAPTOP COMPUTERS

The Elementary School has a PC computer lab for student and teacher training. The middle/ high school building has a PC lab, 18 wireless mobile labs. Teachers may schedule these labs when classes are not in session.

E-MAIL

Staff communicates through Lotus Notes and has individual Internet addresses. Student accounts are available to all students' grades 3-12 in support of the New York State Learning Standards.

INTERNET

The Internet may be accessed from any networked workstation. All buildings have access to the Gigabit Broadband Wide Area Network for data and Internet services through the Erie 1 Regional Information Center.

INTERNET FILTER

All computers on the network are filtered by LightSpeed Content Filtering. This is a service of the Erie I BOCES Regional Information Center. Student devices that leave school grounds only have access to the internet through the LightSpeed browser.

**Internet Content Filtering/Safety Policy included at the end of this section.*

WEB SITE

The goal is to provide a complete and interactive web site with district information for students, staff and the community. The district's web site may be reached at www.crcs.wnyric.org

LIBRARIES - SCHOOL

The elementary library and the middle/high school library are automated with Mandarin Software version M3. Students and teachers may conduct library searches from any networked computers. The Internet is accessible from all computers in each library. The Cuba-Rushford Central School Middle/ High School library has been designated an Electronic Doorway Library by the Board of Regents, the New York State Education Department and the New York State Library.

LIBRARIES - PUBLIC

The district has a continuing interaction with the public libraries in our communities. The Rushford Free Library and the Cuba Circulating Library have free Internet for their patrons. The library boards have worked with the technology committee in adoption Code of Ethics for users at their facilities. These libraries are represented on the district technology committee and will be included in ongoing technology efforts.

CODE OF ETHICS

The district has approved a code of ethics form for staff and students. Students and staff will need to accept the terms in order to log-into the district's computers.

SOFTWARE

Technological tools continue to evolve and improve. Providing the administrators, teachers, staff and students with the best tools available will enable them to perform their tasks more effectively. The variety and scope of available software for instruction continues to grow rapidly, making its way into mainstream instructional practice. The technological tools found in our school district must be used to promote the varied types of learning as well as various learning styles and abilities. Education software should address curriculum priorities and should be:

Inquiry-based

Interactive
Student directed
Objective based
Reflective of real life applications

Much of the software chosen will be approved for purchase through the Common Set of Learning Objectives. Software approved in this manner will take into consideration curriculum goals, teaching styles at the various levels, and learning styles and abilities.

DISTANCE LEARNING

There are distance learning rooms at both buildings that utilize the Gigabit Broadband Wide Area Network. In addition to the distance learning room's I.P. video conferencing capabilities, we also have to a mobile Polycom carts that can be moved into the classrooms for virtual field trips.

TELEPHONE SERVICE

All teachers have classroom telephones with access to outside lines.

FUNDING

The JET Team recommends that Erie 1 BOCES Regional Information Center continue as the vehicle for the district technology plan. The district can expect to receive state aid by careful acquisition of state approved and BOCES supported hardware, software and training services. Ongoing use of the aid incentive will help the district realize our vision of students prepared to work with the technology of the future.

The district will coordinate funding sources to support various aspects of the technology plan. The sources will include federal, state and grant funds. Local budgets will continue to provide technology resources.

Provisions in the local budget exist for:

- *Hardware
- *Software
- *Operating costs of phone lines, cell phones, and security systems
- *Consumable materials
- *Professional development
- *BOCES services

The district is applying for E-Rate funds through the Western New York Regional Information Center. The telecommunications Act of 1996 should enable the district to upgrade communications throughout the district. Plans are in place for the acquisitions and upgrades and are included in this document.

EQUITY

The Cuba-Rushford Central School District is using technology to improve student learning outcomes. Technology is being integrated into the curriculum and learning activities of **all** students to improve learning. The attainment of the New York State Learning Standards will be the focus to improve student learning and performance. Proven instructional technology practices will be emphasized in professional development delivered by BOCES and other providers.

All Cuba-Rushford Central School students have access to classroom computers and all

Grade 6 - 12 students have access to devices for at home use.

ASSISTIVE TECHNOLOGY

The district provides voice recognition software and specialized computer workstations in support of requests by the district's Committee on Special Education. These special workstations and software are provided upon request to benefit students with special needs.

TECHNICAL SUPPORT

The technology staff consists of the technology coordinator, three Erie 1 LAN technicians (seven tech. days), a full time electronic equipment technician, and 1/5 time technology integration specialist. Participation in COSERs through Erie 1 BOCES and Cattaraugus BOCES, provide hardware maintenance, and software application support for administrative applications.

CURRICULUM SUPPORT

The Curriculum Support staff consists of a building principal, a technology integration specialist and a 3/5 CA BOCES Curriculum Coordinator.

B. BROADBAND STATEMENT.

Cuba-Rushford has already acquired a Gigabit Broadband Wide Area Network connection for data and the Internet in every district building.

C. TECHNOLOGY NEEDS TIMELINE AND INVENTORY WITH LOCATION OF EQUIPMENT AND REPLACEMENT / MAINTENANCE CYCLE.

Computers (listed by type)								
	Offices	Classrooms	Library Or Media Center	Admin. Office	Assigned to Students	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Desktops		100	64			50	50	50
Laptops		100				50	50	50
iPads	40	120		12	807	400	400	400
Number of Computers listed Above that are Internet ready	ALL	ALL	ALL	ALL	ALL	All	All	All
Number of Computers listed Above equipped for multimedia	24	415	56	13	366	100	100	100

Peripheral Devices								
	Computer Labs	Classrooms	Central ized	Admin. Office	Other Location	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Printers	3	0	20	5	2	2	2	2
Projection Devices	3	130			5	50	50	50
Video Cameras		6				3	3	3
Promethean Boards	3	120			1	8	8	8

Software (listed by type)								
	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Windows 7	ALL	ALL	ALL	ALL	ALL	Upgrade	As	Needed
Microsoft Office	All	All	All	All	All	Upgrade	As	Needed
Type to Learn III	All		All			Upgrade	As	Needed
Accelerated Reader	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Lotus Notes	All	All	All	All		Upgrade	As	Needed
Kidspiration	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Inspiration	All Labs					Upgrade	As	Needed
Earobics	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Adobe Creative Suite	ALL	ALL	ALL	ALL	ALL	Upgrade	As	Needed
Vectorworks	50					Upgrade	As	Needed
Visions	All MS/HS					Upgrade	As	Needed
VPP	iPads	iPads	iPads	iPads	iPads	\$20,000	\$30,000	\$40,000

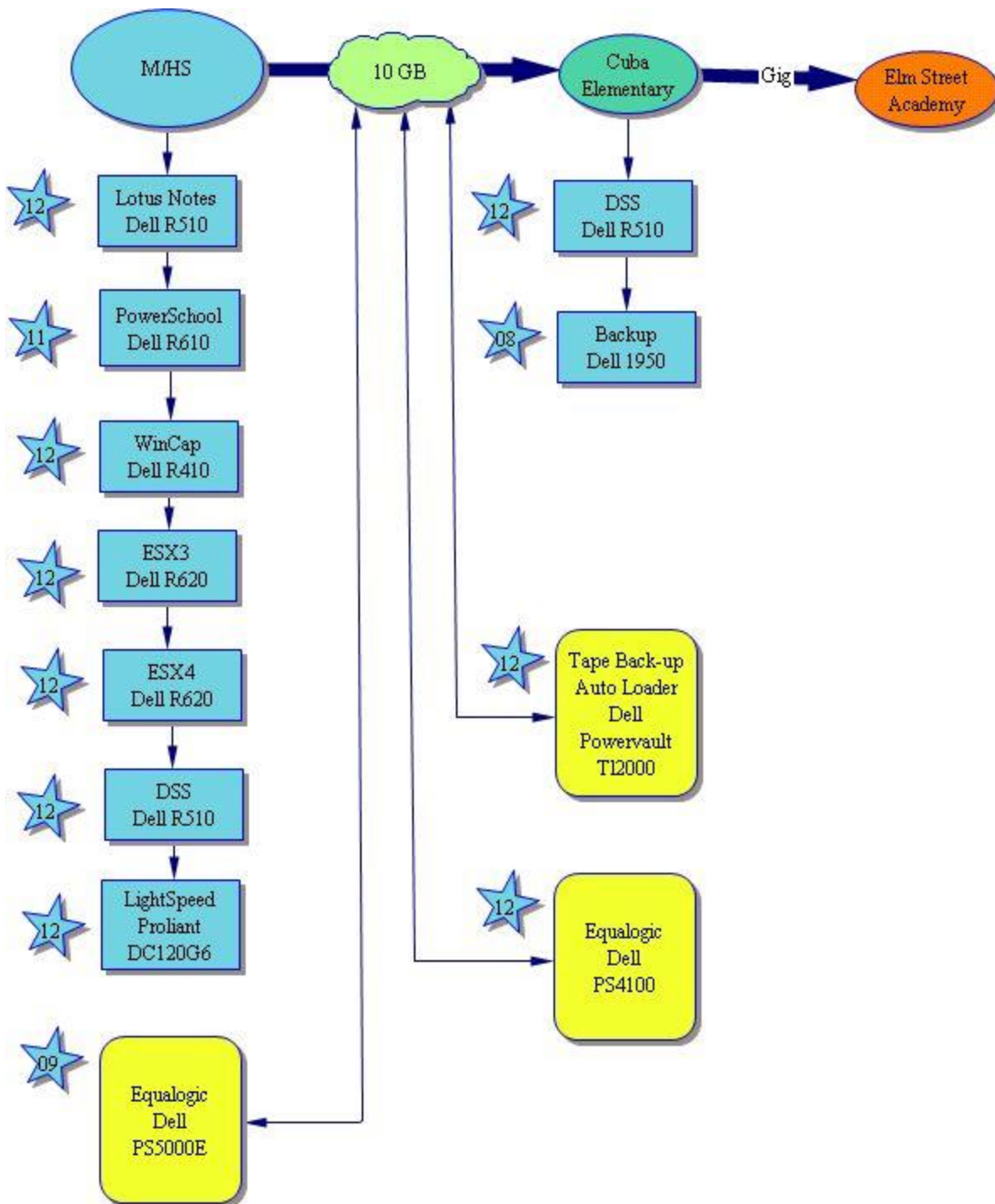
Network Equipment								
	Computer Labs	Classrooms	Central ized	Admin. Office	Closet	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Access Points			99			Upgrade	As	Needed
Switches					27	Upgrade	As	Needed
Servers					11	Upgrade	As	Needed
Other						Upgrade	As	Needed

Telecommunication Links								
	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2015-2016	2016-2017	2017-2018
Gigabit	Service To Both Buildings					Upgrade	As	Needed
Dedicated Cable	Service To Both Buildings					Upgrade	As	Needed
Distance Learning	Available in Both Buildings					Upgrade	As	Needed
Other	Wireless	Wireless	Wireless	Wireless	Wireless	Upgrade	As	Needed

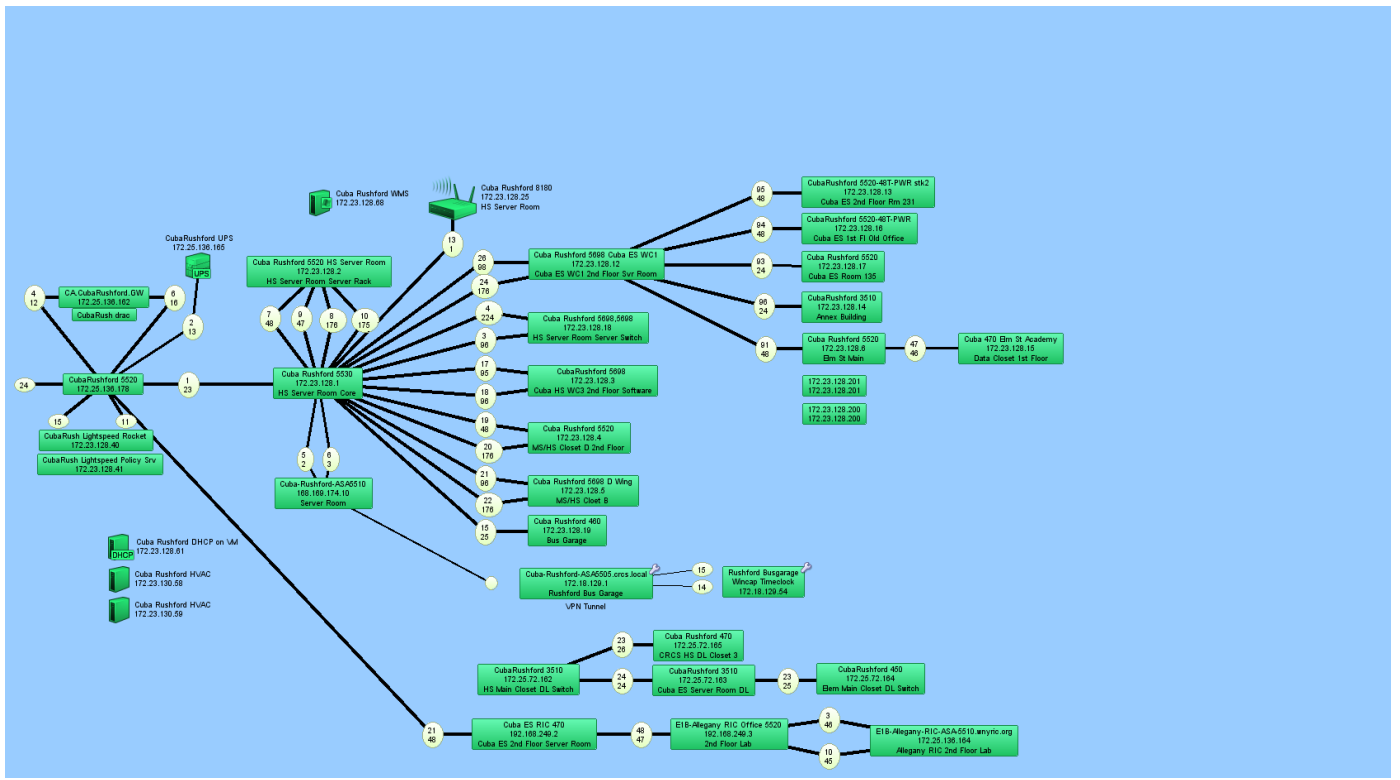
D. NETWORKING ENVIRONMENT

The computer network is a switched network with a gigabit fiber backbone to all wiring closets, elementary building, the bus garage, and the fish hatchery. Ten of the eleven servers are located at the MHS. The tape back-up auto loader is attached to a server located in the Elementary, which provides off-site data recovery. Currently wireless connectivity is available district wide. Both campuses have 1 gigabit connection to each desktop.

Server Configuration:



Switches and Wiring Closets:



III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: F. Infrastructure Needs/Technical Specification, and Design

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

Page(s)	Components
22 <u>26-33</u>	<ul style="list-style-type: none"> • A description and inventory of the current status of hardware, software, network infrastructure, telecommunications, and other technology services in the district is provided – should include a statement about broadband. • The plan includes a description and inventory of the hardware, software, network infrastructure, telecommunications, and other services that will need to be acquired to improve instruction and student learning. • Basic strategies for ensuring the interoperability of equipment are provided. (Plans for continuous upgrading and a timeline for technology acquisitions should be included.) • The plan includes a description of the replacement & maintenance cycle and technical support that is available within the district.
23 <u>26-33</u>	
24 <u>26-33</u>	
25 <u>26-33</u>	

Element III: F. determined complete? Yes No

Element G: Inventory

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: H. Increase Access

Strategies to increase access to technology for all students and all teachers.

Page(s)	Components
26 <u>26-33</u>	<ul style="list-style-type: none"> • The plan addresses the steps that will be taken to ensure all students and teachers have increased access to technology (examples of issues to be addressed might include assistance to students in high-poverty and high-need schools or to students needing assistive technologies).

Element III: H. determined complete? Yes No

Element: IV. Evaluation

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.

A. EVALUATION PROCESS.

The District Technology Plan will be monitored and evaluated by the district technology committee three times a year and the Joint Educational Technology Team (JETT) on a semi-annual basis for the duration of the plan. Through the review of the indicators of success of each of the goals listed, the committees will be able to evaluate and adjust the plan as necessary. The progress of the committees in their quest to meet the goals of the plan will be published via staff email and district newsletter. This will enable the community to be informed about the ongoing status of the Technology plan. In September of each school year, a yearly summary of goal completion and the status of current projects completed by the committee will be submitted to the BOE/Superintendent. Goals that are not completed by the end of their deadline will be addressed, reevaluated and/or adapted by the committee.

Monitoring of Curricular Goals

Monitoring Curriculum Integration Goal #1:

Through our Technology Surveys, teacher observation of student work, and the assessment of our Technology Integration Specialist, the district monitors how students:

- a. Recognize the need for information
- b. Recognize that accurate and comprehensive information is the basis for intelligent decision making
- c. Formulates questions based on information needs
- d. Identifies a variety of potential sources of information
- e. Develops and uses successful strategies for locating information
- f. Determines accuracy, relevance, and comprehensiveness.
- g. Distinguishes among fact, point of view, and opinion
- h. Identifies inaccurate and misleading information
- i. Selects information appropriate to the problem or question at hand
- j. Organizes information for practical applications
- k. Integrates new information into one's own knowledge
- l. Applies information in critical thinking and problem solving
- m. Produces and communicates information and ideas in appropriate formats

Monitoring Curriculum Integration Goal #2:

Through our Technology Surveys, teacher observation of student work, the assessment of our Technology Integration Specialist, and the career paths they develop with the district guidance counselors, the district monitors how students:

- a. Seek information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
- b. Designs, develops, and evaluates information products and solutions related to personal interests.
- c. Is a competent and self-motivated reader
- d. Derives meaning from information presented creatively in a variety of formats
- e. Develops creative products in a variety of formats
- f. Strives for excellence in information seeking

Monitoring Curriculum Integration Goal #3:

Through technology surveys, observation of teacher’s lessons, and the assessment of our Technology Integration Specialist, the district monitors the success rate and determines the level of support that is needed. These discussions occur at our weekly Congruence (Elementary) and Team meetings (Middle / High), the weekly Technology Integration meetings, the bi-weekly technology meetings, the weekly Administrator team meetings and other special meetings throughout the year. The district will graph our success and post it as a motivational piece.

Monitoring Curriculum Integration Goal #4:

The technology integration needs and success of our staff is monitored through classroom observations, the level of User Support Incidents created, PDP surveys, and all the district and school specific meetings listed under the monitoring of the curriculum integration goal #3.

Monitoring Curriculum Integration Goal #5:

The Technology Plan is the roadmap utilized in all technology and technology integration meetings. Any adjustments made to the technology Plan are reflected at the end of the plan from year to year and are a result of the monitoring tools in place within the Technology Plan.

CUBA-RUSHFORD CSD Instructional Technology Plan - Annually - 2015

Monitoring and Evaluation

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

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	(No Response)	http://www.crcs.wnyric.org/departments.cfm?subpage=726890	2001
Internet Safety/Cyberbullying	(No Response)	http://www.crcs.wnyric.org/forms.cfm?myForm=22432	2012
Parents' Bill of Rights for Data Privacy and Security	(No Response)	http://www.crcs.wnyric.org/community.cfm?subpage=158648	2014

IV. MONITORING AND EVALUATION

Element: I. Evaluation

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.

Page(s)	Components
27 <u>37-38</u>	<ul style="list-style-type: none"> • A general description of the process by which the evaluation will be conducted is included. • The evaluation section indicates what measures will be used and how success will be determined. <p>The plan indicates the following: (Action Plan)</p> <ul style="list-style-type: none"> ▪ Frequency of evaluations; ▪ Persons responsible for evaluations; ▪ Strategies describing how unmet goals will be addressed.
28 <u>37-38</u>	
29 <u>37-38</u>	
30 <u>37-38</u>	
31 <u>37-38</u>	

Element IV: I. determined complete? Yes No

IV. MONITORING AND EVALUATION

Element: J. Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

Page(s)	Components
32 <u>37-38</u>	An Acceptable Use of Technology Policy (AUP) for the district is included with the BOE approval date. http://www.crcs.wnyric.org/departments.cfm?subpage=726890
33 <u>37-38</u>	The district policy for Internet Safety/Content Filtering is included with the BOE approval date and the <i>public forum date</i> . http://www.crcs.wnyric.org/forms.cfm?myForm=22432
34 _____	Parent's Bill of Rights http://www.crcs.wnyric.org/community.cfm?subpage=158648

Element IV: J. determined complete? Yes No

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