

Homer Central School District

Educational Technology Plan 2010-2013



Planning for the future of our children

Plan Adopted by Homer Central School District Board of Education June 22, 2010
Plan Approved by OCM BOCES May 1, 2010

Technology Planning Team

During the school year of 2009-2010, a committee of parents, teachers, administrators and support staff came together as a Technology Plan Revision Team. Their charge was to 1) review the current technology plan; 2) review technology plan requirements of the **No Child Left Behind Act, E-Rate, New York State Technology Plans, and OCM BOCES**; 3) assess the current technology and its use in the curriculum; and 4) prepare a successor technology plan, making recommendations for the next three years.

This plan is the successor plan to the 2007-2010 Technology Plan. It is undergoing review by the District Technology Committee, the Administrative Team, adoption by the Homer Central School Board of Education and will be submitted for approval to OCM BOCES to meet state and federal e-rate requirements.

HCSD Technology Plan - Planning Team

Bernice Zolla	Computer Technician
Diane Nachtrieb	Library Media Specialist
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Jamie Douglass	Classroom Teacher
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Linda Llewellyn	Director of Instruction and Evaluation
Marcia Smith	Classroom Teacher
Michael Delair	Director of Business and Finance
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Executive Summary

In the past decade, Homer Central School District has made considerable progress through planning, research, collaboration, annual technology initiatives and initial capital projects. Recent efforts by the district through BOCES projects and the Capital Project of 2008-2009 have made major strides to place additional projection devices in classrooms and public spaces, additional interactive boards in classrooms, a framework for wireless access in our district and improved security in all buildings. This plan describes our next steps toward improving student achievement using technology.

The Homer Central School District's mission to promote excellence in education, envisions the power of information technology to create an environment where every learner will have the skills and tools necessary to access information, analytical resources and human resources to attain greater academic achievement enabling life long learning.

Two critical goals dominate the recommendations of this plan:

1. Improve student achievement and development of lifelong learners through the application of technology.
2. Effectively integrate technology into teaching and learning.

Recent research provides evidence that consistent and sustained integration of technology into an authentic teaching and differentiated learning environment improves student achievement.

In support of the integral goals above, we advocate:

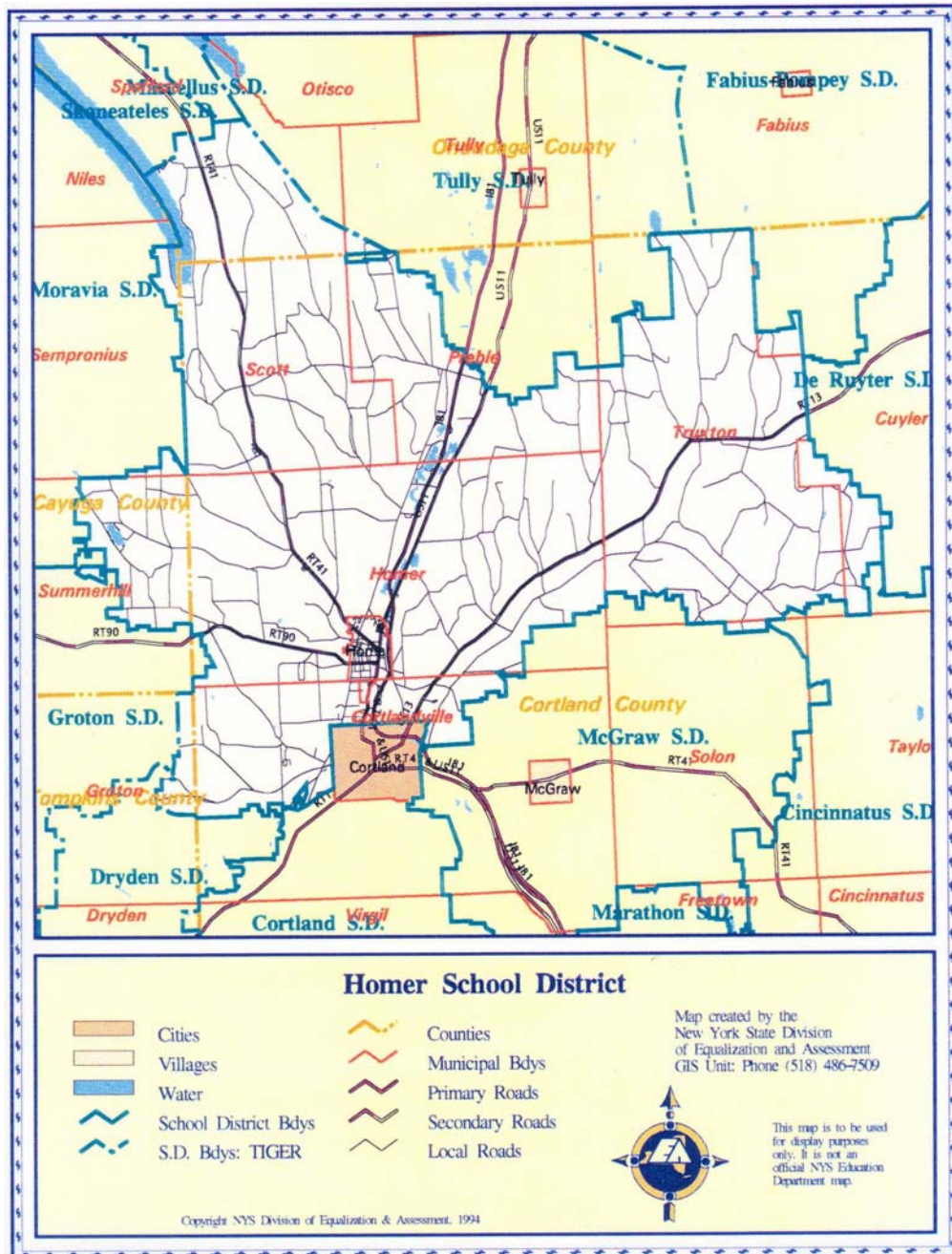
- Strong leadership for technology integration
- Clear expectations of integration
- Effective staff development
- Effective technology support
- Strong links to the local school community through technology

By following the strategies that support the two goals above, this plan will improve academic achievement and technology literacy of all students in Homer Central School District by:

- Supporting 'instructional delivery' and 'student learning' by providing consistent and appropriate technology aligned with District Curricula, NYS Content Guidelines and NYS Learning Standards at every grade level in every building
- Maintaining effective communication among students, teachers, parents, administration, and community using current technologies
- Equip and maintain all buildings with connectivity, hardware, software, digital resources, instructional/learning materials, and facilities
- Promote equitable access to learning technology and skills instruction for all students
- Develop opportunities for interaction, collaboration, and information exchange with members of the learning community
- Expand classroom technologies supporting instruction in existing and emerging curricula
- Provide staff with technologies, technology training and/or data analysis to effectively align curriculum, instruction and assessment
- Promote access to diverse curriculum resources, online professional development and new methodologies

Homer Central School District Profile

- Homer Central School District, located in Central New York, is approximately 30 miles south of Syracuse, NY and an equal distance from Binghamton. Encompassing more than 175 square miles in the counties of Cortland, Onondaga, Cayuga and Tompkins, the district serves students from the towns and villages of Homer, Scott, Preble, Truxton, Summerhill, Groton, Solon, Sempronius, and Spafford.
- The Homer Central School district strives to provide a wide range of quality educational opportunities to all pupils within an efficient and well managed financial strategy.



Technology Program Assessment

Homer Central School District strongly values the use of technology to support student instruction. Our current inventory contains over 1000 client station computers, supporting 8 dedicated computer labs and computers in all classrooms. With our student enrollment of about 2100, this provides an excellent ratio of students to computers but more importantly offers very good technology access to all students.

Our technology program is dynamically changing as new technologies become available. Structures exist within the district to support new initiatives that may improve learning. We continue to integrate technology deeper and deeper into all curricula to the point where we no longer isolate technology skills but infuse them within the core curriculum of each discipline. Periodic review of each curriculum occurs through the subject area teachers under the guidance of the Office of Instruction and Evaluation.

The results of the 2009-2010 technology program assessment can be found here:
<http://spreadsheets.google.com/a/homercentral.org/ccc?key=0AgipNBRq92v0dHc2U0tYa1BRMERSjI2eFRjYm9uS0E>

A chart of the assessment is here:
<http://spreadsheets.google.com/a/homercentral.org/gform?key=0AgipNBRq92v0dHc2U0tYa1BRMERSjI2eFRjYm9uS0E&hl=en&gridId=0#chart>

Current Replacement Process for Client Stations

The district has had a practice of redeploying hardware for alternative use whenever possible to extend the useful life of equipment. Annually, an assessment of existing equipment is made to determine usefulness in terms of supporting existing [Homer Central School District Curriculum](#), and [New York State Core Curriculum and Learning Standards](#) and [No Child Left Behind Requirements](#). This assessment will determine minimum hardware standards for the district.

Safety and Security

Safety and Security are foremost in network services for students and staff. The district subscribes through BOCES to internet content filtering, following guidelines established by [The Children's Internet Protection Act](#) and [Homer Central School Board of Education Internet Filtering Policies](#).

The District manages and maintains a firewall to filter questionable packets, providing a barrier to hackers and viruses. The district also subscribes to anti-virus services for servers, client stations and e-mail along with spam filtering service for district e-mail. With monitored control on these devices, quality educational resources are available through our networks. The District also subscribes to cell phone services for emergency use.

District Technology Vision Statement

The Homer Central School District vision for technological infrastructure fundamentally supports the global mission for child development, enabling students to acquire the knowledge, behavior, and skills to be life-long learners, effective parents, productive workers, and concerned citizens.

The District is committed to providing a safe, technologically rich, environment conducive to the education of our Learning Community, where students and staff in our school:

Believe that all children can learn

Learn to use technology as a tool supporting communication, information access and analysis

Use *technology* in multiple environments in support of academic achievement

Experience the sense of accomplishment through the application of technology that supports development of critical thinking and problem solving skills

Provide *collaborative educational opportunities* with other learners in our world-wide community

Respect and display qualities of good citizenship, exceptional leadership, and healthy character development

Investigate our living world and all its physical and natural settings through the use of technology

Develop technological literacy skills to enhance lifelong learning and

Ensure that all our students become technologically capable and proficient with these skills before graduation.

Technology Plan Goals

Technology Goal #1

Improve student achievement and development of lifelong learners through the application of technology.

Technology Goal #2

Effectively integrate technology into teaching and learning.

Strategies and Activities for Achievement of Goals

Goal 1: Improve student achievement and development of lifelong learners through the application of technology.

Strategy 1.1: Support instructional delivery and student learning by providing consistent and appropriate technology aligned with District Curricula and NYS Learning Standards at every grade level and in every building. Enhance and document student learning in differentiated teaching and learning styles.

- Provide each classroom with current and consistent user devices, hardware, software and technology services. Instruction in the use of technology supports teaching and learning styles equitably throughout the district.
- Classroom teachers assess a continuum of student progress of technology skills and report progress online accessible by students and their parents.
- Teachers and administrators will have online access to curriculum documents.
- Actively participate in CNYRIC user groups and presentations in support of keeping current with technology and providing feedback to CNYRIC for service improvement.

Strategy 1.2: Maintain *effective communication* among students, teachers, parents, administration, and the community using current technologies.

- Continue to develop HCSD web presence and explore web 2.0 technologies.
- Make grade reports, homework assignments, etc. available to secondary students and their families electronically. Provide parent access to their child's records online.
- Teachers and administrators should use the latest technology to provide general and specific information about the building, classroom and students to students, parents and community.
- Maintain current information on district websites.

Strategy 1.3: *Equip and maintain* all buildings with connectivity, hardware, software, digital resources, instructional/learning materials, and facilities.

- Maintain classrooms and common areas with effective technology for information and instruction.
- Provide mechanism for teachers to request and/or test new technologies.
- Maintain system stability, security and reliability while minimizing downtime.
- Maintain and expand a robust infrastructure.
- Digital textbooks accessible to the learning community (where copyright permits).
- Plan and budget for maintenance / replacement of technology so that technology is current to meet instructional and learning needs.

Strategy 1.4: Promote *equitable access* to learning technology and skills instruction for all students.

- Provide staff training opportunities at varied levels throughout the district
- Use current technologies (such as distance learning, pod casts ... etc.) to enhance learning beyond the classroom.
- Promote increased student access and use of the technologies in the curriculum.
- Cultivate a culture that recognizes and values technology literacy as a critical component to education.
- Annually audit building technologies to insure equitability in access and use.

Strategy 1.5: Develop *opportunities for interaction, collaboration, and information exchange* with members of the learning community.

- Encourage staff members to offer technology training.
 - Share best practices using technology.
 - Lead colleagues with refreshers on using current technologies.
 - Expand digital learning for parents and community.
- Use electronic media (employing Web 2.0 Tools) for learning exchange and to enhance parent and general community input in the educational system.
- Deploy technologies to stream district events (and information) to the web.

Goal 2: Effectively integrate technology into teaching and learning.

Strategy 2.1: Expand classroom technologies supporting instruction in existing and emerging curricula.

- Develop and share activities aligned with curriculum involving technology.
- Identify curriculum mentors to support innovation and teaching techniques.
- Promote the support of diverse learning styles with emerging technologies.
- Improve student collaboration as well as experiential hands-on learning.
- New technologies should be demonstrated to staff along with specific content area(or grade level) training.

Strategy 2.2 : Provide staff with technologies, technology training and/or data analysis to effectively align curriculum, instruction and assessment.

- Develop an expectation that use of current tools for data analysis is common place for effective change in curriculum, instruction and assessment.
- Continue to collaborate with BOCES and other entities that investigate emerging technologies that perform valuable data analysis.
- Develop an efficient system to manage student assessment and other pertinent data.

Strategy 2.3: Promote access to diverse curriculum resources, online professional development, and new methodologies.

- Continue a supportive environment to enable teachers to pilot new technologies that increase student learning.
- Seek methodologies and technologies that help teachers become more effective in addressing individual needs.

Goal 1

Improve student achievement and development of lifelong learners through the application of technology.

Strategy 1.1: Support instructional delivery and student learning by providing consistent and appropriate technology aligned with District Curricula and NYS Learning Standards at every grade level and in every building. Enhance and document student learning in differentiated teaching and learning styles.

Activities:		Primary Responsibility	Target Date
1.1.1	Provide each classroom with current and consistent user devices, hardware, software and technology services. Instruction in the use of technology supports teaching and learning styles equitably throughout the district.	BOE, Technology Dept	Annually
1.1.2	Classroom teachers assess a continuum of student progress of technology skills and report progress online accessible by students and their parents.	Principals, Teachers	Annually
1.1.3	Teachers and administrators will have online access to curriculum documents.	Technology Dept Dir. of Instruction	Spring 2011
1.1.4	Actively participate in CNYRIC user groups and presentations in support of keeping current with technology and providing feedback to CNYRIC for service improvement.	Technology Dept Dir. of Instruction	Annually

Goal 1

Improve student achievement and development of lifelong learners through the application of technology.

Strategy 1.2: Maintain *effective communication* among students, teachers, parents, administration, and the community using current technologies.

Activities:		Primary Responsibility	Target Date
1.2.1	Continue to develop HCSD web presence and explore web 2.0 technologies.	Tech Staff	Spring 2011
1.2.2	Make grade reports, homework assignments, etc. available to secondary students and their families electronically Provide parent access to their child's records online.	Principals, 7-12 Teachers	Gr. 7-12 Pilot: Spring 2010 30%: Fall 2011 50%: Spring 2011
1.2.3	Teachers and administrators should use the latest technology to provide general and specific information about the building, classroom and students to students, parents and community.	Principals, Teachers	Spring 2011
1.2.4	Maintain current information on district websites.	Admin. Tech Staff Teachers	Annually

Goal 1

Improve student achievement and development of lifelong learners through the application of technology.

Strategy 1.3: <i>Equip and maintain</i> all buildings with connectivity, hardware, software, digital resources, instructional/learning materials, and facilities.			
Activities:		Primary Responsibility	Target Date
1.3.1	Maintain classrooms and common areas with effective technology for information and instruction.	BOE, Technology Dept	Annually
1.3.2	Provide mechanism for teachers to request and/or test new technologies.	Technology Dept	Fall 2010 By Nov. 1, 2010
1.3.3	Maintain system stability, security and reliability while minimizing downtime.	Technology Dept	Annually
1.3.4	Maintain and expand a robust infrastructure.	Technology Dept, Tech Staff	Wireless Pilot – Fall 2010
1.3.5	Digital textbooks accessible to the learning community (where copyright permits).	Dir. of Instruction, Teachers	Fall 2011
1.3.6	Plan and budget for maintenance / replacement of technology so that technology is current to meet instructional and learning needs.	BOE, Technology Dept	Annually

Goal 1

Improve student achievement and development of lifelong learners through the application of technology.

Strategy 1.4: Promote *equitable* access to learning technology and skills instruction for all students.

Activities:		Primary Responsibility	Target Date
1.4.1	Provide staff training opportunities at varied levels throughout the district.	Professional Staff Development Committee	Annually
1.4.2	Use current technologies (such as distance learning, pod casts ... etc.) to enhance learning beyond the classroom.	All	Annually
1.4.3	Promote increased student access and use of the technologies in the curriculum.	All	Annually
1.4.4	Cultivate a culture that recognizes and values technology literacy as a critical component to education	Teachers, Administrators, BOE	Annually
1.4.5	Annually audit building technologies to insure equitability in access and use	Technology Dept	Each January

Strategy 1.5: Develop *opportunities for interaction, collaboration, and information exchange* with members of the learning community.

Activities:		Primary Responsibility	Target Date
1.5.1	Encourage staff members to offer technology training. <ul style="list-style-type: none"> • Share best practices using technology. • Lead colleagues with refreshers on using current technologies. • Expand digital learning for parents and community. 	Professional Staff Development Committee	Annually
1.5.2	Use electronic media (employing Web 2.0 Tools) for learning exchange and to enhance parent and general community input in the educational system.	All Staff	Fall 2011
1.5.3	Deploy technologies to stream district events (and information) to the web.	Technology Dept	Fall 2012

Goal 2

Effectively integrate technology into teaching and learning.

Strategy 2.1: Expand classroom technologies supporting instruction in existing and emerging curricula.			
Activities:		Primary Responsibility	Target Date
2.1.1	Develop and share activities aligned with curriculum involving technology.	Dir. of Instruction, Teachers	Spring 2011
2.1.2	Identify curriculum mentors to support innovation and teaching techniques.	Administrators	Fall 2010 Fall 2011
2.1.3	Promote the support of diverse learning styles with emerging technologies.	Professional Staff Development Committee	Ongoing
2.1.4	Improve student collaboration as well as experiential hands-on learning.	Teachers	Ongoing
2.1.5	New technologies should be demonstrated to staff along with specific content area(or grade level) training.	Professional Staff Development Committee	Ongoing

Strategy 2.2 : Provide staff with technologies, technology training and/or data analysis to effectively align curriculum, instruction and assessment.			
Activities:		Primary Responsibility	Target Date
2.2.1	Develop an expectation that use of current tools for data analysis is common place for effective change in curriculum, instruction and assessment.	Dir. of Instruction, Principals	Spring 2010
2.2.2	Continue to collaborate with BOCES and other entities that investigate emerging technologies that perform valuable data analysis.	Admin, Teachers	Ongoing
2.2.3	Develop an efficient system to manage student assessment and other pertinent data.	Dir. of Instruction, Data Warehouse Administrator	Pilot Fall 2011

Goal 2

Effectively integrate technology into teaching and learning.

Strategy 2.3: Promote access to diverse curriculum resources, online professional development, and new methodologies.			
Activities:		Primary Responsibility	Target Date
2.3.1	Continue a supportive environment to enable teachers to pilot new technologies that increase student learning.	Administrators	Ongoing
2.3.2	Seek methodologies and technologies that help teachers become more effective in addressing individual needs.	Administrators, Teachers	Ongoing

Professional Staff Development

Philosophy

1. Professional development opportunities are available to every staff member, including support personnel and administration.
2. Technology skills are taught in the context of how they can be integrated into instruction and/or classroom management for the end goal of improving student achievement.
3. Staff members have input into the technology skills they are to learn, and the type of instruction that would be most effective for obtaining them.
4. Staff members have long-term support to integrate technology into their teaching and classroom management.
5. Technology skills are best learned in small group settings, providing for individualized attention.
6. Staff members often learn best from their peers.
7. Staff members are offered a variety of instructional opportunity types (e.g. after school courses, peer mentoring, school day release time training, online classes ... etc.).
8. Staff development activities are optimized based upon feedback from participants.

Staff development opportunities

1. Staff initiated professional development activities
 - Independent study (e.g., online training, tutorials, professional reading)
 - Staff initiated building/department level workshops/presentations
 - Building/department level collaborative projects
 - Peer mentoring
 - Visitation
 - Conferences/Workshops
 - Professional authoring
2. District initiated professional development activities
 - School day, project-specific training sessions
 - New Teacher Orientation sessions
 - Sharing of technology integration accomplishments:
 - After school courses/sessions
 - Online Courses
 - Staff Development Day Activities
3. Regional professional development activities
 - Local teacher center offerings
 - BOCES Instructional Support Services
 - Local college courses
 - Regional, state, or global Online courses
 - Model Schools Programs coordinated through OCM BOCES

Staff development mandates

1. No Child Left Behind- The NCLB requires all public school teachers of core academic subjects to be "highly qualified" for all the core academic subjects they teach. To be "highly qualified," teachers must have a bachelor's degree, be certified for the classes they are teaching (except certain charter school teachers) and demonstrate subject matter competency in all core subjects they teach.
2. New York State 175 hours over 5 years mandate for all teachers certified after February 2004.
3. New York State 75 hours over 5 years mandate for all teaching assistants certified after Feb. 2004.
4. Homer Teachers' Association Contract- Each year HTA bargaining members are to obtain 7 hours of approved professional staff development, (in-service hours) beyond the school day.
5. Professional staff development activities are coordinated through District Professional Staff Development Committee receiving input from the staff and administration.

Guidelines for Development of Technology Integration Programs

To further support improving staff technology skills and skills to integrate technology in the learning process, an annual "Self-Evaluation of Technology Skills" will be offered for all staff. The results of the Self-Evaluation will be utilized to coordinate opportunities for all staff to improve technology integration in the curriculum.

Development of training programs will follow the eight stated philosophical professional staff development beliefs above and guidelines from North Central Regional Educational Laboratory Professional Development Program Guidelines. (<http://www.ncrel.org/tech/>)

Assessments of effectiveness of technology integration in the curriculum will be emphasized in staff development technology training programs. Guidelines for this are available from Common Data Elements for Education Technology Assessment and State Educational Technology Directors Association Common Data Elements Project. (<http://www.setda.org/toolkit/nltoolkit/CDE/index.htm>)

Correlation of technology integration in the curriculum with New York State Standards and Curriculum Guidelines will be emphasized in staff development training programs. Guidelines for this are available from the University of the State of New York Curriculum

Plan Administration and Budget

Homer Central School District maintains a complete accurate inventory of all equipment as required by the State of New York, periodically reviewed (audited) by the State Comptroller's Office. Equipment is procured following the laws, guidelines and regulations of the State of New York. Disposal of equipment is also done according to the laws, guidelines and regulations of the State of New York. This inventory includes approximately 1,100 client stations (desktop and laptops), physical and virtual servers, office and classroom printers, switches, firewalls, UPS's, wireless base stations, projection devices and other network or classroom equipment. A complete equipment list is maintained in the district offices. Most equipment is leased through OCM BOCES where a detailed annual list is also available.

2010-2013

The District targets a five-seven year replacement cycle for major technologies (client stations, servers, peripherals) and support a similar replacement cycle (as needed) for critical components (switches, firewalls, and other "edge devices").

2010-2011

For the 2010-2011 school year, we anticipate replacing at least one-hundred client stations, servers, and purchasing presentation and/or interactive technologies to support student learning (**Budget Item COSER 562**). All other software and digital services are expected to continue as they have in the past. This would include items such as MS Office Licenses, curriculum support software and network service software (Anti-virus subscriptions, e-mail supported services, back-ups services, web services ... etc.)

Budget 2010-2011

If current state aid levels are maintained without additional state mandates and the economy becomes stable, and the costs of BOCES services do not increase, it is expected the district will sustain current levels of funding technology, support to technology, and staff development related to integration of technology into the curriculum. We do not expect any increases in funding technology unless the district receives additional state aid, additional federal aid, or additional funding from other sources.

The current budget for technology related items for 2009-2010 is \$754,436.77 and is distributed among a variety of services. State Aid, BOCES State Aid, Federal Aid, E-Rate formulas all support the funding of these services. These are services the district annually subscribes to through OCM BOCES and CNYRIC. A description of these services follows. Not reflected here are funds supported by grants, Teacher Center Funding, or miscellaneous local budgeted items not available through BOCES (projection device bulbs for example).

Funding Sources:

Local – this includes support from local operations, BOCES AID, and STATE AID
 GRANT- this refers to the annual Teacher Center Grant supported by the NYS
 E-Rate – this identifies items that are currently eligible under existing E-Rate Guidelines

COSER	Code	Department	Dollars	Funding Source
540	CRC	Curriculum Resource Center	\$17,052.75	Local
541	TSR	Technical Services and AV Repair	\$23,373.00	Local
562	ITD	Instruction Technology & Design	\$36,503.25	Local
	(CLT)	(Center for Learning Technology)		
562	LSE562	Lease - Instructional	\$81,716.28	Local
562	TIS562	Technology Infrastructure Support - Instructional	\$235,000.00	Local
563	MSP	Model Schools	\$8,400.00	Local
601	TLC	Telecommunications	\$46,186.40	E-Rate &Local
602	TIC	Telecommunications Interconnect Service	\$47,103.25	E-Rate &Local
620	DWS	Data Warehouse Services	\$13,451.40	Local
620	FSS	Financial Support Services	\$49,047.40	Local
620	FWS	Food Management Support Services	\$11,481.93	Local
620	INT	Internet Services	\$7,200.00	E-Rate &Local
620	NCL	Telecommunications Network Connection Line Cost	\$65,772.00	E-Rate &Local
620	PRI	Priority Services	\$0.00	Local
620	SED	Special Education Applications	\$14,710.65	Local
620	SIS	Student Support Services	\$49,325.48	Local
620	TIS620	Technology Infrastructure Support - Admin	\$41,042.98	E-Rate &Local
620	TSS	Test Scoring Services	\$7,070.00	Local

Additional Items for Budget

	Department	Dollars	Funding Source
	IT Staff Costs	\$249,600.00	Local
	New Staff Credit Hours, Masters Degree	\$26,000.00	Local
	Local Teacher Center	\$26,000.00	Annual Grant
	District Cell Phone Costs	\$4,056.00	E-Rate & Local
Total		\$304,656.00	

Total Amount \$1,059,092.77 Total Cost for non- E-rate items.. \$ 869.835.39

CNYRIC (Central New York Regional Information Center) Service Areas

- [Financial Support Services](#) - MUNIS, Tax roll payment, check services, professional development tracking.
- [Internet Services](#) - Bandwidth, Filtering, Web Server Space
- [Lease - Admin](#) - Technology hardware and software leases as well as Xerox leases.
- [Lease - Instructional](#) - Technology hardware and software leases as well as Xerox leases.
- [Priority Services](#) - Server, UPS, Switch.
- [School Food Management Services](#) - including support, equipment service, warranty coverage
- [Special Education Applications](#) - Special Education SIS Management, Medicaid processing, IEP Direct
- [Student Support Services](#) - Student Information Systems, Grade Machine, My Gradebook, PDA, Mac/Win School, ID cards, STEP reporting.

[Technology Infrastructure Support - Admin](#) - Network, virus, modem and router maintenance, firewall
[Technology Infrastructure Support - Instructional](#) - Network technician, video conferencing, hardware acquisition
[Telecommunications](#) - Base service, actual expenses, and support
[Telecommunications Interconnect Service](#) - Telephone and E-Rate applications
[Telecommunications Network Connection Line Cost](#) - Network connections, Fiber lease
[Test Scoring Services](#) - Scoring and reporting services for NYS Grade 4 and 8, Regents, LEAP, CAT, TAP, SAT

New York State Aid Reports for the Homer Central School District -
 Periodic reports are available from <http://www.nysed.gov/stateaid/dist/a110701.html>

Projected budget for 2010-2013

	2010-2011	2011-2012	2012-2013	Funding Source
Hardware				
TIS562- Technology Infrastructure	\$235,000.00	\$235,000.00	\$235,000.00	Local via BOCES
Software				
Instructional	\$33,000.00	\$33,000.00	\$33,000.00	Local
Administrative	\$7,000.00	\$7,000.00	\$7,000.00	Local
Staff Development				
Model Schools	\$8,400.00	\$8,400.00	\$8,400.00	Local via BOCES
Teacher Center	\$26,000.00	\$26,000.00	\$26,000.00	Annual Grant
Professional Development	\$9,500.00	\$9,500.00	\$9,500.00	Local
Technology Support				
IT Staff	\$249,400.00	\$260,000.00	\$269,200.00	Local
Other				
Telecommunications (COSER 601)	\$48,034.00	\$49,955.00	\$51,953.00	Local (w/ E-rate)
Telecommunications Interconnect-Long (602.030.001)	\$2,704.00	\$2,812.16	\$2,924.56	Local (w/ E-rate)
Telecommunications Interconnect-Local (602.020.001)	\$39,000.00	\$40,560.00	\$42,182.40	Local (w/ E-rate)
Lit Fiber Lease (620.300.110)	\$65,772.00	\$68,402.88	\$71,139.00	Local (w/ E-rate)
Other BOCES Services including 620 COSERS	\$426,146.00	\$422,414.00	\$439,311.00	Local via BOCES
Security System	\$12,000.00	\$12,000.00	\$12,000.00	Local

New York State Aid Reports

Periodic reports are available from <http://www.nysed.gov/stateaid/dist/a110701.html> for the Homer Central School District.

Technology Plan Assessment

Program Assessment

An annual analysis is done to review assessments of these following areas.

- Student Academic Achievement
 - This is done through the District Office of Instruction and Evaluation. Periodic reports are made to the Board of Education by Administrators.
- Student Technology skill development
 - This is accomplished at the classroom level by instructional staff, incorporated in the classroom curriculum.
- Staff Technology skill development
 - This is assessed through the Staff Self-Analysis Survey available through the Office of Instruction and Evaluation in support of determining both technology training needs as well as base-line information for E-Rate.
- Network status: bandwidth analysis, reliability
 - This is reviewed quarterly by the District Network Administrator.
- Technology access for students and staff
 - This is reviewed annually through the technology department.
- Technology/Instructional support effectiveness
 - This collaborative assessment is performed by staff with District Administration.

Technology Plan Assessment and Evaluation

A year-end report reflective of program assessment shall be prepared for the administration indicating the successes of the Technology Plan as well as areas that are problematic.

Periodic evaluations (quarterly or semi-annually) of the technology plan are conducted to determine if a change in direction is needed to more effectively support the goals of the district. Any program change or hardware replacement, maintenance or increase will be done in conjunction with these evaluations through a collaborative effort between District Administration, Curriculum, Technology Offices along with representative from stake holder groups (K-12 teachers, support staff, parents, and if appropriate, students.)

E-Rate & Technology Plan Evaluation Rubric

This rubric is used by staff members at the Central New York Regional Information Center to review technology plans for E-Rate compliance. Please list the page numbers in your plan where each of the 5 required areas can be found, then attach a copy of this document as the last section of your technology plan. We will use the following key when reviewing your plan, please use it as a guide.

- Level 1 = Does Not Meet Requirement
- Level 2 = Meets Requirement
- Level 3 = Exceeds Requirement

Requirement 1 – Technology Program Assessment

An assessment of telecommunications, hardware, software, professional development, staffing, and other services that are needed to improve education and/or library services.

Page(s)	6 - Link provided						
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- Level 1: An assessment is not included, fails to address areas of need, and/or has little connection to the planned purchases outlined in the budget.
- Level 2: The assessment identifies specific strengths and areas of need, and has a logical connection to the planned purchased outlined in the budget.
- Level 3: The assessment includes detailed inventory lists, evaluation data on many aspects of the technology program, staff/student survey data, and a direct tie to the planned purchases outlined in the budget.

Requirement 2 – Goals & Strategies

The establishment of clear goals and realistic strategies for using instructional technologies and technology services to improve education and/or library services.

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- Level 1: Goals and strategies are not included or fail to identify the major objectives of the plan.
- Level 2: A list of specific goals and strategies is included, with general time frames and other details about how the goals will be implemented.
- Level 3: A comprehensive list of goals is included, with specific target dates for completion, persons responsible, strategies/action steps for implementation, and evaluation measures to determine success.

Requirement 3 – Professional Development

A professional development strategy that ensures staff members know how to use planned technologies to improve education and/or library services.

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- Level 1: Professional development is not mentioned or has no tie to the technology goals set forth in the plan.
- Level 2: A professional development strategy is included which lists specific steps for implementation and has a direct tie to the goals set forth in the plan.
- Level 3: A comprehensive professional development strategy is included which details implementation procedures, staffing needs, major objectives, intended outcomes, and has a direct link to the goals set forth in the plan. A copy of the district’s professional development plan is attached as an appendix.

Requirement 4 - Budget

A detailed budget of planned expenses for acquiring and maintaining hardware, software, professional development, telecommunications, staff salaries, BOCES services, and other items that will be needed to implement the technology plan strategy.

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- Level 1: A budget is not included, fails to list each year of the plan, or fails to include all of the major budget areas listed above.
- Level 2: A budget for each year of the plan is included and lists planned expenditures in all of the major budget areas listed above. The planned expenditures have a clear tie to the goals set forth in the plan. E-Rate eligible expenses are denoted.
- Level 3: N/A

Requirement 5 – Evaluation Process

An evaluation process enabling the district to monitor progress toward the specified goals and make mid-course corrections as needed in response to new developments and opportunities that arise.

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- Level 1: An evaluation process is not included or fails to identify a clear process for reviewing and updating the plan.
- Level 2: An evaluation process is included that lists specific steps for reviewing and updating the technology plan including persons/committees involved.
- Level 3: N/A