A. LEA Information
1. **2014-2015 Student Enrollment**

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>Pre-K Enrollment</th>
<th>K-2 Enrollment</th>
<th>3-5 Enrollment</th>
<th>6-8 Enrollment</th>
<th>9-12 Enrollment</th>
<th>Ungraded Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,665</td>
<td>54</td>
<td>669</td>
<td>762</td>
<td>887</td>
<td>1,259</td>
<td>34</td>
</tr>
</tbody>
</table>

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

3. **What is the title of the district administrator entering the technology plan survey data?**
   
   Director of Technology
B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The Eastport-South Manor Central School District will promote and sustain an educational system which is dedicated to academic excellence and the fulfillment of each individual student’s potential.

Through an alliance of educators, parents, students and community, the District will provide a supportive, safe, dynamic learning environment and will strive to graduate students of good character who are intellectually, physically and socially developed, and who are as well prepared as possible for their futures.

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

The Eastport South Manor CSD recognizes that technology represents an integral component to 21st Century Digital Learning for students. The District is committed to creating, implementing and sustaining a cutting-edge 21st Century digital learning environment. To that end, the district is proposing the development and implementation of a comprehensive, district-wide, Curriculum, Instruction, Technology Integration Plan (CITI).

The Curriculum, Instruction, Technology Integration Plan (CITI) at the Eastport-South Manor Central School District is envisioned to be a multi-year, phased-in, district-wide initiative which will integrate and embed the use of educational technology tools into instruction and provide social learning capabilities to students in all units of study and grade levels on a district-wide basis. The plan includes provisions for students and faculty to bring their own personal computing devices to school (BYOD), ensures that adequate technology and technology resources are available to those students and faculty who do not have access to or wish to use their own personal computing devices in school during school hours. The plan includes provisions for providing administrators and teachers with professional development with respect to the use and management of personal computing devices in classrooms for instructional purposes, and also includes professional development time for curriculum writing to embed technology-rich resources, and the use of personal computing devices into existing lessons. Lastly, the plan integrates social learning platforms and related strategies such as Google Apps for Education, Learning Management Systems (Schoology) and other research-based applications into the professional development model to ensure that a sustainable computing and communications platform is integrated into the ESM 21st Century teaching model.

To accommodate the increased number of users on the network with the incorporation of CITI, the district Technology Plan includes provisions for increased wireless, and server and switch infrastructure upgrades.

Lastly, the district recognizes the importance of providing a safe and secure learning environment. To that end, the district technology plan also includes provisions for integration of all security systems into a single management system and includes the acquisition and installation of additional security cameras.
3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

The Eastport - South-Manor Central School District implemented Technology Planning Committee(s) to develop the district's comprehensive Technology Plan. The committee(s) meet monthly for technology planning purposes. The Technology Planning Committee(s) include:

- Grade K-2 Committee
- Grade 3-6 Committee
- Grade 7-12 Committee
- Special Education Committee

In addition, monthly meetings are held with the Lead Technology teachers and Library Media Specialists on a monthly basis.

Participants of the committee(s) include the following representation:

- Assistant Superintendent for Curriculum & Instruction
- Director of Information Services and Technology
- Building Principals
- Department coordinators
- Lead Technology Teachers
- Library Media Specialists
- Teachers from each grade level and content area
- Technology leadership and technical support staff

The district-wide Technology Plan (CITI) includes specific goals, along with related strategies and activities that are reviewed, monitored and updated on a regular basis. The CITI Plan also includes very specific goals, strategies and activities and an evaluation criteria with associated timelines for completion. This evaluation criteria is used as the basis for evaluating progress. The Technology Plan is reviewed and updated regularly and in June, at the end of each year. As part of the review process, the plan is revised to include specific district-wide and building initiatives which involve educational technology, curriculum integration and professional development. Data from the Technology Plan are also included in the Annual Technology Action Plan which is updated regularly and at the end of each school year and shared with the Board of Education.

At the beginning of each school year, the specific goals, objectives, strategies and action items for the new school year are shared with all administration and the Technology Planning Committee(s). Action Plan and Technology Plan activities are monitored by district leadership through bi-weekly meetings with the Director of Technology.

The district is currently preparing their Smart Schools Investment Plan (SSIP) and Smartbond Application. Following review and approval by district Smartbond Committee Members and the Board of Education, the Plan will be posted to the District Website and submitted for SED review and approval.

The SSIP is aligned with the District's CITI Technology Plan, and includes provisions for additional wireless access points to provide a ratio of 1 device per classroom, and additional students devices to support instruction. The SSIP also includes server and switch infrastructure upgrades which are needed to support the additional devices that will be added to the network.

Pursuant to the requirements of the SSIP, the district has formed an SSIP planning committee which consists of parents, community members, students, teachers, administrators,
4. Please provide the source(s) of any gap between the current level of technology and the district’s stated vision and goals.

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

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

The top three reasons causing the gap are:
- Need for funds to acquire essential equipment such as computing devices, switches, servers and wireless
- Need for funds for PD and curriculum writing time to integrate curriculum, instruction and technology into lessons
- Need for funds to hire technology integration specialists to support instructional technology.

The CITI Plan includes provisions for additional computing devices, professional development, and curriculum writing time. Additional wireless, and switch and server upgrades are also needed to support the increased numbers of students using technology on the network. The district revenue is not sufficient to support these costs and the district cannot exceed the 2% CAP.
C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

   - Greater than 10 Gbps
   - 10 Gbps
   - 1 Gbps - < 10 Gbps
   - 100 Mbps - < 1 Gbps
   - 50 Mbps - < 100 Mbps
   - 10 Mbps - < 50 Mbps
   - Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

   - Greater than 10 Gbps
   - 10 Gbps
   - 1 Gbps - < 10 Gbps
   - 100 Mbps - < 1 Gbps
   - 50 Mbps - < 100 Mbps
   - 10 Mbps - < 50 Mbps
   - Less than 10 Mbps

3. What is the name of the agency or vendor from which the district purchases its primary Internet access bandwidth service?

   Cablevision Lightpath & ESB (Light Tower)

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed.

<table>
<thead>
<tr>
<th>Speed in Gpbs or Mbps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Capacity</td>
</tr>
<tr>
<td>Greater than 10 Gbps</td>
</tr>
<tr>
<td>10 Gbps</td>
</tr>
<tr>
<td>1 Gbps - &lt; 10 Gbps</td>
</tr>
<tr>
<td>100 Mbps - &lt; 1 Gbps</td>
</tr>
<tr>
<td>50 Mbps - &lt; 100 Mbps</td>
</tr>
<tr>
<td>10 Mbps - &lt; 50 Mbps</td>
</tr>
<tr>
<td>Less than 10 Mbps</td>
</tr>
</tbody>
</table>

   | Maximum Capacity       |
   | Greater than 10 Gbps   |
   | 10 Gbps                |
   | 1 Gbps - < 10 Gbps     |
   | 100 Mbps - < 1 Gbps    |
   | 50 Mbps - < 100 Mbps   |
   | 10 Mbps - < 50 Mbps    |
   | Less than 10 Mbps      |

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.
6. What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?

<table>
<thead>
<tr>
<th>Port speed of switches</th>
<th>Mbps or Gbps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Capacity of Switches</td>
<td>0</td>
</tr>
<tr>
<td>Maximum Capacity of Switches</td>
<td>0</td>
</tr>
</tbody>
</table>

7. What percentage of the district’s wireless protocols are less than 802.11g?

0

8. Do you have wireless access points in use in the district?

Yes

8a. What percentage of your district’s instructional space has wireless coverage?

50%

9. Does the district use a wireless controller?

Yes

10. How many computing devices less than five years old are in use in the district?
<table>
<thead>
<tr>
<th>Number of devices in use that are less than five years old</th>
<th>How many of these devices are connected to the LAN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop computers/Virtual Machine (VM)</td>
<td>297</td>
</tr>
<tr>
<td>Laptops/Virtual Machine (VM)</td>
<td>683</td>
</tr>
<tr>
<td>Chromebooks</td>
<td>0</td>
</tr>
<tr>
<td>Tablets less than nine (9) inches with access to an external keyboard</td>
<td>0</td>
</tr>
<tr>
<td>Tablets nine (9) inches or greater with access to an external keyboard</td>
<td>0</td>
</tr>
<tr>
<td>Tablets less than nine (9) inches without access to an external keyboard</td>
<td>0</td>
</tr>
<tr>
<td>Tablets nine (9) inches or greater without access to an external keyboard</td>
<td>289</td>
</tr>
<tr>
<td>Totals:</td>
<td>1,269.00</td>
</tr>
</tbody>
</table>

11. What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?

12. Please describe any additional assistance or resources that, if provided, would enhance the district’s ability to improve access to technologies for students with disabilities.

The Eastport-South Manor's 21st Century Curriculum, Instruction, Technology Integration Plan (CITI) is a comprehensive plan which incorporates the integration of curriculum and instruction with technology and technology-rich resources. The CITI Plan also includes provisions for professional development, curriculum writing and on-going evaluation to ensure that students are provided with a digitally-rich learning experience which is aligned with the common core standards and standardized assessments. The district is in need of additional devices in the classroom to ensure that students have greater access to digital, on-line resources and opportunities to engage in 21st Century collaborative learning activities. Currently, all classrooms in grades K-6 have a minimum of five devices per classroom. In grades 7-12 technology is provided to students via stationary labs and portable laptop carts. The ESM CSD is seeking to minimally provide a ratio of 1 device for every 2 students in addition to supporting a policy of students bringing in their own computing devices for instructional purposes. If the ESM CSD secures the financial resources necessary to implement the CITI Plan, all students will benefit from a new digital age learning culture which includes comprehensive technology integration to increase student achievement, promote excellence, and achieve Cyber Citizenship. The implementation of the CITI Plan will afford students with a 21st Century Learning environment by creating new opportunities for learning, including, but not limited to the following:

- Interactive Learning
- Differentiated Instruction
- Learning Beyond Classroom Walls
- Increased Engagement
- Increased Student Authority Over Learning
- Personalized Instruction
- Easier Collaboration
- Social Development
- College and Career Readiness

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

<table>
<thead>
<tr>
<th>Device Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Cameras</td>
<td>27</td>
</tr>
<tr>
<td>Flat Panel Displays</td>
<td>8</td>
</tr>
<tr>
<td>Interactive Projectors</td>
<td>0</td>
</tr>
<tr>
<td>Interactive Whiteboards</td>
<td>281</td>
</tr>
<tr>
<td>Multi-function Printers</td>
<td>15</td>
</tr>
<tr>
<td>Projectors</td>
<td>288</td>
</tr>
<tr>
<td>Scanners</td>
<td>19</td>
</tr>
<tr>
<td>Other Peripherals</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>639.00</strong></td>
</tr>
</tbody>
</table>

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

Other peripherals include the following items:
- 28 digital cameras
- 9 clickers

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

Yes

16. Does the district allow students to Bring Your Own Device (BYOD)?

Yes

16a. On an average school day, approximately how many student devices access the district's network?

2,000

17. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Not Applicable

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

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

1. What are the operating system(s) in use in the district?

<table>
<thead>
<tr>
<th>Operating System</th>
<th>In Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mac OS Version 9 or earlier</td>
<td>Yes</td>
</tr>
<tr>
<td>Mac OS 10 or later</td>
<td>Yes</td>
</tr>
<tr>
<td>Windows XP</td>
<td>No</td>
</tr>
<tr>
<td>Windows 7.0</td>
<td>Yes</td>
</tr>
<tr>
<td>Windows 8.0 or greater</td>
<td>Yes</td>
</tr>
<tr>
<td>Apple iOS 7 or greater</td>
<td>Yes</td>
</tr>
<tr>
<td>Chrome OS</td>
<td>No</td>
</tr>
<tr>
<td>Android</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Not Applicable

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

<table>
<thead>
<tr>
<th>Web Browser</th>
<th>Available and Supported for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Explorer 7</td>
<td>No</td>
</tr>
<tr>
<td>Internet Explorer 8</td>
<td>No</td>
</tr>
<tr>
<td>Internet Explorer 9 or greater</td>
<td>Yes</td>
</tr>
<tr>
<td>Mozilla Firefox</td>
<td>Yes</td>
</tr>
<tr>
<td>Google Chrome</td>
<td>Yes</td>
</tr>
<tr>
<td>Safari (Apple)</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Not Applicable

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

Schoology LMS

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

Castle Learning
Learning A-Z
Brainpop and Brainpop Jr.
Envision Xtra Math
Read 180
7. Please provide the names of the five most frequently used research databases if applicable.

- Pebble Go
- Encyclopedia Britannica
- ProQuest
- CQ Researcher Online
- WorldBook Online

8. Does the district have a Parent Portal?

   Yes

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

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

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

   (No Response)

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

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

10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of Current FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Technology</td>
<td>0.60</td>
</tr>
<tr>
<td>Sr. Network Administrator</td>
<td>1.00</td>
</tr>
<tr>
<td>Network Administrator</td>
<td>1.00</td>
</tr>
<tr>
<td>Network &amp; Systems Specialist</td>
<td>1.00</td>
</tr>
<tr>
<td>Office Application Specialist</td>
<td>1.00</td>
</tr>
<tr>
<td>Computer Technician</td>
<td>4.00</td>
</tr>
<tr>
<td>Data Coordinator</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9.60</strong></td>
</tr>
</tbody>
</table>
E. Curriculum and Instruction

1. **What are the district's plans to use digital connectivity and technology to improve teaching and learning?**

   The implementation of Curriculum, Instruction, Technology Integration Plan (CITI) at the Eastport South Manor Central School District is envisioned to be a multi-year, phased-in, district-wide initiative which will integrate and embed the use of educational technology tools into instruction and provide social learning capabilities to students in all units of study on a district-wide basis. The plan includes provisions for students and faculty to bring their own personal computing devices to school (BYOD), ensures that adequate technology and technology resources are available to those students and faculty who do not have access to or wish to use their own personal computing devices in school during school hours. The plan includes provisions for providing administrators and teachers with professional development with respect to the use and management of personal computing devices in classrooms for instructional purposes, and also includes professional development time for curriculum writing to embed technology-rich resources, and the use of personal computing devices into existing lessons. Lastly, the plan integrates social learning platforms and related strategies such as Google Apps for Education, Khan Academy, Learning Management Systems (Schoology), and other research-based applications into the professional development model to ensure that a sustainable computing and communications platform is integrated into the ESM 21st Century teaching model. The district plans to acquire additional wireless, computing devices, switches and servers through Smartbond Funding to support the provisions of the CITI Plan. The district will also be acquiring additional security cameras and integrate all security systems.

2. **Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?**

   Yes

   **2a. If "Yes", please provide detail.**

   The Special Education component of the ESM Technology Plan provides a robust cross-curricular and student-centered learning environment that uses modern technology, extends learning opportunities and differentiates instruction. Apps are installed on iPads for work with various modalities and learning styles of students. Lessons on the SMART board are designed to provide for tactile movement of words, letters, shapes, etc. IPad apps are aligned to the curriculum in ELA and Math. These apps provide accommodations that provide for reading aloud, interactive activities for various learning styles, as well as adaptation of the curriculum for children with communication devices/disorders. iPads include AAC, adaptive keyboards and mice for students with motor impairments, word processing, iPad accessibility features, access to book share, specific assistive technology software such as Solo, Clicker 6, Math Pad, and Classroom Suite. The Special Education Department continues to pursue the expansion of learning opportunities beyond the regular school day. Students have access to iPads with behavior supports and communication devices. Parent trainings are provided. School staff assigned to work under ABA provisions to assist with school and home connections. Smartbond funds will be used to acquire additional student computing devices to ensure that all special education students have access to the required technology in their IEP and provide them with inquiry-based, engaged and collaborative learning experiences.

3. **Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?**

   Yes

   **3a. If "Yes", please provide detail.**

   The Eastport-South Manor Central School District's Technology Infrastructure is robust and affords opportunities for providing assessments and accommodations for students in need of assistive technology. The district has and will continue to provide the hardware and software necessary to assist these students in accessing the curriculum and navigating the school/home environment. The Special education Department currently has 93 iPads and 65 laptops which are used for testing, student research, communication devices, access and differentiation of instruction. The district plans to use digital connectivity and technology to improve teaching and learning in the following manner: To increase access to the curriculum for students with disabilities. Increase ability to differentiate instruction Increase the Universal design (multiple means of expression, engagement, and representation) for learning in the classroom. The District is working with the teachers to provide trainings to identify important learning outcomes. The district will acquire additional computing devices and infrastructure through the use of Smartbond Funds to ensure that students with disabilities have greater levels of access to technology and are able to successfully participate in NYSAA testing.

4. **Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?**

   ☑ Yes
   ☐ No
4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).

| The district's instructional technology plan provides for all students to have access to instructional technology in all instructional environments, inclusive of English Language Learners. In accordance with the provisions of the district's CITI Plan, English Language Learners will have access to the technology at a ratio of 1 device per every 2 students. Additionally, English Language Learners have access to supplemental reading and language materials such as Reading A-Z, Raz Kids, Raz Kids for ELL, and Rosetta Stone as a means of providing an enriched learning environment with supports English Language Learners. The district intends to use Smartbond funds to acquire additional computing devices for ELL students and will also acquire required infrastructure to support the increased number of ELL students accessing the network for inquiry-based, collaborative learning. |
F. Professional Development

1. Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.

During the 2015-16 School year, Professional Development consisted of the following core courses. The district intends to continue offering the same courses to special education and teachers in grades 2-6 during the 2016-17 school year:

Using Multiple Computing Devices to Support 21st Century Learning:
This “Hands-On” course will provide teachers with the necessary information that they will need to manage personal computing devices in their classes. Topics will include discussions of various personal computing devices, management of device settings, accessing the district’s wireless network, accessing VM, enrolling devices on the district’s network, classroom management, using personal computing devices for research, polling students, integrating BYOD with Google Apps for Education, Khan Academy and other Internet-based solutions, using personal computing devices for collaborative, inquiry and project-based learning.

Google Apps for Education Course:
In this course, teachers will learn how to use the Google Apps for Education suite of applications with their students as a tool for integrated communications, collaboration and inquiry project-based learning. Topics will include the email, calendar, and chat functions of Google Apps for Education, using Google Drive as a means of storing and sharing information, Google Docs (word processing), Google Sheets (spreadsheet), Google Slides (presentation), and Google Sites (website). All sessions will be “hands-on” sessions which will provide teachers with the opportunity to explore, learn and apply the applications to their classroom teaching. As the Learning Management System (Schoology) is acquired and implemented, additional course offerings will include the following course in preparation for curriculum writing. Integrating Curriculum and Technology using Schoology LMS (Learning Management System):

Schoology LMS:
In this “Hands-On” course, teachers will learn how to use and navigate the District’s Learning Management System Schoology” and Schoology resources. Teachers will integrate and consolidate curriculum, lessons, assignments and assessments using the Schoology LMS. Teachers will learn to manage Google Apps for Education assignments and activities using the Schoology LMS. The Using Multiple Computing Devices to Support 21st Century Learning Course will be provided to teachers in the following manner:
All Core content teachers from all grades who are able to participate in a summer 2016 ESM PLC course will attend the Using Multiple Computing Devices to Support 21st Century Learning Course during the summer of 2016. The Multiple Devices, Google Apps for Education and Schoology courses will be also offered throughout the 2016-17 school year as part of the ESMPLC, during mandated after-school professional development time and during scheduled pull-out time.
Curriculum writing time will also be provided during each phase of implementation to ensure that the technology is integrated into instruction. The district intends to acquire additional computing devices, wireless and server and switch infrastructure upgrades through the use of Smartbond funds to support collaborative learning in the classroom.

2. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of Current FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Lead Teachers (.20)</td>
<td>1.20</td>
</tr>
<tr>
<td>5 Lib.Med.Spec.(.20)</td>
<td>1.00</td>
</tr>
<tr>
<td>1 Tech Director (.40)</td>
<td>0.40</td>
</tr>
<tr>
<td>1 Asst.Supt. (.25)</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>2.85</td>
</tr>
</tbody>
</table>
G. Technology Investment Plan

1. Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.
<table>
<thead>
<tr>
<th>Anticipated Item or Service</th>
<th>Estimated Cost</th>
<th>Is Cost One-time, Annual or Both?</th>
<th>Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Switches</td>
<td>386,250</td>
<td>One Time</td>
<td>BOCES Co-Ser Purchase, District Operating Budget, District Public Bond, E-Rate, Grants, Instructional Material Aid, Instructional Resources Aid, Smart Schools Bond Act, Other</td>
</tr>
<tr>
<td>2. Wi-Fi</td>
<td>148,548</td>
<td>One Time</td>
<td>BOCES Co-Ser Purchase, District Operating Budget, District Public Bond, E-Rate, Grants, Instructional Material Aid, Instructional Resources Aid, Smart Schools Bond Act, Other</td>
</tr>
<tr>
<td>3. Servers</td>
<td>571,176</td>
<td>One Time</td>
<td>BOCES Co-Ser Purchase, District Operating Budget, District Public Bond, E-Rate, Grants, Instructional Material Aid, Instructional Resources Aid, Smart Schools Bond Act, Other</td>
</tr>
<tr>
<td>4. Laptops</td>
<td>613,959</td>
<td>One Time</td>
<td>BOCES Co-Ser Purchase, District Operating Budget, District Public Bond, E-Rate, Grants, Instructional Material Aid, Instructional Resources Aid, Smart Schools Bond Act, Other</td>
</tr>
<tr>
<td>5. Other</td>
<td>919,769</td>
<td>One Time</td>
<td>BOCES Co-Ser Purchase, District Operating Budget, District Public Bond, E-Rate, Grants, Instructional Material Aid, Instructional Resources Aid, Smart Schools Bond Act, Other</td>
</tr>
</tbody>
</table>

**Totals:** 2,639,702.00
2. If "Other" was selected in question one, for items purchased or for a funding source, please specify.

The district intends to replace all existing computer desktops with Wyse Zero Clients as part of the Virtual Machine Component of the District's Technology Plan. The life expectancy of Wyse Zero Clients, as an alternative to conventional desktops is a much greater duration with reduced electrical and technical support costs. The district will make use of Smartbond funds to upgrade the district's switch and server infrastructure and to acquire the Wyse Clients. Additional student computing devices to support instruction in accordance with the provisions of the CITI Plan will also be acquired through Smartbond funds. In doing so, the district will create a flexible and cost effective learning environment which supports 21st Century Learning and CBT Testing. The district will also invest in additional security cameras and security integration equipment to strengthen security on all campuses. The district is also considering acquiring video conferencing equipment as a means of providing students with a global learning experience.
H. Status of Technology Initiatives and Community Connectivity

1. Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.

- Changes in District Enrollment
- Changes in Staffing
- Changes in Funding
- Technology Plan Implementation
- Computer-based Testing
- Catastrophic Event
- Developments in Technology
- Changes in Legislation
- Other
- None

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

The district implemented a BYOD Policy in August 2015 which permits students and teachers to bring in their personal devices to school in support of teaching and learning. This will empower students to establish their own personal learning communities and will also afford them with inquiry and project-based learning opportunities which transcend the traditional school day.

The district also intends to acquire additional student devices to ensure a ratio of 1 device for every two students in grades K-6 and additional laptop device access to students at the Eastport South Manor Jr./Sr. High School. At the Eastport-Jr./Sr. High School, students who are not BYOD-enabled, will be able to check out computing devices from the library for use during and after the school day. In this manner, the district will provide sufficient devices for instructional purposes for students who do not have or who do not wish to participate in the BYOD initiative.

To support the increased number of devices and users accessing the district network, through district-owned and BYOD devices, the district will upgrade its current server, switch, wireless and NOC infrastructures. The district will also invest in additional security cameras and integrate its security platform. The district also intends to upgrade current levels of INTERNET access from 1100MB to 4.0GB in accordance with Federal mandates.

3. Please check all locations where Internet service is available to students within the school district’s geographical boundaries.

- Home
- Community
- None

3a. Please identify categories of available Internet locations within the community.

A district survey of student/community members indicates that 98% of community members have access to INTERNET at home

Public School Libraries
Public Libraries
Local Businesses

Fourteen businesses in the location of Manorville, New York have been identified as providers of free wi-fi service. Starbucks Hurricane's Grill & Wings AirbNbn Optimum Wi-Fi McDonalds Kohl's Rite Aide Sun and Sound Hotel Days Inn Pine Hills Country Club Manorville Chamber of Commerce Manorville Coffee Shop Urbanspoon

Six library locations have been identified which provide free Wi-Fi service. These are Center Moriches Public Library, Eastport South Manor Jr/Sr High School Library, Eastport Elementary School Library, Dayton Avenue elementary School Library, South Street Elementary School Library, and Tuttle Avenue Elementary School Library

The district will also extend hours of operation in school libraries to ensure that students have INTERNET access.
I. Instructional Technology Plan Implementation
1. Please provide the timeline and major milestones for the implementation of the technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.

Six separate phases are included in the ESM Curriculum, Instruction, Technology Integration Plan (CITI). These are:


Phase II – V - Implementation of CITI Plan during the 2015-2016, 2016-2017, 2017-2018,2018-2019 school years will include the following grade levels and departments. Teachers who are already using technology in their classrooms will be afforded with the opportunity to “opt in” at any time during the implementation at the start of each school year.

Phase VI - Sustainability

Phase II Implementation - 2015-2016 & Status Update:
During the 2015-16 school year, all core content teachers at the ESM Jr./Sr. High School, along with the Librarians and Lead Technology Teachers from all schools will receive professional development in Google Apps for Education, Using Multiple Devices and Schoology LMS:

Social Studies – 16 Teachers
Math – 14 Teachers
ELA – 16 Teachers
Science – 21 Teachers
Librarians – 5
Lead Technology Teachers - 6
TOTAL PHASE II - 78 Teachers

Phase II Status Update:
This activity was successfully accomplished ahead of schedule as of May 2016. Additionally, all teachers in grades 3-6 received professional development in Google Apps for Education and the Schoology LMS. The Lead grade-level teachers in grades K-6 also received comprehensive PD in Schoology LMS.

The Multiple Devices Course will continue to be offered this summer and during the forthcoming school year to all teachers in all grade levels. Curriculum writing time will also be made available to teachers to incorporate technology into the curriculum and into the Schoology LMS.

Phase III Implementation – 2016-2017:
Special Education – 30 Teachers (1/2 teaching population)
Grade 2 – 10 Teachers
Grade 3 – 10 Teachers
Grade 4 – 10 Teachers
Grade 5 – 12 Teachers
Grade 6 – 12 Teachers
TOTAL PHASE III - 84 Teachers

Phase IV Implementation – 2017-2018:
Special Education – 26 (Remaining Special Education teaching population)
Grade 1 – 10 Teachers
LOTE – 12 Teachers
Art – 11 Teachers
Music -18 Teachers
Unified Fine Arts – 9 Teachers

Phase V - Implementation – 2018-2019:
Kindergarten – 11 ESL Teachers
ESL - 6 Teachers
Speech -13 Teachers
Reading - 11 Teachers
Health – 1 Teacher
Physical Education – 13 Teachers
TOTAL PHASE V – 55 Teachers

Phase VI – Sustainability – 2015 and Beyond:
In the years 2015 and beyond, the district will continue to survey teacher progress and needs, and adjust the implementation plan and related programs as needed. The district will implement technology evaluation rubrics for use in monitoring and evaluating the integration of technology into
During the 2015-16 school year, teachers were encouraged to cross train their peers. Teachers have responded by providing additional courses which have expanded upon the original course offering of the CITI Plan. This year, teachers conducted courses in advanced topics in Schoology, Google Apps for Education and Flip Learning via the district's Professional Learning Community (ESMPLC).
J. Monitoring and Evaluation

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

The Eastport South-Manor CSD Technology Planning Committee is comprised of four separate sub-committees which meet on a monthly basis:
- Grade K-2 Sub-Committee
- Grade 3-6 Sub-Committee
- Grade 7-12 Sub-Committee
- Special Education Sub-Committee

The district-wide Technology Plan (CITI) includes specific goals, along with related strategies and activities that are reviewed, monitored and updated on a regular basis. The plan also includes very specific evaluation criteria and associated timelines for completion. This evaluation criteria is used as the basis for evaluating progress.

The Technology Plan is reviewed regularly and updated in June, and at the end of each year to reflect progress. Following the plan update, the plan is shared and reviewed with Central Office Leadership and members of the Technology Committee(s). As part of the review process, the plan is revised to include specific district-wide and building initiatives which involve educational technology. The Professional Development Plan is also revised regularly based on district technology and curriculum initiatives by the Technology Planning Committees(s).

The Technology Plan goals, strategies and activities include specific evaluation criteria and timelines for evaluation. Data from the Technology Plan are also included in the Annual Technology Action Plan which is shared with the Board of Education.

At the beginning of each school year, the specific goals, objectives, strategies and action items for the new school year are reviewed and shared with all administration and the Technology Planning Committee(s). These goals, strategies and activities are included in the Director of Technology’s Annual Action Plans for each school year. Action Plan and Technology Plan activities are monitored by district leadership through bi-weekly meetings with the Director of Technology and regular Action Plan updates. Members of the Technology Committee(s) meet regularly and contribute regularly to the Technology Plan by recommending specific technology and professional development requirements to support curriculum & technology integration and instruction.

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

<table>
<thead>
<tr>
<th>Policy</th>
<th>URL</th>
<th>Year Policy Adopted</th>
</tr>
</thead>
</table>
K. Survey Feedback

Thank you for submitting your district’s instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1. Was the survey clear and easy to use
   - Yes

2. Was the guidance document helpful?
   - Yes

3. What question(s) would you like to add to the survey? Why?
   - (No Response)

4. What question(s) would you omit from the survey? Why?
   - (No Response)

5. Other comments.
   - (No Response)
Appendices

1. Upload additional documentation to support your submission

(No Response)