

Smart Schools Investment Plan - 2016-17 Version (Original) - 2nd Plan - Devices

SSIP Overview

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1. Please enter the name of the person to contact regarding this submission.

Dr. Heather Lyon

- 1a. Please enter their phone number for follow up questions.

7162867244

- 1b. Please enter their e-mail address for follow up contact.

hlyon@lew-port.com

2. Please indicate below whether this is the first submission, a new or supplemental submission or an amended submission of an approved Smart Schools Investment Plan.

Supplemental submission

3. All New York State public school districts are required to complete and submit a District Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include investments in high-speed broadband or wireless connectivity and/or learning technology equipment or facilities as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

By checking this box, you certify that the school district has an approved District Instructional Technology Plan survey on file with the New York State Education Department.

 District Educational Technology Plan Submitted to SED and Approved

4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.

By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.

-
- Parents
-
-
- Teachers
-
-
- Students
-
-
- Community members

- 4a. If your district contains non-public schools, have you provided a timely opportunity for consultation with these stakeholders?

-
- Yes
-
-
- No
-
-
- N/A

5. Certify that the following required steps have taken place by checking the boxes below: Each box must be checked prior to submitting your Smart Schools Investment Plan.

-
- The district developed and the school board approved a preliminary Smart Schools Investment Plan.
-
-
- The preliminary plan was posted on the district website for at least 30 days. The district included an address to which any written comments on the plan should be sent.
-
-
- The school board conducted a hearing that enabled stakeholders to respond to the preliminary plan. This hearing may have occurred as part of a normal Board meeting, but adequate notice of the event must have been provided through local media and the district website for at least two weeks prior to the meeting.
-
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- The district prepared a final plan for school board approval and such plan has been approved by the school board.
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-
- The final proposed plan that has been submitted has been posted on the district's website.

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- 5a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, along with any supporting materials. Note that this should be different than your recently submitted Educational Technology Survey. The Final SSIP, as approved by the School Board, should also be posted on the website and remain there during the course of the projects contained therein.

SmartSchools Devices Project.pptx
SmartSchools Devices Project.pdf

- 5b. Enter the webpage address where the final Smart Schools Investment Plan is posted. The Plan should remain posted for the life of the included projects.

<http://www.lew-port.com/domain/632>

6. Please enter an estimate of the total number of students and staff that will benefit from this Smart Schools Investment Plan based on the cumulative projects submitted to date.

2,250

7. An LEA/School District may partner with one or more other LEA/School Districts to form a consortium to pool Smart Schools Bond Act funds for a project that meets all other Smart School Bond Act requirements. Each school district participating in the consortium will need to file an approved Smart Schools Investment Plan for the project and submit a signed Memorandum of Understanding that sets forth the details of the consortium including the roles of each respective district.

The district plans to participate in a consortium to partner with other school district(s) to implement a Smart Schools project.

8. Please enter the name and 6-digit SED Code for each LEA/School District participating in the Consortium.

Partner LEA/District	SED BEDS Code
(No Response)	(No Response)

9. Please upload a signed Memorandum of Understanding with all of the participating Consortium partners.

(No Response)

10. Your district's Smart Schools Bond Act Allocation is:

\$1,354,745

11. Enter the budget sub-allocations by category that you are submitting for approval at this time. If you are not budgeting SSBA funds for a category, please enter 0 (zero.) If the value entered is \$0, you will not be required to complete that survey question.

	Sub-Allocations
School Connectivity	0
Connectivity Projects for Communities	0
Classroom Technology	716,596
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	716,596

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1. **In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that sufficient infrastructure that meets the Federal Communications Commission’s 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or is a planned use of a portion of Smart Schools Bond Act funds, or is under development through another funding source. Smart Schools Bond Act funds used for technology infrastructure or classroom technology investments must increase the number of school buildings that meet or exceed the minimum speed standard of 100 Mbps per 1,000 students and staff within 12 months. This standard may be met on either a contracted 24/7 firm service or a "burstable" capability. If the standard is met under the burstable criteria, it must be:**

1. **Specifically codified in a service contract with a provider, and**
2. **Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.**

Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

Our district already meets the standard of 100Mbps per 1,000 student. However, we are looking to expand our internet capabilities and purchase more networking equipment to increase our infrastructure as our district moves towards a 1:1 environment with students and devices. We have participated in CBT Field Testing over the past two years at both the Middle and Intermediate School Levels and have had students take the assessments on both Chromebooks and Hard-Wired Windows based devices and in both instances our network easily was up the challenge of keep a solid connection for those students while they were participating in the assessments.

- 1a. **If a district believes that it will be impossible to meet this standard within 12 months, it may apply for a waiver of this requirement, as described on the Smart Schools website. The waiver must be filed and approved by SED prior to submitting this survey.**

By checking this box, you are certifying that the school district has an approved waiver of this requirement on file with the New York State Education Department.

2. Connectivity Speed Calculator (Required)

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	2,100	210,000	210	1000	1000	Current

3. **If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust Wi-Fi network in place that has sufficient bandwidth to meet user demand.**

Please describe how you have quantified this demand and how you plan to meet this demand.

Using the calculator above - we meet the threshold of 100Mbps per student and are looking to get access of 1GB per student with the system upgrade. By adding more switches and and placing more access points across the district the network will be able to handle the addition of more devices. Each of the access points that the district has purchased (purchased with e-rate funds) are dual band access points which allow for greater volume of devices on each access point and we are placing an access point in each classroom across the district. We are also placing access points in gymnasiums, cafeterias, main offices and hallways throughout the district.

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4. **All New York State public school districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.**

By checking this box, you are certifying that the school district has an approved Instructional Technology Plan survey on file with the New York State Education Department.

5. **Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems. Specifically address the adequacy of each facility's electrical, HVAC and other infrastructure necessary to install and support the operation of the planned technology.**

We will be purchasing the following devices with this project:

- Chromebooks & Chromebook protection
- iPads
- Windows based computers and laptops
- Charging stations
-
-

The buildings across the campus have the necessary infrastructure in place when it comes to wired and wireless networking along with required heating and cooling requirements to maintain peak performance for both the network and the devices in which it is supporting.

The equipment listed above is for both the public school district - a breakdown as to where specific equipment is going can be found later in the survey.

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6. Describe how the proposed technology purchases will:
- > enhance differentiated instruction;
 - > expand student learning inside and outside the classroom;
 - > benefit students with disabilities and English language learners; and
 - > contribute to the reduction of other learning gaps that have been identified within the district.

The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum. Responses in this section should specifically address this concern and align with the district's Instructional Technology Plan (in particular Question 2 of E. Curriculum and Instruction: "Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials and assessments?" and Question 3 of the same section: "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?")

The district is pursuing a goal of moving towards a 1:1 classroom environment with technology across the district. This plan will benefit all students, general education and special education students.

Depending on the grade level in which the student is currently enrolled will depend on the type of technology devices and access they will have access to.

Currently we are using iPads in our 1:1 environments at our Primary Education Center. As students progress through the district in the Intermediate, Middle and High Schools students will have access to Google Chromebooks. We are looking to expand the number of devices moving forward potentially using SmartSchools Bond money, local funds or IPA's through our local BOCES to aid us in put these devices in the hands of students and teachers. We are hoping to have a full 1:1 program across the district by the year 2020.

By putting the devices in the hands of all students, everyone will have access to the same materials and opportunities across the district.

The benefits of putting interactive technology into the hands of students will now give students the opportunity to create work product that they wouldn't be able to create prior to having the device. For example, students with the use of iPads and Chromebooks can now demonstrate their learning through the use of different instructional and productivity applications instead of traditional paper and pencil assessment. Teachers and students will have access to applications such as Book Creator, SeeSaw and other interactive assessment and instruction applications that will allow teachers to assess students and challenge them to create product they couldn't create without having the digital tool.

Students can create digital portfolios using SeeSaw and create running records of their progress in reading and literacy by taking pictures, drawing graphics or creating videos of their work and having all of the information stored in a digital cloud through the use of an iPad or Chromebook. These are the types of activities and tools our students will be using by giving them access to this equipment.

In the case of the 3D Printers and document cameras, those devices are earmarked for non-public school use. Those institutions are looking to implement STEM projects into their schools and looking to use this equipment to enhance the curriculum for that program. Students will be able to design and then physically create tangible products made from computer generated images (i.e. cellular phone cases) with the use of the 3D printer.

In the realm of Special Education, students will have access to technology tools that will enhance their learning experience. By having access to tools such as SeeSaw, Book Creator and other interactive portfolio creators, students will be able to share their learning and understanding in a way that best meets their needs. For instance, if students have a writing disability and use word process software, they will have the ability to use microphones on the devices to accommodate the disability.

By way of English Language Learners - having access to mobile devices will now be able to interact with different programs that will speak to them and they can speak back in English or their native language. They will have immediate access to files from teachers that they could translate as they see fit using products such as Google Translate to help them understand concepts and ideas much stronger than where they are at currently. These students will be able to use these devices to demonstrate the learning differently than traditional paper and pencil assessments by using interactive digital portfolios or other software applications that weren't previously available prior having that device.

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7. **Where appropriate, describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facilitate technology-based regional partnerships, including distance learning and other efforts.**

By putting technology in the hands of students and teachers it will increase the level and frequency of communication between the school and parents. With the purchase of these new devices, teachers will have the flexibility to communicate with parents via e-mail, update their parent portal and gradebooks with the use of the Chromebooks and iPads. They will have the flexibility of taking their devices home and updating student information from home or their classroom.

However, the school as a whole will be able to keep up more frequent communication with stakeholder groups such as community organizations, senior citizen groups and other stakeholders that play a role in the education community. The district has adopted the use of Social Media outlets such as Facebook and Twitter along with a comprehensive School website that can now be continuously updated with the purchase of these new devices for the district.

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- 8. Describe the district's plan to provide professional development to ensure that administrators, teachers and staff can employ the technology purchased to enhance instruction successfully.

Note: This response should be aligned and expanded upon in accordance with your district's response to Question 1 of F. Professional Development of your Instructional Technology Plan: "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."

Professional Development Models	Definition	Method of Availability
Training Models	Instructor/Facilitator leads or teaches the learning process including guided practice and/or demonstrations. Model is appropriate for developing awareness, knowledge and/or skills	
Workshops	<ul style="list-style-type: none"> • Technology training • Programs from Teacher Center • BOCES Programs • Local District Programs • Common Set of Learning Objectives (CSLO) • Other reputable educational organizations (ex. WNYESC) 	<ul style="list-style-type: none"> • School days - release time • Before/After School • Weekends • Summer
Curriculum & Faculty Meetings	Focused on teaching and learning facilitated by teachers, administrators or consultants	As per contract
Graduate Coursework	Education coursework completed through accredited institution	As per contract
Consultant	Working with a program consultant or facilitator	<ul style="list-style-type: none"> • School days - release time • Before/After School • Weekends • Summer
Conferences	Through participation in local, state and national conferences.	<ul style="list-style-type: none"> • School days - release time • Before/After School • Weekends • Summer
Higher Ed Partnerships	Can be workshop, professional development collaboration, consultation or video conference.	<ul style="list-style-type: none"> • School days - release time • Before/After School • Weekends • Summer
Peer Collaboration Model	Teachers supporting other teachers to implement new instructional strategies and improve student performance.	
Mentoring	A trained colleague (mentor) works with a staff member to assist him/her in improving and acquiring skills (focused on new teachers)	As per contract
Peer Collaboration Model (con't)	Teachers supporting other teachers to implement new instructional strategies and improve student performance.	
Teacher Facilitated Workshops	Teachers facilitating workshops geared toward improvement in teacher practice. All	Before/After School On-line

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	workshops are approved through the Curriculum Office prior to start.	Weekends Summer
Summer Curriculum Projects	Process of learning through the reflecting and evaluating current practice and making modifications to lessons, assessments, etc. to improve student performance	Summer
Professional Learning Community (PLC)	Focused on teaching and learning facilitated by teachers or administrators	<ul style="list-style-type: none"> • Department/Common Planning meetings • Before/After School • Faculty Meetings • Curriculum Meetings

The district Professional Development Plan will make every effort possible to ensure these standards are embedded into professional development opportunities.

1. Teachers acquire and demonstrate knowledge of student development and learning to promote achievement.
2. Teachers know the content and plan instruction that ensures growth and achievement for all students.
3. Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
4. Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
5. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
6. Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
7. Teachers set informed goals and strive for continuous professional growth.

The district plans on utilizing all the of the methods above to assist teachers with the implementation of technology across the district. We are already 1:1 in our HS and MS and about 1/2 way between our Intermediate and Primary Schools with putting Chromebooks and/or iPads into the hands of our students. We utilize 102 days of CSLO (Common Set of Learning Objectives - Technology Integration Training) from our local Erie 1 BOCES to support teachers in using these devices in the classroom.

Over the course of the year we will run anywhere from 16-20 staff development opportunities on technology integration alone: workshops include, Genius Hour, BreakoutEDU, Digital Formative Assessment, G-Suite Tools, Advanced G-Suite Tools, Digital Portfolio Creation, and others to provide the necessary tools for teachers to provide skills rich professional development for our teachers to pass along to our students.

9. Districts must contact the SUNY/CUNY teacher preparation program that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

By checking this box, you certify that you have contacted the SUNY/CUNY teacher preparation program that supplies the largest number of your new teachers to request advice on these issues.

9a. Please enter the name of the SUNY or CUNY Institution that you contacted.

Buffalo State College

9b. Enter the primary Institution phone number.

7168784214

9c. Enter the name of the contact person with whom you consulted and/or will be collaborating with on innovative uses of technology and best practices.

Dr. Wendy Paterson

10. A district whose Smart Schools Investment Plan proposes the purchase of technology devices and other hardware must account for nonpublic schools in the district.

Are there nonpublic schools within your school district?

Yes
 No

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- 10a. Describe your plan to loan purchased hardware to nonpublic schools within your district. The plan should use your district’s nonpublic per-student loan amount calculated below, within the framework of the guidance. Please enter the date by which nonpublic schools must request classroom technology items. Also, specify in your response the devices that the nonpublic schools have requested, as well as in the in the Budget and the Expenditure Table at the end of the page.

We have had several meetings with the Principals and the technology coordinators from the three non-public schools within the Lewiston-Porter Community.

All of these schools are a feeder to our High School Program. We have worked collaboratively with these institutions so technologically the students at those institutions have the similar access to what our elementary and middle school programs offer so they are on a similar playing field when those students arrive at Lewiston-Porter High School.

The date that technology requests were submitted to the district was on or about June 1st. The date that technology requests must be submitted to the district will June 1st annually.

The complete list of devices to be purchased for non-public school use can be found below.

The allotment found below for the non-publics is less than their allotment, all of the materials that were submitted to the district are included in this plan.

The District has been avised that they are receiving \$32.71 per pupil or \$9,321.07 total from the \$25M program. The maximum the District can spend per pupil in this SSIP is \$217.29 per pupil

- 10b. A final Smart Schools Investment Plan cannot be approved until school authorities have adopted regulations specifying the date by which requests from nonpublic schools for the purchase and loan of Smart Schools Bond Act classroom technology must be received by the district.

By checking this box, you certify that you have such a plan and associated regulations in place that have been made public.

11. Nonpublic Classroom Technology Loan Calculator

The Smart Schools Bond Act provides that any Classroom Learning Technology purchases made using Smart Schools funds shall be lent, upon request, to nonpublic schools in the district. However, no school district shall be required to loan technology in amounts greater than the total obtained and spent on technology pursuant to the Smart Schools Bond Act and the value of such loan may not exceed the total of \$250 multiplied by the nonpublic school enrollment in the base year at the time of enactment.

See:

http://www.p12.nysed.gov/mgtserv/smart_schools/docs/Smart_Schools_Bond_Act_Guidance_04.27.15_Final.pdf.

	1. Classroom Technology Sub-allocation	2. Public Enrollment (2014-15)	3. Nonpublic Enrollment (2014-15)	4. Sum of Public and Nonpublic Enrollment	5. Total Per Pupil Sub-allocation	6. Total Nonpublic Loan Amount
Calculated Nonpublic Loan Amount	716,596	2,075	285	2,360	217	61,928

- 12. To ensure the sustainability of technology purchases made with Smart Schools funds, districts must demonstrate a long-term plan to maintain and replace technology purchases supported by Smart Schools Bond Act funds. This sustainability plan shall demonstrate a district's capacity to support recurring costs of use that are ineligible for Smart Schools Bond Act funding such as device maintenance, technical support, Internet and wireless fees, maintenance of hotspots, staff professional development, building maintenance and the replacement of incidental items. Further, such a sustainability plan shall include a long-term plan for the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

By checking this box, you certify that the district has a sustainability plan as described above.

- 13. Districts must ensure that devices purchased with Smart Schools Bond funds will be distributed, prepared for use, maintained and supported appropriately. Districts must maintain detailed device inventories in accordance with generally accepted accounting principles.

By checking this box, you certify that the district has a distribution and inventory management plan and system in place.

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14. If you are submitting an allocation for Classroom Learning Technology complete this table. Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Interactive Whiteboards	4,700
Computer Servers	2,939
Desktop Computers	165,022
Laptop Computers	680
Tablet Computers	500,839
Other Costs	42,416
Totals:	716,596

15. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov. Please specify in the "Item to be Purchased" field which specific expenditures and items are planned to meet the district's nonpublic loan requirement, if applicable. NOTE: Wireless Access Points that will be loaned/purchased for nonpublic schools should ONLY be included in this category, not under School Connectivity, where public school districts would list them. Add rows under each sub-category for additional items, as needed.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Tablet Computers	ASUS 11.6 Chromebook (nonpub)	102	202	20,604
Other Costs	Wynch & Rear Projection Screen (nonpub)	1	500	500
Other Costs	Epson Powerlite 915W Projector & Mount (nonpub)	1	1,000	1,000
Laptop Computers	HP 15.6in Full HD IPS Laptop (nonpub)	1	680	680
Other Costs	Epson ET-3600 EcoTank Wireless Color All-in-one Printer (nonpub)	8	398	3,184
Interactive Whiteboards	ClearTouch Interactive 70in Screen (nonpub)	1	4,700	4,700
Other Costs	Airtame Cast Dongle (nonpub)	1	299	299
Other Costs	Google Expedition Kit (nonpub)	1	6,999	6,999
Tablet Computers	Google Chromebook (nonpub)	20	196	3,920
Other Costs	Chromebook Carry Case (nonpub)	22	10	220
Desktop Computers	HP All-in-One PC (nonpub)	15	329	4,935

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Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Other Costs	3D Printer enclosure (nonpub)	1	163	163
Other Costs	3D Printer (nonpub)	1	1,250	1,250
Other Costs	3D Printer Filament (nonpub)	3	45	135
Other Costs	mBot 1.1 (nonpub)	30	100	3,000
Other Costs	Acer Computer Monitor HDMI (nonpub)	1	110	110
Desktop Computers	Apple Mac Mini (nonpub)	1	667	667
Tablet Computers	iPad 5th Generation 32GB (nonpub)	13	329	4,277
Other Costs	iPad 5th Generation case (nonpub)	13	39	507
Computer Servers	Windows Dell Server & Operating system (nonpub)	1	2,939	2,939
Other Costs	Listening Station (nonpub)	1	169	169
Other Costs	Document Camera (nonpub)	1	50	50
Desktop Computers	HP EliteDesk 800 (nonpub)	4	405	1,620
Desktop Computers	HP EliteDesk 800 SSD	200	594	118,800
Tablet Computers	Acer TouchScreen Chromebooks 13.3	225	394	88,650
Tablet Computers	iPads 5th Generation 128GB	575	395	227,125
Tablet Computers	Dell Chromebooks 11.6in	509	307	156,263
Other Costs	iPad 5th Generation Kidz Cover Cases	550	10	5,500
Other Costs	iPad 5th Generation Cover	50	25	1,250
Other Costs	iPad Charging Stations	100	80	8,000
Other Costs	BOCES Device Prep	1,008	10	10,080
Desktop Computers	Apple Mac Desktop Computers	26	1,500	39,000