

Sidney Central School District



2022-2025 Instructional Technology Plan

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Section I – District LEA Information

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Kerrie Johnston

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?** *Please select one from drop down menu:*
Superintendent, Director of Technology, Chief Information Officer, Deputy Superintendent, Assistant Superintendent, Other (please identify in Question 2a, below)

Assistant Superintendent of Curriculum, Instruction and Special Programs

Section II – Strategic Technology Planning

1. **What is the overall district mission?**

Empowering all students to make meaningful/real contributions to their community and beyond

2. **What is the vision statement that guides instructional technology use in the district?** *The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?*

Prepare students for a digital world; in school, work and life. We will support the seamless integration of technology into teaching and learning that results in improved student achievement. The integration of technology will be equitable such that all students understand and can use technology.

3. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

Responses should include a description of the following:

- *The stakeholder groups that worked on this plan*
- *A timeline of the planning process*
- *The frequency of meetings*
- *The outcomes of the plan development*
- *Any additional aspects of the planning process that the district wishes to share.*

Members are representatives of Sidney CDS's K-12 instructional and support staff, 7-12 students, administration, SCRIC MITS technology staff, and BT BOCES instructional technology staff. Stakeholders began meeting during the 2020-2021 school year. The committee met on three occasions and we focused our time in defining a process for requesting instructional technology purchases (i.e., software and hardware).

For the 2021-2022 school year, the focus of the committee shifted to completion of our 2022-2025 Instructional Technology Plan. The committee met three times between January and April of 2022. At the first meeting, an overview of the requirements for the 2022-2025 plan were shared as was the vision for instructional technology use. Members offered feedback and revisions and the committee agreed to the vision as identified above.

At our second meeting, the committee provided feedback on how the 2022-2025 plan expanded and continued our goals from the 2018-2021 plan. We engaged in a scavenger hunt looking for key details and ideas from the 2018-2021 plan and completed a jamboard on the experiences and learning from COVID-19.

Our final meeting, focused on our goals and actions steps for achieving those goals, how our instructional technology plan is aligned and integrated into other district initiatives (i.e., professional development plan, supporting our students with disabilities, English language learners, students experiencing homelessness, and inclusive of culturally responsive practices); how the district will support our instructional technology plan to include staffing and investment; and planned professional development to support the attainment of Sidney CSD's instructional technology vision.

4. How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?

Responses should include a description of the following:

- *How this planning process was different than previous years*
- *How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan*
- *How this plan intends to address any goals from the previous plan that may not have been fully met*

Planning Process: After a COVID-19 pause, our Instructional Technology Committee began meeting again in 2020-21. We took the opportunity to find our committee norms. For the 21-22 school year we expanded our committee to include students and support staff. Agendas were also created to ensure active participation (i.e., scavenger hunt, jam board, etc).

Strengths and Improvements:

While we have not yet met any of our previous technology plan goals we have made progress (growth) in all areas. We know this based on classroom walkthroughs, staff surveys and conversations with staff and students.

As a result of COVID-19 the following have occurred: 1:1 devices for students in grades K-12, K-2 students have iPads and 3-12 students have Chromebooks. We now utilize SeeSaw for grades K-2 and Google Classroom for grades 3-12. We are also utilizing Google Meet and Microsoft Teams for virtual meetings. Staff also have 1:1 devices (i.e., Chromebooks) beyond their classroom computers.

Previous Goals:

Goal 1: Need more professional development on technology we have for staff and students, specifically accessibility software.

Feedback from students was that some instructional technology programs are too similar (i.e., Quizlet, Quizizz; Kahoot, Nearpod).

Goal 2: The district has purchased and trained staff (instructional and support) and students on Read & Write and Kami which permits text to speech and speech to text/annotation of PDFs. Students testing accommodations have been added to eDoctrina.

Goal 3: Specific to assessment, the district has re-engaged instructional staff on the use of computerized assessments (i.e., eDoctrina and Quizzes). We have done training with all teachers new to Sidney CSD and have held focus sessions with grade level teams on to better learn what their assessment needs are.

Continuity: Continue to be a focus on equity and accessibility of technology for all students. Continued focus for staff's professional learning. Intentional/purposeful use of instructional technology. That is, how do we use instructional technology as meaningful and purposeful engagement vs the 2022 version of a worksheet? Goal(s) moving forward will have a clear focus with embedded teacher support.

5. How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?

- *Online or blended learning options (changes or additions)*

By providing all students and staff 1:1 devices we are able to seamlessly transition to remote learning. Devices are assigned to all staff and students at the beginning of the school year. As new students/staff arrive, a device is assigned at time of enrollment/hiring.

The district utilizes SeeSaw (K-2) and Google Classroom (3-12) as student learning platforms and Google Meets and Microsoft Teams for virtual learning. The district was hybrid for most students in grades 7-12 in the 20-21 school year. The district has been completely in person for the 21-22 school year.

- *Device purchases (any increases, changes in quantity or type, etc.)*

All devices for students and staff (Chromebooks for staff and students in grades 3-12 and iPads for students in grades K-2) have cameras, speakers and microphones. The district has

purchased 565 devices for the 2021-2022 school year and intends to purchase 720 devices for the 2022-2023 school year.

- *Need to address internet connectivity, to the extent practicable, at students' places of residence*

The district has purchased over 20 hotspots for families that do not have internet access at their home. Access to high speed internet/cell phone service continues to be a challenge for our rural district.

- *Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)*

We continue to support teacher and student use of instructional technology. Professional development is delivered in-person, remote and/or asynchronous. Professional development may be full/half day but more often is available to staff during conference days, faculty meetings and daily collaborative team time. We also have an onsite instructional technology coach two days a week to support teachers in their classrooms.

- *Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students)*

Our district provides 1:1 devices for all students in grades K-12. Prior to March 2020, students in 7-12 had 1:1 devices. Now students in K-2 are provided an iPad and students in grades 3-12 are provided Chromebooks. K-2 classrooms utilize SeeSaw as their learning management platform and 3-12 Google Classrooms. K-12 students and staff have access to Microsoft Teams and Google Meet for synchronous instruction/collaboration. All students and staff have access to Read&Write which provides access to text to speech and speech to text. We have expanded our assessment options to include eDoctrina and Quizziz. We use Nearpod and EdPuzzle as resources to increase student engagement.

- *Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)*

We have surveyed our staff (instructional, support, administration), families and community summer 2021 and winter 2022. We will continue to survey to learn how we can continue to prepare students for a digital world, in school, work and life.

6. **Is your district currently fully 1:1? Yes or No.** *For the purposes of this survey, "1:1" implies that each student enrolled in the district, grades K-12 (as applicable), has a dedicated device provided by the District for their use both in school and their place of residence.*

Yes

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

As a best practice, the instructional technology professional development plan should be a subset of the district Professional Development Plan for Teaching and Learning (PDP).

Responses should include a description of the following:

- *How the technology professional development aligns with the district's overall goals to improve learning and instruction*

A goal of our district's professional development plan (PDP) is to build stronger positive connections among students, staff, parents and community members. Specifically to increase the number of interactions among staff and parents through technology. A second goal of the district's professional development plan is to increase achievement of students with disabilities. These goals are purposefully aligned with our current instructional technology plan (i.e., increasing learner centered technology use and providing professional development for learner centered technology use with a focus on students with disabilities). As our PDP is reviewed and updated annually, revisions will be made to ensure alignment between the two plans.

- *How the district determined the current capacity of educators*

The district administers a survey annually to instructional staff that is aligned to the NYS teaching standards. The district also conducts walkthroughs focusing on the use of instructional technology by both students and staff. The most recent survey was administered February 2022 and included responses from K-6 and 7-12 instructional staff. Staff responded to prompts aligned to the NYS Teaching Standards. Standards 4 (Learning Environment) and 3 (Instructional Practice) were the most requested areas for continued professional growth. Specifically for Instructional Practice the areas of: opportunities to solve problems, active and cognitive engagement and variety of questioning techniques. Teacher's also requested support with instructional technology tools that support formative assessments and student engagement. All of these areas focus on student learning. Each of these areas can be supported with the purposeful integration of instructional technology. For the Learning Environment, teachers requested support for students with challenging behaviors. We recognize that students and staff must be supported with the responsible use of instructional technology.

- *How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest*

We will continue to support all staff new to Sidney CSD with instructional technology via four summer days of new teacher orientation and two monthly sessions throughout the school year. The focus of the summer will be the district's Student Management System (SchoolTool), Chromebooks for staff, student devices (iPads or Chromebooks), district's Learning Management Systems (SeeSaw and Google Classroom), Google Ecosystem, and other district technology. School year meetings will focus on eDoctrina and the creation, administration and analysis of assessments, high yield instructional strategies utilizing instructional technology, and support for all learners with assistive technology.

The support for teachers new to Sidney described above will be supplemented with ongoing professional learning that will occur during conference days, daily collaborative time and attendance at conferences (i.e., in-person, asynchronous or synchronous). Implementation of learning is supported with an instructional technology coach that is onsite two days per week.

As identified above, the district surveys staff annually on what teachers are interested in and need. The details of this year's survey have been detailed above. Survey data is supplemented with walkthroughs that focus on the staff and student effective use of instructional technology.

- *How the effectiveness of the professional development plan will be evaluated*

Effectiveness is evaluated via walkthroughs. That is the Sidney Instructional Technology Committee visits classrooms with a focus on what and how instructional technology is being used by staff and students. This includes hardware as well as software. Effectiveness is also evaluated via student achievement as measured by the RI and MI benchmark assessments and NYS Assessments (3-8 ELA and math, 4 and 8 science and Regents).

- *Plans for implementation support or follow-up, if any*

Implementation support is provided formally with the support of an instructional technology coach, ongoing surveys of staff needs, and walkthroughs.

Section III – Goal Attainment

Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.** (Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Significantly

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.** Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Significantly

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.** Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Fully

- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.** Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Fully

- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.** Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Fully

Section IV – Action Plan

Overview: In this section the district is required to list a minimum of three goals. The plan allows up to five goals. This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:

- **Which NYSED goal best aligns with the district goal?**
 - **What is the target student population(s)?**
 - **What are the additional target populations, if any?**
 - **How will the goal be measured and evaluated?**
 - **What are the action steps necessary to attain the goal?**
 - **What is the timeline for attainment of the goal?**
 - **What stakeholder type will be responsible for ensuring that the action steps are complete?**
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1. **Goal #1** Create adaptable learning environments while developing and implementing innovative classrooms by incorporating STEAM based methods and practices into our teaching and learning
 2. **Select the NYSED goal that best aligns with this district goal.**
 - Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;

3. Target Student Population(s). Check all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students

4. NEW Additional Target Populations. Check all that apply. (optional)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc. Responses should include a description of the following:

Teacher goals-analysis will focus on rigor of set goals and achievement of teachers goals.

Observation-analysis will focus on growth of student engagement, teacher use of instructional practices connected to professional learning and goals.

Benchmark analysis will focus on growth of student learning from October-December-May (CFAs, MI, etc).

Analysis of NYS assessment data to determine impact of instructional practices on student outcomes

We will know that the goal was accomplished if teacher's achieve their set goals and student engagement and learning increase.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated.

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step -	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion (Drop-down)	Anticipated Cost
1	Research	Identify research based teacher coaching model	Instructional Technology Coach	N/A	Spring 2022, 2023, 2024	0
2	Staffing	Develop a presentation outlining the model and expectations. Present to potential teacher participants	Instructional Technology Coach,	Selected teachers, and administration	Spring 2022, 2023, 2024	Resources for selected classrooms
3	Professional Development	Focus will be on teacher goal setting and instructional strategies that support	Instructional Technology Coach	Selected teachers, and administration	Summer 2022, 2023, 2024	Summer stipends

		goal attainment.				
4	Professional Development	Teacher participates in coaching, observation, modeling and continued professional learning	Instructional Technology Coach	Selected teachers, and administration	School years 2022-23, 23-24 and 24-25	Afterschool stipends
5	Professional Development	Reflection, feedback and refinement of process for following school year	Instructional Technology Coach	Selected teachers, and administration	Summer 2023 and 2024	0

Action Plan: Goal 2

Create equitable access and technology-rich learning environments through the implementation of grounded practices outlined within the New York State Computer Science and Digital Fluency (NYSCSDF) Standards

7. Select the NYSED goal that best aligns with this district goal.

- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;

8. Target Student Population(s). Check all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity

- Economically disadvantaged students
- Students between the ages of 18-21

9. NEW Additional Target Populations. Check all that apply. (optional)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

10. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc. Responses should include a description of the following:

Survey data will be used to measure teacher awareness. Additional support (i.e., professional development, coaching, etc) will be provided to teachers.

Observation-analysis will focus on growth of student engagement. Teacher lesson plans, instruction, and assessment that include NYSCSDF Standards. Pre/Post Survey results of teachers awareness of NYSCSDF Standards. Increase student engagement and learning Increased student learning as measured by 3-8 ELA and Math state assessment scores (Smart Start Project classrooms). Curriculum, lesson plans, instruction and assessments that include the NYSCSDF Standards

We will know that the goal has been achieved when teacher's plan, deliver and assess instruction that includes NYSCSDF standards. We will know this through the observation of teaching and review of lesson plans and assessments.

11. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated.

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Dropdown	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise,	Anticipated date of completion (Drop-down)	Anticipated Cost

				please write "N/A."		
1	Curriculum	Awareness Building: Staff will be presented with the Background Information and Understanding Vocabulary for the NYSCSDF standards. Staff will be given a survey on their current knowledge of the standards (i.e., I know what this is and I do it, I know what this is and I don't do it, I have no idea what this is).	Administration	Instructional Technology Committee Instructional Technology Coach, Teachers	Summer 2022	Summer Stipends
2	Professional Development	Capacity Building: Grade levels of teachers (K-1, 2-3, 4-6, 7-8 and 9-12) will be presented the NYSCSF standards overview and will be given the opportunity to unpack their grade level standards. They will also make connections to their current curriculum plans (i.e., blueprints). If/as gaps are identified, teachers will	Administration	Instructional Technology Committee Instructional Technology Coach, Teachers	Summer 2023	Summer Stipends

		plan how to address those gaps. It is anticipated that teachers may need professional learning support to meet these gaps. NYSCATE asynchronous resources/trainings will be key resources.				
3	Curriculum	Year 1 Implementation: Teachers will have curriculum, lesson plans, instruction and assessments aligned to the NYSCSDF Standards	Administration	Instructional Technology Committee Instructional Technology Coach, Teachers	June 2024	0
4	Professional Development	Full Implementation: All teachers will have curriculum, lesson plans, instruction and assessments aligned to the NYSCSDF Standards	Administration	Instructional Technology Committee Instructional Technology Coach, Teachers	September 2024	0

5	Professional Development	Smart Start Grant: Develop integrated curricula that will target the knowledge and skills included in the NYSCSDF Standards 2. Increase teachers' knowledge and skills to teach computer science concepts 3. Integrate NYSCSDF Fluency standards into content areas	Teachers	Administration	June 2025	Grant covers expenses
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Action Plan: Goal 3

Provide professional development in learner centered environments that are technology rich and grounded in the New York State Computer Science and Digital Fluency (NYSCSDF) Standards

12. Select the NYSED goal that best aligns with this district goal.

- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

13. Target Student Population(s). Check all that apply.

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities

- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21

14. NEW Additional Target Populations. Check all that apply. (optional)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

15. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc. Responses should include a description of the following:

- The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.
- How the evidence will be analyzed and utilized.
- How you will know if the goal has been accomplished.

Provide high quality professional development to teachers. Evaluate the impact of professional development (surveys, observation, student learning). Plan future professional development based on evaluation.

District and BOCES professional development for all teachers on NYSCSDF Standards. Smart Start professional development for identified teachers Classroom coaching for identified teachers. Teachers obtain coaching goals Teacher curriculum, instruction and assessment are aligned to NYSCSDF Standards. Student engagement is greater Student learning has increased

We will know that the goal was accomplished if teacher's achieve their set goals, student engagement and learning increase, teachers plan, deliver and assess instruction that includes NYSCSDF standards as noted through the observation of teaching and review of lesson plans and assessments.

16. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action

steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table. The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. The list of action steps may extend across the three-year time frame of the technology plan.

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Dropdown	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion (Drop-down)	Anticipated Cost
1	Professional Development	Teacher participates in coaching observation, modeling and continued professional learning	Assistant Superintendent	Instructional Technology Coach, administration and teachers	June 2025	After school stipends
2	Professional Development	Awareness Building: Staff will be presented with the	Assistant Superintendent	Instructional Technology Coach,	June 2025	Summer Stipends

		Background Information and Understanding Vocabulary for the NYSCSDF standards. Staff will be given a survey on their current knowledge of the standards (i.e., I know what this is and I do it, I know what this is and I don't do it, I have no idea what this is).		administration and teachers		
3	Professional Development	Capacity Building: Grade levels of teachers (K-1, 2-3, 4-6, 7-8 and 9-12) will be presented the NYSCSF standards overview and will be given the opportunity to unpack their grade level standards. They will also make connections to their current curriculum plans (i.e., blueprints)	Assistant Superintendent	Instructional Technology Coach, administration and teachers	June 2025	Summer Stipends

		and instructional technology resources. If/as gaps are identified, teachers will plan how to address those gaps. Professional learning as needed to meet these gaps				
4	Professional Development	Smart Start Project: Professional development to develop integrated curricula that targets the knowledge and skills included in the NYSCSDF Standards	Assistant Superintendent	Instructional Technology Coach, administration and teachers	June 2025	Grant covers expenses to include teacher stipends, equipment and software
5	Professional Development	Cycle of provide, evaluate and plan professional development: Provide professional development in instructional technology plan	Assistant Superintendent	Instructional Technology Coach, administration and teachers	June 2025	Teacher stipends for summer/afterschool professional development

		Evaluate professional development in instructional technology plan based on teacher feedback (i.e., surveys) and classroom walkthroughs Plan professional development for the following year based on information gathered in the evaluation phase				
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8. Would you like to list a fourth goal? No

9. Would you like to list a fifth goal? No

Section V – NYSED Initiatives Alignment

- 1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

Responses should include a description of the following:

- *How technology is integrated into teaching and learning throughout the district*
- *Explain the extent to which technology is used by teachers to facilitate their practice*
- *The extent to which technology is used by students to demonstrate understanding of skills and concepts*
- *The extent to which technology is used to provide multiple pathways to access and participate in learning.*

Our instructional technology plan is an extension of our Professional Development Plan (PDP) and comprehensive improvement plan and as such supports the district's efforts in sustained and comprehensive rigorous academic standards attainment and performance improvement for our learners.

Teaching and learning are enhanced through the use of integrated technology throughout the district. All students, K-12, are 1:1. Teachers are also provided individual devices and also have classroom based technology. Hardware is supported with a variety of instructional software programs that teachers and students are supported with in their use. Students can access learning via a student management platform (i.e., K-2 SeeSaw and 3-12 Google Classroom) that may include assignments, recorded teacher videos, assessments and/or live interactions with teacher and peers (Google Meets or Microsoft Teams). Assignments may include access to other instructional software to teach, reteach, practice specific content skills (i.e., reading, math fluency, coding, etc) or be enhanced with annotation and video recording software to capture students questions and learning. Students' access to instructional technology is enhanced via text-to-speech and speech-to-text software. Instructional technology supports computer based assessment and teacher data analysis of student learning.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time.” (National Technology Plan) Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

By providing all students and staff 1:1 devices we are able to seamlessly transition to remote learning. Devices are assigned to all staff and students at the beginning of the school year. As new students/staff arrive, a device is assigned at time of enrollment/hiring.

All devices for students and staff (Chromebooks for staff and students in grades 3-12 and iPads for students in grades K-2) have cameras, speakers and microphones. The district has purchased 565 devices for the 2021-2022 school year and intend to purchase 720 devices for the 2022-2023 school year. The district will continue to purchase devices on an annual basis to ensure 1:1 access.

The district has purchased over 20 hotspots for families that do not have internet access at their home. Access to high speed internet/cell phone service continues to be a challenge for our rural district.

The district is supporting state (NYSED and other) initiatives to collect data regarding home access to affordable and reliable high speed internet. Our district does include areas that do not have access to cellular service nor phone/cable internet access. In addition, some families cannot afford the service that is available to them.

The district's Instructional Technology Plan is purposefully aligned to our Professional Development Plan and comprehensive improvement plan. The need for continued job embedded professional learning is noted and does include the addition of an Instructional Technology Coach.

3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.

This question is referring to the intentional application of technologies and instructional strategies that are specifically used for students with disabilities. The response should address specifically the various technologies and instructional strategies that are used.

Example: A district who has a 1:1 program should include how those devices are specifically being used with students with disabilities; not simply that they have access to the same devices as all students.

Response should include a description of the following:

- *Specific technology, applications, and/or devices that the district uses to serve students with disabilities.*
- *How teachers use technology to address accessibility and to differentiate, modify, and accommodate the instruction of students with disabilities.*

Three areas have been identified specific to students with disabilities: access to instructional technology: *training* for students and staff, and *outreach* to parents. Individualized technology training for students with disabilities on ways to increase their independence using available technology and appropriate use of that technology including digital citizenship. Training for staff, teachers and support staff: technology training to better support students' usage of technology and appropriate use of that technology including digital citizenship. Outreach to parents on ways to increase their students' independence using available technology and appropriate use of that technology including digital citizenship. The district will support all teachers in helping special education learners to be successful using 1:1 devices to meet their specific needs. Student devices are enabled with Read&Write which allows text to speech and speech to text as well as text annotation. Devices also have the ability to video record student responses. Computer based assessments are enabled with students' individual testing accommodations. It is recognized that some students may need individualized technology and/or software. Much of this support, professional development, and outreach is done with the learner, teacher, Instructional Technology Coach, CSE Chair and Assistant Superintendent so that solutions can be tailored to the specific needs of the special education student.

4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.

5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

7. The district’s Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

7a.

- In the 5 languages most commonly spoken in the district

8. Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom

- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Use camera for documentation

9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning?

- If available, online enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- Offer phone enrollment as an alternative to in-person enrollment.
- Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Replace devices that are damaged or stolen as needed.
- Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Adjust assignments to be completed successfully using only the resources students have available.

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments?

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

Section VI – Administrative Management Plan

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

Title	Full-time Equivalent (FTE)
District Technology Leadership	.2
Instructional Support	.4
Technical Support	0

Enter the FTE for each title, even if it is zero. Responses limited to two decimal points.

Relevant staff would include:

- District Technology Leadership – Examples of roles in this category include district level positions such as Director/Coordinator of Technology, Chief Technology Officer, Director of Innovation, Director/Coordinator of Instructional Technology, etc.
- Instructional Support – Examples of roles in this category include staff whose primary responsibility is in the integration of technology in curriculum to support teachers and students
- Technical Support – Examples of roles in this category include network engineers, system administrators, computer support and repair, computer aides whose primary role is technical support, etc.

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Anticipated Item or Service	If you chose 'Other' Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more	If you chose 'Other' Potential Funding Source in the column to the
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	in the column to the left, please identify here. Otherwise, please write "N/A."			than one source per item.	left, please identify here. Otherwise, please write "N/A."
Professional Development	N/A	76,500	Annual	BOCES Co-ser	N/A
End User Computing Dives	N/A	250,000	Annual	BOCES Co-ser	N/A
Instructional and Admin Software	N/A	375,000	Annual	BOCES Co-ser Grants Instructional Materials Aid Instructional Resources Aid	N/A
Network	N/A	150,000	Annual	BOCES Co-ser	N/A

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

No

- 4. NEW(revised) Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey.** Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.

<https://docs.google.com/document/d/1U6ukCCyVLibrsPiYWvNPQPgCkiRKfyHODocq5FLtDpk/edit?usp=sharing>

Section VII – Sharing Innovative Educational Technology Programs-N/A

NYSED is exploring a way to facilitate the sharing of district innovative educational technology projects and practices. If your district wants to share information with other districts based on implementation of an educational technology program, please check the topics below. Check only those that have been implemented for at least two years at a building or district level.

The questions in this section are optional and do not require a response. The responses will be entered into a database in order to share, upon request, the topics and contact names with other districts interested in learning about your innovative program(s). Contact information will not be posted publicly.

- 1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.**

- 1:1 Device Program
- Active Learning Spaces/Makerspaces
- Blended and/or Flipped Classrooms
- Culturally Responsive Instruction with Technology
- Data Privacy and Security
- Digital Equity Initiatives
- Digital Fluency Standards
- Engaging School Community through Technology
- English Language Learner
- Instruction and Learning with Technology
- Infrastructure
- OER and Digital Content
- Online Learning
- Personalized Learning
- Policy, Planning, and Leadership
- Professional Development / Professional Learning
- Special Education Instruction and Learning with Technology
- Technology Support
- Other Topic A
- Other Topic B
- Other Topic C

These sub-questions will only appear if you chose "Other Topic"

1a. If you selected 'Other Topic A' above, please describe in a few words the topic of your district's innovative program.

1b. If you selected 'Other Topic B' above, please describe in a few words the topic of your district's innovative program.

1c. If you selected 'Other Topic C' above, please describe in a few words the topic of your district's innovative program.

- 2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

The response to this question is designed to provide one contact point for all innovative program checked in Question 1. If you want to provide individual contact points for each program, skip this question and only reply to Question 3.

Contact Information Please complete all columns.	Name of Contact person	Title	E-mail Address	Innovative Programs. Check all that apply for each contact name.

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

Contact Information Please complete all columns.	Name of Contact person	Title	E-mail Address	Innovative Programs. Check all that apply for each contact name.