

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 09/20/2021

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

Jason Luke

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

Director of Technology

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2022-2025 Instructional Technology Plan - 2021II. Strategic Technology Planning

Page Last Modified: 04/25/2022

1. What is the overall district mission?

The Susquehanna Valley Central School community is committed to providing a caring, equitable environment with high expectations for learning. We encourage the development of critical thinking, self esteem and responsible citizenship.

2. What is the vision statement that guides instructional technology use in the district?

The plan's vision is to advance the use of technology in every aspect of the educational process in order to meet the District's mission. The plan will also support and facilitate teaching and learning by providing a technology-rich environment.

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.

This plan is the result of the collaborative efforts of the Technology Application Planning Committee whose members represent a cross section of the school community included but not limited to teachers, support staff and administrators. Other stakeholders such as students, parents and other school staff not on the committee will be able to provide input via surveys put together by the committee. We have met bi-monthly since the start of the calendar year. The plan reflects a commitment to integrate and infuse new and emerging technological capabilities into the Susquehanna Valley Central School District for the purposes of increasing learner access, improving the teaching and learning process, and enhancing the productivity of the district, faculty, staff and students. Research and the 21st Century Learning Standards have shown that the implementation of new and emerging technologies will result in an ongoing process that significantly benefits student learning outcomes. Funding for implementation will be determined on a yearly basis.

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

The planning process for this plan is similar in many aspects to previous years in that we have a variety of stakeholders involved in its development. The greatest difference from previous plans is now we are writing the plan. We are writing the plan in sections rather than as one large document. Overall the committee believes that we have met a majority of our previous plan's goals. Two major goals of the previous plan were building up our network infrastructure to meet the demand of a 1:1 environment and to make sure that our network was impregnable to outside attacks. Both of these we were able to achieve fully. The last goal, to maintain equal access to quality online resources and create expansive learning experiences through technology was met, but the committee agrees that this is something that will be ongoing and that we need to utilize consistent, developmentally appropriate learning platforms with higher level teaching and learning tools.

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

As a result of the COVID pandemic, education changed dramatically, we saw a rise in e-learning, teaching remotely, and the use of digital platforms. We were very fortunate at the time of the pandemic that all of our students kindergarten through 12th grade were in a 1:1 environment with all teachers using e-learning platforms including Schoology, SeeSaw and Google Classroom. Our district provided ample professional development in the areas of learning management systems, Google Drive and other educational technology areas so that moving to a full virtual option was virtually seamless. One of the main issues that needed to be addressed was students without internet connectivity. We addressed this issue by adding wireless access points outside of the schools and purchasing mobile hotspots for students who did not have internet at their residence. The COVID pandemic helped our district cement its priority of providing instructional technology to all students and teachers and to continue to provide consistent development in instructional technology.

6. Is your district currently fully 1:1?

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 04/25/2022

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.

In order to integrate technology, professional development must be an ongoing process. Teachers, administrators, technicians and other staff will be offered training opportunities according to their skill level and needs. Classes offered by Broome Tioga BOCES and our Technology Integrators in the individual buildings will provide much of the training. The Director of Technology is a seated member of the Professional Development and Planning team to ensure that technology related training exists in the mandated yearly plan. With appropriate professional development and technological support:

- Technology will be integrated into all curriculum areas
- Teachers and staff will continue to engage in opportunities to improve their proficiency in the use of instructional platforms
- Teachers and staff will demonstrate the use of technology as a research tool
- Technology will become a part of student assessment
- Teachers and staff will use technology to enhance teacher-parent communication

A major element to consider in the advancement of technology use to support the educational process in both instruction and administration is the need to continuously improve student technological literacy to improve student engagement and learning outcomes. Below are the targeted core technology competencies. A few of our major initiatives at Susquehanna Valley CSD are a one to one iPad program (UPK-3 grade), a one to one Chromebook program (4-12 grade), Schoology, SeeSaw and Google Apps for Education. As a result, a majority of our professional development work is aligned to these initiatives. These include, but are not limited to:

Professional Development Core Competencies

- Integrating technology seamlessly into lessons
- Enhancing the classroom experience through the use of technology
- Using technology for formative and summative assessment
- Using digital environments to collaborate and share
- Assimilating school learning platforms into classrooms
- Utilizing consistent and developmentally appropriate learning platforms across the district

Measurement and Evaluation

Evaluation will be based on, but not limited to, the following:

- Are the technology tools accessible to all students and staff?
- Do the students and teachers recognize technology as a learning tool and choose to avail themselves of it?
- To what extent do teachers, staff and students have access to a variety of technology tools?
- To what extent are the technology tools used across content areas?
- Have staff (teachers, administrators, support personnel) received the training to effectively operate the hardware and related software in order to improve learning and make administrative tasks more efficient?
- Has technology become transparent in the planning and implementation of the curriculum K-12?

Indicators of success will include:

- Hardware and software being used by all stakeholders.
- The ability of students to conduct research, perform information searches and retrieve reliable information from a variety of sources.
- Technology being indicated in curriculum and other planning documents.
- Improved student performance on required assessments.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 04/25/2022

- Observed increased use of technology and the associated tools in both the instructional and the administrative area.

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

Page Last Modified: 11/09/2021

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.

The district has met this goal:

Significantly

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal:

Fully

3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has met this goal:

Fully

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal:

Significantly

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.

The district has met this goal:

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/25/2022

1. Enter Goal 1 below:

Provide all staff with flexible, self-paced instructional technology professional development in order to ensure every teacher integrates technology to enhance, engage, and extend learning opportunities for students.

2. 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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- 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.

Each month teachers will complete a Google form to track their technology professional development. Each building will have their own Google form where teachers will document which professional development course topic they focused on each month. Once implemented, the majority of the stakeholders will have completed at least one technology professional development topic each school year within the technology plan. Teachers and Administrators will track responses, follow up with progress being made and indicate what steps they will take next. We will know the goal is accomplished through the results of the Google form.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/25/2022

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.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Policy/Protocols	Finalize a time with administrators from each building when and where these training/professional development can occur.	Director of Technology	Technology Committee	07/01/2022	0.00
Action Step 2	Planning	Identify the technology based professional development course topics that are needed. Identify who will create these PD opportunities. Create an outline of what is required when creating each course.	Director of Technology	Technology Committee	08/01/2022	0.00
Action Step 3	Learning Spaces	Create a Google form where accountability is tracked for each building and administration can revisit and observe. Organize a shared Drive where resources/PD and accountability form is located.	Director of Technology	Technology Committee	08/01/2022	0.00
Action Step 4	Implementation	Teachers will have the opportunity to be paid over the summer to develop relevant modules that can be used by teachers in their building during the upcoming school year.	Director of Technology	Technology Committee	08/01/2022	10000.00

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Create a survey for	Director of Technology	Technology Committee	06/30/2023	0.00
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/25/2022

1. Enter Goal 2 below:

Implementation of a computer literacy curriculum that is accessible to all students of Susquehanna Valley in order to ensure that students have the skills necessary to be successful in a world that is reliant on technological fluency.

2. 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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- 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.

Data collection will be integrated into the computer literacy courses. Dependent on the focus of the computer literacy curriculum. This could include: typing benchmarks, project based learning opportunities, completion of cyber safety courses. Based on student success, the curriculum and course work will be modified to address student needs. Students will be able to transfer the skills that they have learned in their computer literacy coursework to other courses and independent technology use.

6. List the action steps that correspond to Goal #2 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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Researching how other districts implement computer literacy curriculums	Other (please identify in Column 5)	Technology Committee	07/01/2022	0.00
Action Step 2	Research	Explore what the SV staff uses currently through a survey	Other (please identify in Column 5)	Technology Committee	07/30/2022	0.00
Action Step 3	Evaluation	Identifying district capabilities for implementation (i.e. staff, space, schedule, accessories)	Director of Technology	Administrative team	10/01/2022	0.00
Action Step 4	Planning	Identify a curriculum map that aligns with SV technology literacy ideals and capabilities. Indicate which standards are expected to be addressed by which grade level	Other (please identify in Column 5)	Technology Committee	05/01/2023	0.00

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Other (please identify in Column 3, Description)	Add staffing resources. At minimum, one teacher designated elementary, one teacher designated secondary to implement the assigned technology curriculum. If feasible, these staff would act	Director of Technology	Administrative team	05/01/2023	70000.00

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		as Technology Instructional Coaches.				
Action Step 6	Professional Development	All staff included as stakeholders in understanding the purpose and scope of the technology curriculum	Other (please identify in Column 5)	Technology Committee	09/01/2023	0.00
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/25/2022

1. Enter Goal 3 below:

Implement a strong safe network with a high performance connection in order to to allow all stakeholders equal access to a robust internet connection

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

- | | |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students <input type="checkbox"/> Early Learning (Pre-K -3) <input type="checkbox"/> Elementary/intermediate <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <ul style="list-style-type: none"> <input type="checkbox"/> Economically disadvantaged students <input type="checkbox"/> Students between the ages of 18-21 <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence <input type="checkbox"/> Students who do not have internet access at their place of residence <input type="checkbox"/> Students in foster care <input type="checkbox"/> Students in juvenile justice system settings <input type="checkbox"/> Vulnerable populations/vulnerable students <input type="checkbox"/> Other (please identify in Question 3a, below) |
|--|---|

4. Additional Target Population(s). Check all that apply.

- 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.

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.

6. List the action steps that correspond to Goal #3 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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Meet with members of the technology department needs to create a robust infrastructure including the replacement of servers, switches, access points and other paraphernalia. We will work with the local Broome Tioga BOCES on a majority of these projects. We will assign tasks to complete a network audit to determine the infrastructure needs for our district.	Director of Technology	Network service team	07/01/2022	0.00
Action Step 2	Budgeting	Upgrade any new switches, access points, server upgrades and battery backup systems needed. We use district money to purchase equipment for the upgrade	Director of Technology	Network service team	09/01/2023	235000.00
Action Step 3	Implementation	Equipment will be installed in all four of our school buildings. This equipment includes new switches, access points in every classroom and battery backup system to maintain power in case of the loss of power.	Director of Technology	Network service team	12/01/2023	0.00
Action Step 4	Evaluation	Annually, our department will evaluate the end users for aspects of the network such as reliability, coverage and security. From this	Director of Technology	Network service team	09/01/2024	0.00

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		we can make needed adjustments.				

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/21/2022

- 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.**

At Susquehanna Valley, technology integration and the use of technology resources (i.e. computers, Chromebooks and tablets) is successfully achieved because the use of technology is part of the routine and transparent, accessible and readily available to all users and supports the curricular goals and helping the students to effectively reach their goals. Teachers use technology to facilitate their practice so that a child or a teacher doesn't stop to think that they are using a technology tool because it is part of the daily practice. As a result, students are often more actively engaged in projects when technology tools are a seamless part of the learning process.

- 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.**

Susquehanna Valley sees technology as a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. As a result of the pandemic, our first short-term solution was to get a device into all students' hands and help families who did not have adequate internet at their homes. We provided all PK-3 students with iPads and 4-12th grade students with Chromebooks. The district also provided hot spots to students who needed an internet connection at home. Our long-term goals include to continue to build out internet capacity at school, build upon our 1:1 program and continue to provide quality professional development to our staff.

- 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.**

At Susquehanna Valley CSD, grades PK-12 are part of our 1-1 initiative. Teachers of students with disabilities are trained in the accessibility features of their device. Students are shown how to have items read, use speech to text software, and to adjust visual settings in order to assist their knowledge acquisition from whatever is presented on their device. Schoology and Google Classroom are used in many special education classrooms, allowing students to have continuous access to classroom materials for review and assistance outside of the classroom time. It also enables the teacher to differentiate assignments within that space in a confidential manner. A variety of Apps also allow students with disabilities to communicate in the classroom with other students. Interactive Display Panels allow students to be collaborative with the curriculum. Allotted time is determined in collaboration with the IEP or 504 team. Specialized technology is provided by the district in accordance with the student's IEP.

- 4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- 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.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/21/2022

- 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.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

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. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- 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.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/21/2022

- 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.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

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

7B. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7C. If 'Other' was selected in 7a, above, please explain here.

(No Response)

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. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/21/2022

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity <input type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input type="checkbox"/> Create mobile enrollment stations by equipping buses 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input type="checkbox"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below)
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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/21/2022

<p>with laptops, internet, and staff at peak enrollment periods.</p> <p><input checked="" type="checkbox"/></p> <p>Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</p>	<p>providing videos or other visuals to supplement verbal or written instruction or content.</p>
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10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- a) 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.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/29/2022

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.

	Full-time Equivalent (FTE)
District Technology Leadership	
Instructional Support	
Technical Support	
Totals:	6.00

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.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	106,720	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	IPA

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/29/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) <input type="checkbox"/> N/A	
2	End User Computing Devices	N/A	135,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	BOCES
3	Network and Infrastructure	N/A	100,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	IPA

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/29/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
4	Network and Infrastructure	N/A	82,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	BOCES
Totals:			423,720			

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?

Yes

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/29/2022

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://www.svsabers.org/tech.aspx>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/09/2021

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.

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

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.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Jason Luke	Director of Technology	jluke@svsabers.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/09/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/09/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/09/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/09/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development /

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/09/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.