

Susquehanna Valley Technology Plan

Section I - District LEA Information

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?**

Chief Information Office

Section II - Strategic Technology Planning

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 Goals and Outcomes. The plan will also support and facilitate teaching and learning, information acquisition and management through technology-rich learning environments.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	Develop a comprehensive instructional plan to support student engagement and achievement through the integration of technology in teaching and learning.
Goal 2	Based on the district comprehensive technology plan, provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
Goal 3	Create a plan to implement a strong impregnable network with a high-performance connection for all stakeholders.

4. **Do you want to list a fourth goal that will drive attainment of the vision?**

No

5. **Do you want to list a fifth goal that will drive attainment of the vision?**

No

6. **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. The plan reflects a promise 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. It was developed on the basic fundamental assumption that implementation of technologies, new and emerging, will result in a finished product or process that is educationally significant. It was the unanimous opinion of the contributors that technology must become an integral part of the education process. Implementation of the plan is on-going and no time for completion is intended. Funding for implementation will be determined on a yearly basis.

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

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 use instructional software with ease
- Teachers and staff will demonstrate the use of technology as a research tool
- Technology will become a part of student assessment
- Teachers will use assessment reports to modify instruction
- Teachers and staff will use technology to enhance teacher-parent communication

A major element to consider in the advance of technology use to support the educational process in both instruction and administration is the need to have technology literate staff and students. Below are the targeted core technology competencies. A few of our major initiatives at Susquehanna Valley CSD are a one to one iPad program (3-5 grade), a one to one Chromebook program (6-12 grade), Schoology and Google Apps for Education. As a result, a majority of our professional development work is aligned to these initiatives.

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

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?
- Has 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, software and labs 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.
- Observed increased use of technology and the associated tools in both the instructional and the administrative area.

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Develop a comprehensive instructional plan to support student engagement and achievement through the integration of technology in teaching and learning.

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

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

- | | |
|----------------------------|--|
| <i>All students</i> | Migrant students |
| Pre-K-2 | Homeless students |
| Grades 3-5/6 | Economically disadvantaged students |
| Middle School | Students between the ages of 18-21 |
| High School | Students who are targeted for dropout prevention or credit recovery programs |
| Students with Disabilities | Other (please identify in Question 3a, below) |
| ELL/MLLs | |

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Research	Research local, state and national technology standards as well as scope and sequences from other school districts to determine research based best practices.	Other (please identify in next column, to the right)	Technology Committee	Dec. (12)	2018	0.00
Action Step 2	Collaboration	Compare research findings to current district practices.	Other (please identify in next column, to the right)	Technology Committee	Dec. (12)	2018	0.00
Action Step 3	Evaluation	Develop a needs assessment for students and staff to determine technology gaps throughout the district.	Other (please identify in next column, to the right)	Technology Committee	March (03)	2019	0.00
Action Step 4	Planning	Analyze the needs assessment and create a district technology plan with benchmarks for exiting each grade level.	Other (please identify in next column, to the right)	Technology Committee	June (06)	2020	0.00

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Based on the district comprehensive technology plan, provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

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

5. 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)

- | | |
|----------------------------|--|
| <i>All students</i> | Migrant students |
| Pre-K-2 | Homeless students |
| Grades 3-5/6 | Economically disadvantaged students |
| Middle School | Students between the ages of 18-21 |
| High School | Students who are targeted for dropout prevention or credit recovery programs |
| Students with Disabilities | Other (please identify in Question 3a, below) |
| ELL/MLLs | |

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Description	Responsible Stakeholder Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Collaboration	Analyze the needs assessment from goal #1 to determine gaps or areas of improvement.	Other (please identify in next column, to the right)	Technology Committee	June (06)	2020	0.00
Action Step 2	Research	Research existing professional development resources available for staff.	Other (please identify in next column, to the right)	Technology Committee	July (07)	2020	0.00
Action Step 3	Collaboration	Determine additional professional development needs to meet district instructional technology goals.	Other (please identify in next column, to the right)	Technology Committee	Aug. (08)	2020	0.00
Action Step 4	Professional Development	Provide differentiated professional development aligned with district instructional technology goals.	Other (please identify in next column, to the right)	Technology Committee	June (06)	2021	0.00

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

Create a plan to implement a strong impregnable network with a high performance connection for all stakeholders.

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

4. 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)

All students

Pre-K-2

Grades 3-5/6

Middle School

High School

Students with Disabilities

ELL/MLLs

Migrant students

Homeless students

Economically disadvantaged students

Students between the ages of 18-21

Students who are targeted for dropout prevention or credit recovery programs

Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Description	Responsible Stakeholder Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Collaboration	Meet with members of the technology department to plan out needs to create a robust infrastructure including the replacement of servers, switches, access points and other paraphernalia. We worked with the local Broome Tioga BOCES on a majority of these projects. We assigned tasks to complete a network audit to determine the infrastructure needs for our district.	Director of Technology	Network Service Team	May (05)	2018	0.00
Action Step 2	Budgeting	From our network audit, we determined the need for new switches, access points, server upgrades and an extensive battery backup system. We used district money to purchase equipment for the upgrade.	Director of Technology	Network Service Team	Oct. (10)	2018	0.00
Action Step 3	Purchasing	Equipment is being purchased through a variety of revenues including technology budget, district money and an installment purchase agreement.	Director of Technology	Network Service Team	Dec. (12)	2018	245,000
Action Step 4	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. By doing these initiatives, we will create a 10-gig backbone network with 1 gig to the end users.	Director of Technology	Network Service Team	July (07)	2019	0.00

Section IV - NYSED Initiatives Alignment

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

Susquehanna Valley CSD uses a variety of testing mechanisms including Schoology, MobyMax, IXL and Read Naturally. This methodology has created benchmarks that are measured to ensure that they are on a level to conform to NY State standards and 21st century learning.

- 2. 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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

At Susquehanna Valley CSD, grades 3-12 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 to the students IEP.

- 3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

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. 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 3a, below)

- 4. 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 their student language and content learning with the use of technology. Check all that apply.**

Technology to support writers in the elementary with 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 core with disabilities

Choosing assistive technology for instructional the purposes in the special education classroom

Using technology to differentiate instruction in the special education classroom

Using technology to increase options for students 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 content areas

Helping students with disabilities to connect with world

Other (please identify in Question 4a, below)

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

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/MLL 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.

Learning games and other interactive software are used to supplement instruction.

Other (please identify, in Question 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

No

7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

Technology to support writers in the elementary classroom

Technology to support writers in the Secondary classroom

Research, writing and technology in a digital word

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 and model digital citizenship and responsibility

Integrating technology and curriculum across core content areas

Web authoring tools

Helping students connect with the world

The interactive whiteboard and language learning

Use camera for documentation

Other (please identify in Question 7a, below)

8. 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 facilitate classroom projects that involve the community.

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 enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

The district does not use instructional technology to facilitate culturally responsive instruction.

Other (please identify in Question 8a, below)

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	1.00
Technical Support	7.00
Totals:	9.00

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	46,400	One-Time	BOCES Co-Ser purchase District Operating Budget District Public Bond E-Rate Grants Instructional Materials Aid Instructional Resources Aid Smart Schools Bond Act Other (please identify in next column, to the right) N/A	IPA
2	End User Computing Devices	N/A	94,500	One-Time	BOCES Co-Ser purchase District Operating Budget District Public Bond E-Rate Grants Instructional Materials Aid Instructional Resources Aid Smart Schools	BOCES

					Bond Act Other (please identify in next column, to the right) N/A	
3	Network and Infrastructure	N/A	86,975	One-Time	BOCES Co-Ser purchase District Operating Budget District Public Bond E-Rate Grants Instructional Materials Aid Instructional Resources Aid Smart Schools Bond Act Other (please identify in next column, to the right) N/A	IPA
4	Network and Infrastructure	N/A	110,000	One-Time	BOCES Co-Ser purchase District Operating Budget District Public Bond E-Rate Grants Instructional Materials Aid Instructional Resources Aid Smart Schools Bond Act Other (please identify in next column, to the right) N/A	BOCES
Totals:			337,875			

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. Please indicate whether or not the district has a public website.

The district has a public website.

4a. Provide the URL of the district's public website.

www.svsabers.org

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Chief Information Officer/Director of Technology

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Chief Information Officer/Director of Technology

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

No

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

10b. Please provide the URL to the district's Internet Safety Policy.

<http://www.svsabers.org/IRDPS.aspx>

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy

11b. Please provide the URL to the district's Cyberbullying Policy.

<http://www.svsabers.org/CyberBullying.aspx>

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2018

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<http://www.nysed.gov/common/nysed/files/programs/student-data-privacy/parents-bill-of-rights.pdf>

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

No. The district does not have such a policy.

14. Provide a direct link to the district's technology plan as posted on the district's website.

<http://www.svsabers.org/Downloads/Tech%20Plan.pdf>