

**2018-2021 Instructional Technology Plan - Annually - 2018**

I. District LEA Information

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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?**

Scott Slater

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

Assistant Superintendent

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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II. Strategic Technology Planning

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**Section II - Strategic Technology Planning**

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

The South Jefferson Central School District, in partnership with the highly supportive Spartan Community, strives to provide a safe, positive learning environment that engages, challenges, and nurtures each student as they grow academically, socially, and emotionally.

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

The technology department and resources are committed to supporting and enhancing a safe, positive learning environment. Technology will support staff as they engage, challenge and nurture each student to grow academically, socially, and emotionally.

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

	List Goals
Goal 1	On an established three year timeline, appropriate district personnel will implement a plan that includes identifying, purchasing and replacing physical security infrastructure and software to in order to support a safe learning environment for students and staff as measured by industry standards, government mandates, and stakeholder recommendations.
Goal 2	On an established, 3 year timeline, appropriate district personnel will support improved teaching and learning that is directly aligned to Next Generation Standards and ESSA by piloting, purchasing, installing, and upgrading interactive classroom technologies in order to expand opportunities for collaborative and project based learning experiences for teachers and staff.
Goal 3	District Stakeholders will identify and implement strategies to provide increased access to relevant professional development supporting educators in increasing proficiency with the integration of learning technologies starting in July 2018 and ongoing throughout the life of this plan as measured by an increase in use from the baseline.

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

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## II. Strategic Technology Planning

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.**

All stakeholders are surveyed to assess current technology use, to assess technology need and to forecast areas of growth for the future. A stakeholder committee that includes teachers, administrators, parents, students and Board members meets at least twice yearly to further define the need and plan for moving the district forward. This team met on (dates go here).

The assistant superintendent and district technology coordinator meet more regularly to actualize planning ensure progression. The district technology coordinator and the assistant superintendent met on (dates go here).

The District Wide Technology Committee will continue to meet on a bi-annual basis. The district technology coordinator and assistant superintendent will continue to meet on a monthly basis from now until 2021, for the life of this plan. Together, these two teams will focus on the goals and action steps outlined in this plan, monitor the progress of this plan and make changes as appropriate and as indicated by data and need.

<b>Date</b>	<b>Topic</b>	<b>Stakeholders present</b>
8/18/2017	Recommendations to address safety and security issues.	Tech Planning committee
11/9/2017	Classroom notification system, video surveillance, infrastructure upgrades.	SSIP planning committee
11/28/2017	21st century learning skills, safety, security, and communication.	Tech Planning committee and all principals
1/10/2018	Technology Planning Workshop	District ED-Tech Leader MORIC staff
1/25/2018	1-1 learning environment, distance learning opportunities, safety, security, and communication	Tech Planning committee
2/16/2018	Guidance and support for district tech plans	NYS Tech Plan Survey User Group Meeting ED-Tech leader
3/8/2018	Purchase recommendations for 2018-2019	BOE Superintendent, Asst. Superintendent, Business Official
3/26/2018	21st century learning skills, safety, security, and communication.	Tech Planning committee
4/11/2018	Interactive classroom displays, safety, security, and communication.	Tech Planning committee
5/18/2018	Classroom notification system, video surveillance, infrastructure upgrades.	Tech Planning committee and MORIC planning specialist
6/6/2018	Guidance and support for district tech plans	NYS Tech Plan Survey User Group Meeting
6/8/2018	Completion of district Tech Plan for 2018-2021	Tech Planning committee

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II. Strategic Technology Planning

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

Integrated within the State required Professional Development Plan main goal areas is instructional technology. The main focus areas of professional development are student learning, content instruction/curricular planning, instructional practice, and student social and emotional well-being/learning environment.

The professional development is intended to improve the quality of teaching by ensuring teachers participate in substantial professional development. Participation is intended to keep professional staff current in pedagogy and to help better meet the learning needs of students. Professional development will be offered through varying modes of delivery including virtual PD delivered to all staff at the same time, self-directed professional development including Teq Online PD, small group and webinars.

Professional development will be offered on instructional technology that supports literacy attainment, student engagement and instruction, and classroom management. The plan requires each staff member to work on approved and self-directed professional development over the course of a year, preferably as part of a team. Using technology to progress monitor student growth and plan for instruction, project based and collaborative learning, and creating pathways for learning will be primary focus areas for technology professional development.

The list of topics below is not all encompassing and represent priorities for the district. The topics, intended audience, and method of delivery will change dependent upon need. Need is evaluated through staff surveys, post-professional development evaluations, and other means. Our offerings change from year to year as technology and software changes.

Topic	Audience	Method of Delivery
Technology to support Literacy Instruction	Teachers	On site
Progress monitoring using Aimsweb+	Teachers, Pupil Support Personnel	On site
Quarterly PD workshops		
<ul style="list-style-type: none"> <li>Growth Mindset</li> <li>Safety and Security Forum</li> <li>Next Generation Standards capacity building</li> <li>Mental Health Awareness and Support for Students</li> </ul>	Teachers, Administrators	Virtual Presentation
Digital Tools for Math	Teachers	Webinar (TEQ Online PD)
Early Childhood Learning with SMART notebook	Teachers	Webinar (TEQ Online PD)
Effective chromebook use in the classroom		
Technology infused Project Based Learning for ELA	Teachers	Webinar (TEQ Online PD)
Web Resources for the Special Ed Classroom	Teachers	Webinar (TEQ Online PD)
Bi-weekly building level administrative check ins and professional development related to safety, security, climate and technology supports.	Administrators	Video Conference
<ul style="list-style-type: none"> <li>Safety and Security</li> <li>Appropriate Use and Confidentiality</li> <li>Data Reviews and Discussions</li> </ul>		

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**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.**

To measure the instructional technology goals in the is plan, The District Wide Technology Committee will use data that includes but is not limited to the following:

- School report card data including measures required by the Every Student Succeeds Act
- State Performance Plan Data
- Pre/post Survey Results
- Help Desk Tickets
- Number of CSI teams (professional learning teams) focusing on technology

Data will be shared with the District Wide Technology Committee (DWTC) on a bi-annual basis. The district technology coordinator and the assistant superintendent will meet on a monthly basis to use data to progress monitor progression toward the goals. The teams will be looking specifically at pre/post technology survey responses for indicators showing an increase in the use of instructional technology, an increase in greater connections between instructional technology and standards based content, an increase in reported confidence in the use of technology to support instruction and an increase in the kinds of ways technology is used in the classroom to enhance and support instruction. The teams will also be looking for a reduction in the number of tickets submitted to the Help Desk as well as an increase in the number of CSI Teams choosing to make instructional technology part of their annually developed plans.

All of this information will be used to continue planning for purchasing, implementing and training on technology that supports instruction and ultimately supports the vision statement that guides the use of instructional technology in the district: The technology department and resources are committed to supporting and enhancing a safe, positive learning environment. Technology will support staff as they engage, challenge, and nurture each student to grow academically, socially and emotionally.

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III. Action Plan - Goal 1

**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**

**On an established three year timeline, appropriate district personnel will implement a plan that includes identifying, purchasing and replacing physical security infrastructure and software to in order to support a safe learning environment for students and staff as measured by industry standards, government mandates, and stakeholder recommendations.**

**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). Check all that apply.**

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

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

	Action Step - Select one category.	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	Purchasing	<b>Purchase Avigilon Video Surveillance System including software, licenses, cameras and storage servers for targeted coverage in all buildings and grounds district wide and Avigilon Classroom Notification System including software, licenses, clocks, speakers, and pagers for targeted coverage in all buildings and grounds district wide.</b>	Assistant Superintendent	N/A	Sept (09)	2018	32000
Action Step 2	Implement	<b>Install Avigilon Video Surveillance System and Avigilon Classroom</b>	Assistant	N/A	Aug. (08)	2020	250000

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III. Action Plan - Goal 1

	Action Step - Select one category.	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
	Initiation	<b>Notification system and infrastructure components and install district wide Cisco Digital Classroom Communication System in all classrooms and office areas.</b>	Superintendent				
Action Step 3	Professional Development	<b>Train appropriate administration, faculty and staff on the use of Cisco Communication system and components and train on the use of avigilon video surveillance, and avigilon classroom notification systems.</b>	Assistant Superintendent	N/A	Jan. (01)	2021	7000
Action Step 4	Evaluation	<b>Faculty, staff and administration will:</b> <ul style="list-style-type: none"> <li>perform drill scenarios with security systems, gather feedback and make recommendations to the technology committee.</li> <li>conduct physical walkthrough with vendor to inspect placement and operation of installed devices and provide feedback to IT department</li> </ul>	Assistant Superintendent	N/A	June (06)	2021	0

5. 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.

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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III. Action Plan - Goal 2

**Section III - Action Plan**

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

**1. Goal #2**

**On an established, 3 year timeline, appropriate district personnel will support improved teaching and learning that is directly aligned to Next Generation Standards and ESSA by piloting, purchasing, installing, and upgrading interactive classroom technologies in order to expand opportunities for collaborative and project based learning experiences for teachers and staff.**

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

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

**3. Target Student Population(s)**

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

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

	Action Step - Select one category.	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	Planning	<b>Develop criteria for collaborative and Project Based teaching and learning and interactive technologies; develop and administer a survey based on above criteria to create a baseline and to use as measurement tool throughout the life of the plan.</b>	Assistant Superintendent	N/A	Jan. (01)	2020	\$1,000
Action Step 2	Research	<b>Research and pilot multiple learning/interactive technologies based on criteria and results from the needs assessments.</b>	Assistant Superintendent	N/A	Jan. (01)	2021	\$1,000

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III. Action Plan - Goal 2

	Action Step - Select one category.	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 3	Purchasing	<b>After piloting, the District Wide Technology Team will work with the Board of Education to make educationally sound and fiscally responsible purchases.</b>	Assistant Superintendent	N/A	May (05)	2021	0
Action Step 4	Implementation	<b>Purchase and install interactive technologies based on piloting; provide professional development to staff and implement use of technology in the classroom</b>	Assistant Superintendent	N/A	June (06)	2021	775000

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 3

**Section III - Action Plan**

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

**1. Goal #3**

**District Stakeholders will identify and implement strategies to provide increased access to relevant professional development supporting educators in increasing proficiency with the integration of learning technologies starting in July 2018 and ongoing throughout the life of this plan as measured by an increase in use from the baseline.**

**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)**

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

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

	Action Step - Select one category.	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	Planning	<b>Conduct a needs assessment and use the results to revise the district wide Professional Development Plan.</b>	Assistant Superintendent	N/A	June (06)	2018	\$1,000
Action Step 2	Implementation	<b>Offer technology based professional development that supports literacy attainment and proficiency, supports student engagement and instruction, supports Next Generation Standards, supports project based learning and</b>	Assistant Superintendent	N/A	June (06)	2021	\$5,000

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III. Action Plan - Goal 3

	Action Step - Select one category.	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
		<b>collaboration, and supports classroom management</b>	ent				
Action Step 3	Implementation	<b>CSI (professional learning teams) teams will work on self-directed professional development on topics like using technology to monitor student progress and growth, planning for instruction, project based learning, and creating pathways for learning using tools like Teq Online PD.</b>	Assistant Superintendent	N/A	June (06)	2021	N/A
Action Step 4	Evaluation	<b>Ongoing progress monitoring will happen through review of CSI Team plans and outcomes (2x yearly), through re-administration and review of the Tech Survey results and through review and making necessary updates to the district wide Professional Development Plan.</b>	Building Principal	N/A	June (06)	2021	N/A

5. 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.

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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## IV. NYSED Initiatives Alignment

**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.**

The district has formed 4, content specific curriculum and standards teams made up of teachers representing all from each level and a building level administrator. These teams will meet on a regular basis to raise awareness, build capacity, prepare for instructional shifts and support full implementation of the Next Generation Learning Standards. These teams will rely on technology for many aspects of their work. Technology will be used to build awareness and share information via four, annual virtual professional development sessions. Technology will be used for communication within and between each of the four curriculum teams. Technology will be used to create cloud based resources for all staff to access in helping them prepare for the instructional shifts required of not only the Next Generation Standards but of ESSA as well. Technology will be used to progress monitor student growth and improvement as these relate to rigorous academic standards. Technology will be used for timely communication via video conferencing allowing staff to remain in their own buildings and decreasing time it takes to travel to meetings. Technology will allow the district to sustain these efforts. Using cloud based technology allows access to needed materials and support these changes regardless of changes to teaching or administrative staff.

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.**

Instruction for students with disabilities is differentiated through the use of technology. Specific programs and platforms like IXL Math, Hearbuilder, Earobics, aimsweb Plus, Reading A to Z, RAZ kids, Castle Learning, Brain Pop, Brain Pop Jr., Smart Notebook, Spelling City, Audacity, Dynavox Compass, Read 180, Keyboarding Without Tears, Proloquo 2 go, Touch & Write, Vision Tap, Dexteria, Translate, Reader, Symmetry are utilized to help students meet curricular needs and differentiates for their grade and instructional levels. Built in Windows features such as speech to text and text to speech, Google Apps such as Voice Note II, SpeakIt! are utilized and accessible to all students with disabilities. All of these tools help ensure students have continued access to and participation in the general education curriculum.

The district utilizes a traveling robot equipped with an iPad that can travel to classrooms so students with disabilities are able to participate in class remotely when that need arises.

The district has two active members on the BOCES wide Assistive Technology Team. The district also contract with Jefferson Lewis BOCES for Assistive Technology Evaluations. Recommendations are then brought to the Committee on Special Education and technology supports and decisions are made. Most recommendations are related to devices that help students communicate. Devices such as eye scan communication boards, Tobii Dynavox, and iPads are used to help these students communicate and to create greater access. Additional technology support includes FM Soundfield systems like Redcat. Some students also benefit from personal, FM systems like the Roger X from Phonac.

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)

- 3a. **If 'Other' was selected in Question 3 above, please explain here.**

The district makes available for use a double robotics mobile device that can follow a student's schedule of classes when the student is not able to be in attendance. This device provides the student at home with access to the entire audio and video classroom experience.

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IV. NYSED Initiatives Alignment

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.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom   | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input type="checkbox"/> Research, writing and technology in a digital world  | <input checked="" type="checkbox"/> Electronic communication and collaboration  |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                                 | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility   |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input 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 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 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.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

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## IV. NYSED Initiatives Alignment

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.**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input type="checkbox"/> Multiple ways of assessing student learning through technology        |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom                           | <input checked="" type="checkbox"/> Electronic communication and collaboration                 |
| <input type="checkbox"/> Research, writing and technology in a digital word                                 | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers                                       | <input type="checkbox"/> Integrating technology and curriculum across core content areas       |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology             | <input 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 checked="" type="checkbox"/> The interactive whiteboard and language learning           |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input type="checkbox"/> Use camera for documentation  |
| <input type="checkbox"/> The power of technology to support language acquisition                            | <input type="checkbox"/> Other (please identify in Question 7a, below)                         |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |  |

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)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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V. Administrative Management Plan

**Section V - Administrative Management Plan**

**1. Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	1.00
Technical Support	1.00
<b>Totals:</b>	<b>3.00</b>

**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	Network and Infrastructure	N/A	857,255	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Professional Development	N/A	7,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	N/A

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V. Administrative Management 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."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Staffing	N/A	30,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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	N/A
4	End User Computing Devices	N/A	275,500	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" 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	N/A
<b>Totals:</b>			<b>1,169,755</b>			

**2018-2021 Instructional Technology Plan - Annually - 2018**V. Administrative Management Plan

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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?**

Not Applicable (There are no non-public schools in the district)

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.spartanpride.org](http://www.spartanpride.org)

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

No

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

No

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.**

<https://drive.google.com/file/d/0B2ToMhezu-FqVUJmYUNSTE5IdzA/view>

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.**

<https://drive.google.com/file/d/0B2ToMhezu-FqVUJmYUNSTE5IdzA/view>

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?**

2014

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

<https://drive.google.com/file/d/0B2ToMhezu-FqNGJIU0ItUU9HNWc/view>

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.

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V. Administrative Management Plan

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

<https://drive.google.com/file/d/0B2ToMhezu-FqODZKaTRUZ3FGMU0/view>

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VI - Sharing Innovative Educational Technology Programs

**Sharing Innovative Educational Technology Programs**

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 category that is not on the list.

- |  |   |
|--|---|
| <input type="checkbox"/> Active Learning Spaces/Makerspaces                | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Privacy and Security             |
| <input type="checkbox"/> Device Planning and Implementation (1:1; BYOD)    | <input type="checkbox"/> Professional Learning            |
| <input type="checkbox"/> Digital Citizenship                               | <input type="checkbox"/> Project-based Learning           |
| <input type="checkbox"/> Infrastructure                                    | <input type="checkbox"/> Other Topic A                    |
| <input type="checkbox"/> OER and Digital Curriculum                        | <input type="checkbox"/> Other Topic B                    |
| <input type="checkbox"/> Personalized Learning                             | <input type="checkbox"/> Other Topic C                    |
| <input type="checkbox"/> Pilots and Proof of Concept                       |   |

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 in order to obtain more information about the innovative program(s) at your district.

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).