2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

   Robert Schafer

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

   Director of Technology

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II. Strategic Technology Planning

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

   It is the intent of the Town of Webb Union Free School District to provide maximum educational opportunities for all resident students in an environmentally sound facility while being fiscally responsible to the community.

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

   The vision of the Town of Webb Union Free School District is to deliver a challenging and diverse education to its students. Reasoning and the ability to think critically, as well as mastery of academic skills, are necessary to prepare our students to be productive workers and citizens. Creativity and innovation must continue to be fostered within the educational environment to enable our students to reach their full potential

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.**

   The Technology Committee, which consists of teachers, the technology department, administrators, and parents, met monthly to discuss developing this plan. Collaboration with departments and teachers frequently happened to effectively input all of the details into our plan. Instructional technology objectives were identified during the planning process, and three-year goals were developed. These objectives and goals were then presented to the district's leadership group for review and approval. Throughout this process, all answers to the questions within the Instructional Technology Plan are discussed with the appropriate stakeholders and answered to the best of our ability. Ongoing monitoring and review of the goals will flow through the same process throughout the 3 years.

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

   While developing our new Instruction Technology Plan, reflection on our past plan took place to learn how effective our goals were met during the unpreceded times with COVID. New challenges were developed during this time, with newly created solutions so that work could continue toward achieving our goals. Communication, Professional Development, and receiving purchased technology were unforeseen challenges, and developing creative solutions were needed to meet them head-on. Virtual collaboration and learning were used as solutions for communication and our professional development challenges. Reusing old technology was also used to fill the lack of needed technology while waiting for new technology to be delivered. Our goals of expanding our 1:1 and upgrading our infrastructure were met, but our professional development goal is an ongoing objective we are working toward implementing effectively. Traditional professional development has been proven it is not the only way to deliver practical training, and we are working on new strategies to achieve this goal.

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

   During the pandemic, we learned how well our district was ready for a situation like COVID due to our 1:1 program. We also learned more about our student's lack of connectivity access outside of the school building, which was a major factor in continuing student learning. Internally, our school district has industry-standard wireless and wired infrastructure, so students and staff were not lacking connectivity in the school before the pandemic. Students adapted to the lack of connectivity and found ways to make learning outside of our walls work when needed. Once students and staff were forced home on a permanent basis, we found connectivity was a problem we needed to find solutions to continue student learning. New goals and objectives we created to fix these connectivity issues, which we have been working on since the beginning of COVID. Being a 1:1 school for years, our grades 3-12 transition to fully remote was not as difficult as anticipated. The online tools used on a weekly basis assisted in this transition for these grade levels. Our Prek-2 grades transition to remote was where we found we needed to improve on utilizing computer-based skills and online tools more effectively with our younger students. Implementing new tools and Computer Literacy Standards will assist younger students in becoming more computer literate. Professional Development has been the main focus of our staff, with the need to learn current and new technology tools needed for remote learning. Training on instructional technology tools like IXL and Castle Learning, our teachers are beginning to use to assist the district in collecting data to help bridge learning and mastery gaps. Building yearly professional development opportunities, both in-person and virtual, will help us stay on the path to recovering from the learning loss due to the pandemic.

6. **Is your district currently fully 1:1?**

   Yes

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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.**

Throughout the school year, professional development opportunities are created to build upon current technologies being used within the district and to explore new technologies on the horizon. Utilizing tools like IXL and Castle Learning to identify learning gaps has become the priority for professional development opportunities throughout the school year. Addressing these will assist the teachers in effectively bridging the learning gaps and ensuring the students are on a path to success for the following school year and beyond. Providing our staff opportunities to learn about other technologies in the STEM fields, like 3D printing and robotics, will further expose students to these technologies in the classrooms. Teachers are finding ways to incorporate these technologies into daily instruction. These technologies will enhance student learning outcomes on the core content and STEM-related education. This will ensure students are exposed to STEM-related technologies to assist in college or career readiness in this area. These technologies allow students to be more creative in meeting expected learning objectives.

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III. Goal Attainment

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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:**

    Significantly

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:**

    Significantly

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1. **Enter Goal 1 below:**

Creating frequent opportunities throughout the year for impactful Professional Development, for staff, that will support technology-enhanced instruction and the use of instructional technology tools to support student learning outcomes.

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

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.**

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

- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- ☐ Students who do not have internet access at their place of residence
- ☐ Students in foster care
- ☐ Students in juvenile justice system settings
- ☐ Vulnerable populations/vulnerable students
- ☐ 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.**

This goal will be measured by using the SAMR model, student data, and feedback from staff and students. Utilizing objectives and goals within this SAMR model, staff will be able to establish yearly goals with the Technology Director and reflect on the progress made throughout the school year. These metrics will allow the district to measure staff individually, in small groups, in large groups, and in the district as a whole. Student data from digital assessments tools IXL and Castle Learning, surveying staff and students through Google forms, attending out-of-district technology workshops, and the technology committee, will all be used to drive professional development topics and agendas for the year.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. 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	Research	Review all grade-level instructional	Director of Technology	Teachers	12/01/2023	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technologies used and prioritize professional development needs.				
Action Step 2	Professional Development	Provide professional development in areas determined in steps 1 throughout the school year	Director of Technology	Teachers	06/28/2024	0
Action Step 3	Evaluation	Evaluate outcomes of professional development offerings during the school year, re-prioritize PD offerings for the next school year and repeat the process.	Director of Technology	Teachers	07/28/2023	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	0

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.**

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

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1. **Enter Goal 2 below:**

Implement a Learning Management System district-wide to streamline the delivery of digital content, in all grade levels, from teachers to students and parents.

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

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

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

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

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ 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.**

Stakeholders will participate in the planning and evaluation of products, to find the best LMS for our district. Demos will be provided, in-person and virtually, with an open discussion and gathering feedback through Google forms for each product to be analyzed and accessed for district final selection. Once the district implements an LMS, usage reports, input from all stakeholders, and ongoing training will be used to evaluate the usage of the LMS, and any training needed to assist in the increase of using the LMS impactfully in all grade levels.

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.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Lists our limitations with Google Classroom, collect our districts wants/needs	Director of Technology	Technology Committee	07/02/2022	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		with a LMS, and Review LMS options				
Action Step 2	Evaluation	Conduct demos of LMS's selected from the previous step.	Director of Technology	Technology Committee	10/02/2022	0
Action Step 3	Collaboration	Present the top 2 LMS options from step 2 to the teachers and administrators, and select the top choice for the district to implement.	Director of Technology	Teachers and Administrators	04/28/2023	0
Action Step 4	Professional Development	Train all staff on new LMS	Director of Technology	Teachers and Administrators	08/18/2023	0

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	Implementation	Convert and roll out new LMS to all staff and students.	Director of Technology	Teachers, administrator, and students	09/05/2023	0
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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1. **Enter Goal 3 below:**

Provide additional internet connectivity options for students to extend learning opportunities beyond the school campus.

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.**

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

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ 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 usage data will be collected from the hotspot and bus wifi management system to be analyzed for future needs. Recommendations will be generated from the data collected and from parent and student feedback.

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.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Look for funding, solutions, and sustainability options for providing different ways to supply connectivity beyond our school for	Director of Technology	Administration	07/01/2022	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		students.				
Action Step 2	Research	Survey all students and families on their current connectivity situation at home.	Director of Technology	Administration	09/02/2022	0
Action Step 3	Purchasing	Purchase technology and software needed for students to have connectivity off our school campus	Director of Technology	Administration	10/14/2022	9000
Action Step 4	Implementation	Install bus wifi and handout hotspots to families identified from step 2.	Director of Technology	Students	11/25/2022	0

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	Evaluation	Review the use of bus wifi and hotspots to help make decision on sustainability cost for the next school year.	Director of Technology	Administration	06/23/2023	0
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

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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.**

   As the district grows our 1:1 Classrooms, instructional technology will continue to be a viable tool in achieving student learning objectives. With the use of digital tools like IXL and Castle Learning and driving these types of content through an LMS, learning gaps and mastery levels will be identified. Student growth will be better tracked to allow for proper goal setting year after year. Teachers will have unlimited opportunities to receive professional development on using these instructional technologies, in multiple ways, to obtain this content. The keys to successfully using these technologies in the classrooms start with the teachers' comfort level with deploying them. Student data reports will be shared with parents throughout the year to provide accurate progress monitoring, growth tracking, mastery levels, and other data points to ensure learning gaps are being met.

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.**

   The district has conducted a Digital Equity survey to identify student residential connectivity limitations to better understand our district's connectivity landscape. Every student has an assigned district Chromebook to ensure everyone has a device for digitally learning. Hotspots have been purchased and sent home to families identified in the survey as needing connectivity assistance. The district has met with local and state-level entities to lobby for expanded broadband capabilities and more affordable internet connectivity solutions for our families. Until these are met, the district will continue to loan out hotspots to bridge the connectivity capabilities gap amongst our students.

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.**

   Town of Webb UFSD utilizes a variety of programs to meet student's needs in regards to their Individualized Education Plan. Students participate in a 1:1 Chromebook program and utilize G-Suite apps to have digital access to the curriculum. The district has purchased Read & Write for Google to provide assistive technology software to those in need of speech to text, word prediction, text to speech, talking/picture dictionaries, etc. We also provide headphones with microphones and wireless or adaptive mice as needed for individual students. Utilizing Google Classroom within G-Suite teachers can distribute modified curriculum with individualized distribution to protect confidentiality. Our students with specific disabilities have individualized Bookshare accounts that provide our textbooks and novels in digital format. Our teachers also utilize YouTube for audiobooks for students whose learning style is not conducive to Bookshare. Our wireless infrastructure upgrade allows students to access the previously mentioned technology throughout the entire building as well as on transportation.

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.
   ☑ 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)

V. NYSED Initiatives Alignment

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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.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

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

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☐ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Helping students with disabilities to connect with the world

☐ 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.

☐ 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)

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

No ELL's at this time.

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.**

No

V. NYSED Initiatives Alignment

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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.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☐ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☐ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☐ Helping students connect with the world

☐ The interactive whiteboard and language learning

☐ Use camera for documentation

☐ Other (please identify in Question 8a, below)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.**

☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ 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.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☐ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☐ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☐ 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.

☐ 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.

☐ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☑ 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.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☑ Other (Please identify in Question 9a, below)

9a. **If 'Other' was selected in Question 9 above, please explain here.**

Hotspots will be offered as needed

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.**

☐ 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.

☐ 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.

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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	0.50
Instructional Support	0.25
Technical Support	0.25
Totals:	**1.00**

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	Professional Development	N/A	9,000	Both	☐ 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	Model Schools
2	Instructional and Administrative Software	N/A	10,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate	Tech Budget

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Grands ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	Hotspots and Bus WiFi	9,000	Annual	☑ 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	Tech Budget
4	Peripheral Devices	Chromebooks	15,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	Tech Budget

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**43,000**			

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

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

   https://www.towschool.org/our_school/instructional_technology_plan

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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VII. Sharing Innovative Educational Technology Programs

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

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