I. District LEA Information

Page Last Modified: 01/03/2022

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

Bryan Lamb

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

Director of Technology

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Page Last Modified: 05/31/2022

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

**Mission:** Whitman Pride: Empowering Learning Growing

**Vision:** To foster innovative and diverse life-long learners who positively impact the world community.

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

# Instructional Technology Vision:

We aspire to give all learners the opportunity to:

Use technology as an everyday tool for learning (It's the norm)

Be innovative, creative and self-directed learners

Transfer skills outside of the learning environment

Connect globally for real-life purposes through technology

Supplement local resources

Practice, model and act as good Digital Citizens

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

This plan was completed in connection to several stakeholder groups. These groups consisted of instructional administrators (Principals - Jenn Taft, Clayton Cole, Bonnie Cazer, Eric Pasho, (AP) Scott Robinson, Director of Student Support Services - Andrea Smith, Tech Coordinator - Bryan Lamb, Superintendent - Christopher Brown, Director of Curriculum, Instruction, Assessment, and PD - Erica Hasselstrom. In addition, the Tech Plan was taken for review to our Districtwide Diversity, Equity, and Inclusion Committee (2/10/2022) which consists of all administrators, teachers (UPK - 12), Board of Education Members, Parents, and Community Stakeholders. The group consists of 41 members. Finally, the Tech Plan was presented to the Districtwide Tech Coaches, whose role is to support tech integration for instruction. The plan was worked on monthly from September 2021 to April 2022. In response to reviewing the previous plan and our 1:1 initiative we moved forward with goals to address the new standards and equity in technoloygy.

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

The planning process for this plan was different than in the past for many reasons. Due to the pandemic, we had to use data from surveys and stakeholder input, rather than having whole group meetings. We met with tech coaches to determine what they saw as the highest level of need in their buildings. The District continues to build a robust infrastructure and network over the course of the implementation of both plans. While the District was able to quickly pivot to online learning platforms during the pandemic, it is critical to think about how to make learning equitable for all. In order to do this, we brought the previous and current goals to a wide variety of stakeholders to make sure that teaching and learning would continue to grow. One of the biggest areas for growth identified was how to create learning environments that met previously infused standards, to now having stand-alone standards for Computer Science and Digital Fluency. This need is reflected throughout the goals for the 2022-2025 Tech Plan.

II. Strategic Technology Planning

Page Last Modified: 05/31/2022

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

First and foremost, Equity needed to be addressed, given what we have learned throughout the COVID 19 pandemic. With this in mind, we needed to examine the hardware, software, and professional learning expectations that would support learners both at home and in school, while honoring the replacement cycle initiated pre-pandemic. Our work with stakeholders happened both digitally and face to face. From our previous plan, we are continuing to work on personalized learning to continue to support instructions and teaching. Classrooms have been equipped with better digital cameras to create a better virtual learning environment for students and teachers. Additionally, the new Computer Science and Digital Fluency Learning Standards will address gaps students have in computing, both at the basic and advanced levels. Teachers and paraprofessionals will need continued professional learning opportunities to lead this work. Across the District, we have approximately 30% of land area that has limited to no internet, even via cell phones. Another 20% have non-broadband internet. This dramatically impacts students' access. We have worked with state and local groups to continue to improve this service. Technology integration continues to be a focus for all professional development. We have increased the PD model on synchronous/asynchronous learning and on all of our digital platforms. We created onboarding lessons for students at each building to make sure they are able to use all devices and programs they will need on a regular basis, at the start of the school year.

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

Yes

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

Annually, the Professional Learning Plan contains a goal determining action steps for the District, and within each building, for instructional technology. This goal will continue to address personalized learning and the new Computer Science and Digital Fluency learning standards. While the majority of our teachers have had advanced PD in Blended Learning. This work will continue to happen for all teachers and will be heavily supported by the new standards. With the full implementation of these standards in 2024, it will be important to define curriculum opportunities that currently exist that embed these standards while also creating new learning opportunities. Through annual needs assessment, we determine current levels of technology proficiency in our faculty and staff. Based on that and feedback from our building tech coaches, we determine what training we need to offer, the varying levels of each offering, and the spiraling of these offerings. These are all noted on our professional learning plan as well.

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III. Goal Attainment

Page Last Modified: 01/04/2022

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:**

   Moderately

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

   **The district has met this goal:**

   Moderately

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:**

   Moderately

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Page Last Modified: 05/31/2022

**1.** **Enter Goal 1 below:**

**#1: Transforming Teaching & Learning**

All teachers, administrators, and instructional staff will shift pedagogy to engage, empower and innovate for students, incorporating the best possible use of digital tools to meet the needs of diverse learners.

**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 | ☑ Economically disadvantaged students |
| ☑ Early Learning (Pre-K -3) | ☐ Students between the ages of 18-21 |
| ☑ Elementary/intermediate | ☐ Students who are targeted for dropout |
| ☑ Middle School | prevention or credit recovery programs |
| ☑ High School | ☑ Students who do not have adequate access to |
| ☑ Students with Disabilities | computing devices and/or high-speed internet at |
| ☑ English Language Learners | their places of residence |
| ☑ Students who are migratory or seasonal | ☑ Students who do not have internet access at |
| farmworkers, or children of such workers | their place of residence |
| ☑ Students experiencing homelessness and/or | ☑ Students in foster care |
| housing insecurity | ☐ 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 teaching and learning goal will be measured regularly. Technology plays a critical role in teaching and in student learning outcomes. In our annual needs assessment, we will ask teachers and Related Service Providers what technology tools and equipment they are using. We will then ask them to rank those tools and equipment on the TPACK framework, to ensure that the use of technology is purposeful. We will also use data reports from actual software titles to look at the analytics of usage. To measure the success of this goal, we will continue to conduct needs assessment surveys of faculty and staff, as well as survey students on intended learning outcomes.

Page Last Modified: 05/31/2022

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 | Curriculum | Teachers will build and implement curriculum that includes digital media and computer literacy skills across all grade levels. | Curriculum and Instruction Leader | District Administration, Building Administration, Teachers, Tech Coaches | 06/28/2024 | $100000 |
| Action Step 2 | Professional Development | Annual PD on District approved digital tools and media. | Curriculum and Instruction Leader | District Administration, Building Administration, Teachers, Tech Coaches | 06/28/2024 | 100000 |
| Action Step 3 | Budgeting | Create shared resources of available and compliant digital tools and media purchased or freeware. | Director of Technology | District Administration, Building Administration, Teachers, Tech Coaches | 06/28/2024 | 200000 |
| Action Step 4 | Implementation | Across the 3 year period of time, all faculty and staff will learn about and implment new digital media tools and resources. | Curriculum and Instruction Leader | District Administration, Building Administration, Teachers, Tech Coaches | 06/28/2024 | 100000 |

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 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

Page Last Modified: 05/31/2022

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| 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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Page Last Modified: 05/31/2022

**1.** **Enter Goal 2 below:**

**#2: Professional Learning & Support**

All staff will be supported with high quality, rigorous and relevant professional learning opportunities in order to meet the needs of diverse learners.

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

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

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

| | |
|---|---|
| ☑ All students | ☑ Economically disadvantaged students |
| ☑ Early Learning (Pre-K -3) | ☐ Students between the ages of 18-21 |
| ☑ Elementary/intermediate | ☑ Students who are targeted for dropout prevention or credit recovery programs |
| ☑ Middle School | |
| ☑ High School | ☑ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| ☑ Students with Disabilities | |
| ☑ English Language Learners | |
| ☑ Students who are migratory or seasonal farmworkers, or children of such workers | ☑ Students who do not have internet access at their place of residence |
| ☑ Students experiencing homelessness and/or housing insecurity | ☐ 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.**

Professional development to meet the needs of diverse learners requires rigorous opportunities for learning that are personalized for faculty and staff. Not every student is the same, nor is every educator. With that in mind, looking at what students need via a needs assessment will give us a starting point for planning and developing professional learning. Once professional development is completed, faculty and staff will need time to try learnings in their classroom. Once they have completed such actions, they will be given a feedback survey to look at strengths and areas for growth.

Page Last Modified: 05/31/2022

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 | Professional Development | Strategic and multiyear rollout of professional learning opportuniteis designed for meeting the needs of all students. | Curriculum and Instruction Leader | District Administration, Building Administration, Teachers, Tech Coaches | 06/28/2024 | 100000 |
| Action Step 2 | Collaboration | Continue to work with the Warner School and WFL BOCES for learning in regards to the new digital literacy and computer science standards. | Curriculum and Instruction Leader | District Administration, Building Administration, Teachers, Tech Coaches | 06/28/2024 | 2500 |
| Action Step 3 | Planning | Work with district administration, teacher leaders, and tech coaches to stay current in digital practices, to support responsive and proactive trainings for teachers. | Curriculum and Instruction Leader | District Administration, Building Administration, Teachers, Tech Coaches | 06/28/2024 | 0 |
| Action Step 4 | N/A | N/A | N/A | N/A | 06/30/2024 | N/A |

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 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

IV. Action Plan - Goal 2

Page Last Modified: 05/31/2022

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| 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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Page Last Modified: 05/31/2022

**1.**     **Enter Goal 3 below:**

**#3: Understand & Implement NYS Computer Science & Digital Fluency Standards**

All instructional staff will infuse new Digital Literacy and Computer Science learning standards throughout the curriculum to increase student achievement in digital learning targets.

**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 | ☑ Economically disadvantaged students |
| ☑ Early Learning (Pre-K -3) | ☐ Students between the ages of 18-21 |
| ☑ Elementary/intermediate | ☑ Students who are targeted for dropout prevention or credit recovery programs |
| ☑ Middle School | |
| ☑ High School | ☑ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| ☑ Students with Disabilities | |
| ☑ English Language Learners | |
| ☑ Students who are migratory or seasonal farmworkers, or children of such workers | ☑ Students who do not have internet access at their place of residence |
| ☑ Students experiencing homelessness and/or housing insecurity | ☐ 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.**

With the new Digital Literacy and Computer Science standards being rolled out, the work for this will be ongoing. The first step will be to evaluate the current curriculum to see where the standards are naturally being taught and then add the learnings that may be missing from the current curriculum. Then teachers will have to work collaboratively to make sure there is alignment, vertical and horizontal so that all students are getting access to digital learning. We will need to evaluate this work based on student performance and skill levels. This goal will be assessed during curriculum alignment and through teacher observations.

Page Last Modified: 05/31/2022

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 | Budgeting | Determine curriculum needs for digital literacy and computer science strands. | Curriculum and Instruction Leader | District Admins, Building Principals, Teachers, TA's, Technology department. | 06/28/2024 | 5000 |
| Action Step 2 | Curriculum | Review current grade level curriculum for digital literacy and computer science standards. | Curriculum and Instruction Leader | District Admins, Building Principals, Teachers, TA's, Technology department. | 06/28/2024 | 5000 |
| Action Step 3 | Implementation | Continue to add learning elements to curriculum for grades UPK - 12 aligned to digital literacy and computer science standards. | Curriculum and Instruction Leader | District Admins, Building Principals, Teachers, TA's, Technology department. | 06/28/2023 | 5000 |
| Action Step 4 | Professional Development | Faculty, staff, and administrators will understand new standards, look for connections across curriculum and make decisions to implement the standards across all grade levels. | Curriculum and Instruction Leader | District Admins, Building Principals, Teachers, TA's, Technology department. | 06/28/2025 | 5000 |

7. **This question is optional.**

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

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

Page Last Modified: 05/31/2022

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

**8.** **Would you like to list a fourth goal?**

No

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V. NYSED Initiatives Alignment

Page Last Modified: 05/31/2022

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

   All students, UPK - 12, in the district have access to 1:1 devices for instruction. From 5th grade up, students are able to take their devices home on a daily basis. When we have had to go to a virtual learning option, all students have taken their Chromebooks home. The majority of our faculty and staff have had extensive professional learning in personalizing and blending learning for students. With this mindset, teachers use technology as an integrated tool to maximize learning outcomes for all students. This has helped to set the stage for students to have offerings for course work beyond what could be typically taught in the building. It also has helped students be more prepared for 21st-century skills needed upon graduation. Across UPK - 12, there are a wide variety of digital platforms that students use. Kamie, Schoology, and GoGuardian are used by all, and students are taught how to use or how those programs work in a scaffolded manner. Students regularly use digital platforms specific to content or grade level to show mastery of skills. These programs are offered to all students.

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.

   Gorham-Middlesex has been a 1:1 school for several years. Throughout the COVID - 19 pandemic, we have worked with local agencies to detail areas across our vast District where internet and cell phone service is not readily accessible. TO support students and families, we do have a substantial number of MiFi devices that are loaned out to families, particularly targeting our ELL students, students with disabilities, students deemed homeless, and those living in poverty so that students have ready access to their curriculum.

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.**

   Both students with disabilities and those not classified but with 504 plans, regularly have reviews regarding their technology needs. For those students who need assistive technology, full evaluations are completed and reviewed with all stakeholders attached to the students. For all students, we have access to speech to text and text to speech via google extensions. This supports both reading and writing. Teachers are given professional development on those software pieces so they can implement them with all students. Differentiation and blended learning are regularly used to support learning outcomes for all students, including those with a wide range of disabilities. Teachers and students all have access to text-to-speech and speech-to-text programs to support student learning. Teachers are also able to use a wide range of programs to differentiate both content and pace.

V. NYSED Initiatives Alignment

Page Last Modified: 05/31/2022

**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)

**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)

V. NYSED Initiatives Alignment

Page Last Modified: 05/31/2022

**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)

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

Yes

**7a.** **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

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

(No Response)

V. NYSED Initiatives Alignment

Page Last Modified: 05/31/2022

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)

V. NYSED Initiatives Alignment

Page Last Modified: 05/31/2022

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

☑ 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)./

☑ 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)

V. NYSED Initiatives Alignment

Page Last Modified: 05/31/2022

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.

☑ 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.

10. **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ b) The district uses instructional technology to facilitate classroom projects that involve the community.

☑ c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

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

☐ g) Other (please identify in Question 10a, below)

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

VI. Administrative Management Plan

Page Last Modified: 04/08/2022

1. **Staff Plan**

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

| | Full-time Equivalent (FTE) |
|---|---|
| District Technology Leadership | 1.00 |
| Instructional Support | 0.00 |
| Technical Support | 3.40 |
| **Totals:** | **4.40** |

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 | Network and Infrastructure | N/A | 400,000 | Both | ☐ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☑ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, | N/A |

Page Last Modified: 04/08/2022

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | to the right)<br>☐ N/A | |
| 2 | End User Computing Devices | N/A | 1,100,000 | Both | ☐ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☑ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | N/A |
| 3 | Instructional and Administrative Software | N/A | 150,000 | Both | ☑ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☑ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional | N/A |

VI. Administrative Management Plan

Page Last Modified: 04/08/2022

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A | |
| 4 | Internet Connectivity | N/A | 50,000 | 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 | N/A |
| **Totals:** | | | **1,700,000** | | | |

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?**

    Yes

VI. Administrative Management Plan

Page Last Modified: 04/08/2022

**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.mwcsd.org/district/district-plans

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.

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/08/2022

**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 | | ☐ Professional Development / Professional Learning |
| ☑ Blended and/or Flipped Classrooms | ☐ English Language Learner | |
| | ☑ Instruction and Learning with Technology | ☐ Special Education Instruction and Learning with Technology |
| ☐ Culturally Responsive Instruction with Technology | ☐ Infrastructure | |
| ☐ Data Privacy and Security | ☐ OER and Digital Content | ☐ Technology Support |
| ☐ Digital Equity Initiatives | ☐ Online Learning | ☐ Other Topic A |
| ☐ Digital Fluency Standards | ☐ Personalized Learning | ☐ Other Topic B |
| | | ☐ 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 | Erica Hasselstrom | Director of Curriculum, Instruction, Assessment, and PD | ehasselstrom@mwcsd.org | ☑ 1:1 Device Program<br>☐ Active Learning Spaces/Makerspaces<br>☑ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☐ Data Privacy and Security<br>☐ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☑ Instruction and |

Page Last Modified: 04/08/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | Learning with Technology<br>☐ Infrastructure<br>☐ OER and Digital Content<br>☐ Online Learning<br>☐ Personalized Learning<br>☐ Policy, Planning, and Leadership<br>☐ Professional Development / Professional Learning<br>☐ Special Education Instruction and Learning with Technology<br>☐ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ 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<br>☐ Active Learning Spaces/Makerspaces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology |

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/08/2022

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

Page Last Modified: 04/08/2022

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

Page Last Modified: 04/08/2022

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

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/08/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | Professional Learning<br>☐ Special Education Instruction and Learning with Technology<br>☐ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ Other Topic C |

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