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?**

Jeffrey S Nevinger

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

Director of Technology

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

District Mission Statement The mission of Letchworth Central School is to prepare each student for the challenges of his or her own distinct future in a democratic, pluralistic society. Each pupil will acquire the life skills, moral values, and information processing capabilities to become successful, fulfilled adults. The school community will develop and maintain high staff and student morale and encourage the love for learning as a lifelong process. This is best achieved by bringing the world to our students, through the cooperative effort and common goals of staff, students, and community.

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

Letchworth Central School will use technology to improve education and management as a means of enhancing the overall achievement of the students, staff, and community in support of the District Mission Statement.

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.**

On August 10,1993, the Board of Education appointed a Computer Technology Committee consisting of Teachers, Administrators, School Board and community members to do a comprehensive study of our technological needs across the entire School District. The committee was given the following charge: The committee shall assess the present status and future needs of the District regarding computerized technology, and conduct research relating to available options in this area. Based on their information, the committee shall establish a goal and subsequent long-range plan for computerized technology within the school. The plan shall deal with the establishment of a computer framework and the purchasing of specified hardware. Recommendations relating to hardware shall be based upon cost, updating/upgrading capacity, and the availability of application software for serving all dimensions of the school. It was directed that the Technology Plan be representative of the District's Mission Statement and the Technology Mission Statement.
The Technology Committee remains active in annually reviewing and developing new goals to maintain the integrity of our infrastructure as well as instructional practice. The committee convenes just prior to the annual BOE reorganizational meeting in July and meets two or three more times throughout the year to check progress on any projects for the year.

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

The district will be conducting a survey of instructional and support staff to assess use of software, online curricular and assessment resources, and other technology tools available to determine usage and renewal goals. Increased opportunities for curricular and assessment software and online resources that require annual renewal costs can be better managed with staggered implementation.
The Technology Committee will meet quarterly to evaluate new resources available and problem-solve any concerns that arise in 1:1 device implementation.
Teacher evaluations are done 3-4 times per year for each instructor. Evaluations include an assessment of the teacher's "effective use of physical resources, including computer technology, by both teacher and students" as per the Danielson Revised Framework for Teaching rubric. This allows regular evaluation of the impact technology is having on students' learning and effectiveness of teaching strategies through data driven instruction in the PK-12 classrooms.
As more instructional technology, including online curricular resources, become more available and affordable the district is more focused than the previous two or three years on the classroom implementation of such resources. Student-centered and driven work is a best practice in improving academic engagement, a main focus of our professional learning plan after two years of "pandemic learning." Rather than utilizing instructional tech tools primarily for assessment, the district is interested in improving students' efficacy in utilizing technology for learning and demonstration of skills. This was an intended goal in previous years that was held over as a result of the COVID pandemic and significant shifts in instruction.

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

The experience of the COVID pandemic required platforms and resources to support students and families in the remote learning environment. Our increased global use of Google Classroom and other tools that integrate with that platform provided our district insight into what best practices needed enhancement and what should be set aside for our learners and instructors. Keeping in mind our rural community, some teachers and students developed skills for taking online materials and making them available offline for those students who do not have internet connectivity in their homes. This issue resonates with fewer than 50 students district-wide, but has been considered an equity concern worth addressing. To improve proficiency of both instructors and students with instructional technology, training sessions have been offered for teachers by their peers throughout the year's conference days. Regional resources have also been accessed when an onsite "expert" is not available.

Further, the district recognized the need to streamline school-to-home communication for the purposes of family engagement, parent information, and academic socialization. To achieve this goal, our technology plans shifted to utilize a single engagement tool (ParentSquare) to inform and contact our school community. This new tool was piloted by teachers and turn-key trainings were held at each building level to increase understanding and comfort in using ParentSquare for communication with our families and community.

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.**

Ongoing technology support for Gmail, software issues and web applications Google Drive and GAFE training for the continued advancement of 1:1 devices, student collaboration tools, online assessment tools, and family engagement tools.
 Media Library Support training in the use of web-based, online support resources, and an overview of available databases for research.
 District-wide training in the use of SchoolTool for enrollment, attendance, grade book, data and assessment tracking, and Parent Portal.
Professional learning for instructional and non-instructional staff will be determined by a needs assessment survey. Our district has been effective in offering "tech tip training sessions" onsite during our Superintendent's Conference Days and plans to continue providing those learning opportunities to enhance the use of technology in the classrooms. To measure the capacity of our instructional staff, the administration will evaluate teacher observation data to determine to what degree instructional technology is being used in classrooms for instruction, skills work, and assessment.

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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:

   > Significantly

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:**

Increased access to and equity in instructional tools and resources for all PK-12 students.

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.**

All tools and resources being considered for implementation in the district's technology plan will be fully vetted for integration to current instructional platforms used by our students. Programs will be measured by their usefulness to diverse student demographic groups, content areas, grade levels, and in both the online and offline environments. These instructional tools should demonstrate effectiveness for activating previous knowledge, engaging students with content(s), and providing assessment options for instructional staff to determine student academic progress.

The use of instructional technology is also a component of the Danielson Revised Framework for Teaching through which our instructional staff is evaluated. New digital tools and resources that can be seamlessly integrated to improve teaching and learning will also be evaluated for value in classroom observations. Our district will know we are achieving our goal when Google Classroom and the digital platforms for SAVVAS math and HMH Into Reading are successfully navigated by both teachers and students, as needed.

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	Vetting of instructional	Curriculum	Teachers	06/30/2	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
		technology tool or resource	and Instruction Leader		025	
Action Step 2	Cybersecurity	Determination of Ed Law 2-d compliance	Business Official	IT Department	06/30/2025	0
Action Step 3	Purchasing	Collaboration with EduTech for purchasing	Business Official	Curriculum & Instruction Leader	06/30/2025	0
Action Step 4	Implementation	Integration to teaching and learning	Classroom Teacher	IT Department	06/30/2025	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 2 below:**

   Providing ongoing professional learning opportunities for teachers to explore instructional technology tools/resources that will enhance teaching and learning

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.**

   With the implementation in the past five years of 1:1 devices, teachers are encouraged to continue finding appropriate methods for tech integration in lesson planning and assessment. Funding is dedicated annually to professional learning specifically around instructional technology exploration and implementation as a means to increase the rigor and equity in the content areas. Throughout the teacher evaluation cycle each year, feedback is provided to support teachers who need resources to provide access or accommodating resources to students with disabilities, who require academic intervention, or who have limited internet access outside of school.

   On an annual basis the usage of each tool/resource will be evaluated for cost-effectiveness, overlap to other platforms, easy of use for students and teachers, and whether or not renewal is appropriate. Data will be collected by evaluating the opportunities for professional learning around instructional technology and the number of teachers participating in those opportunities. We will have achieved the district's goal when every teacher has attended at least two session for professional learning.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Provide paid professional learning for teachers to learn about tech integration of tools to enhance teaching and learning	Curriculum and Instruction Leader	Classroom Teachers	07/01/2022	23,490
Action Step 2	Implementation	Implementation of tech integration learning	Classroom Teacher	Curriculum & Instruction Leaders	07/01/2023	0
Action Step 3	Evaluation	Evaluating the use of technology in teaching and learning to determine next steps, renewals	Curriculum and Instruction Leader	Classroom Teachers	07/01/2023	0
Action Step 4	N/A	N/A	N/A	N/A	07/01/2023	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

   The district will develop a complete K-12 scope and sequence of technology skills to be mastered by students each year. The focus will be on Chromebook use/manipulation and the use of Google Suite tools/applications for our 1:1 initiative.

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.**

   Our district 1:1 initiative uses Chromebooks for all students K-12. The intent of the scope and sequence project will be to develop a comprehensive rubric of soft skills that students will master at each grade level in anticipation of further developing their technology proficiency annually in their instructional program. Embedded skills included in the rubric will focus on the effective use of Chromebooks and the tools/applications available in the Google Suite, as appropriate for students at each level. As students enter Middle School (grade 5), they will have Library/Media Skills courses which include units on keyboarding. Additional application proficiencies will be added to the rubric expectations as students move into Grade 7-12, including Noodle Tools and Kami.

   Annually, the Technology Committee will survey the instructional faculty about concerns or gaps in learning. The data collected will then be used to develop opportunities for professional learning that supports embedded instructional technology skills and development. The district will deem the goal accomplished when students at every grade level have demonstrated the appropriate level of proficiencies using instructional technology.

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.**

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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
Action Step 1	Curriculum	Develop a template for a Scope & Sequence of Technology Skills for Students K-12	Curriculum and Instruction Leader	Teachers	06/30/2025	0
Action Step 2	Collaboration	Identify embedded technology skills appropriate for each grade level	Classroom Teacher	Media Specialist	06/30/2025	0
Action Step 3	Implementation	Embed previously identified tech skills into grade-level curriculum throughout the year	Classroom Teacher	Curriculum and Instruction Leader	06/30/2025	0
Action Step 4	Evaluation	Collect EOY data to determine the proficiencies met at each grade level	Curriculum and Instruction Leader	Technology Committee	06/30/2025	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	Professional Development	As needed, provide PD to support teachers in further implementing tech skills within grade level material	Curriculum and Instruction Leader	(No Response)	12/15/2024	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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8. **Would you like to list a fourth goal?**

No

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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.**

Letchworth has chosen to implement a 1:1 solution for their students using Google Apps for Education (GAFE) and Google Classroom.GAFE provides a managed application solution that works well in our rural environment with limited Internet access at home. Google Classroom provides an assignment management solution that works well across several platforms.
 District faculty, staff and administration will continue sharing new ways to incorporate GAFE and other app-based systems to improve students' learning and access to technology in classrooms PK-12. Peer-to-peer and grade level supports shall continue as part of the weekly meeting routine previously established. Google Drive document collaboration will become the norm for all teams and offices.
 The following steps are expected for instructional and support staff:
 - utilize online assessment tools (Kahoot!, Edmodo, IXL, AIMSweb Plus, etc.) for formative assessments and data collection on student learning
 - incorporate opportunities for students' to collaborate with peers while writing, editing, and producing other artifacts of learning; teach students to use technology to demonstrate their learning in a variety of ways
 - promote a paperless environment through the use of Google Drive
 - provide students with multiple pathways to demonstrate learning through the use of technology
 - increase students' exposure to cultural and experiential learning opportunities through the use of online chats, Google hangouts, and other distance learning tools or resources
Teachers are expected to use technology in every lesson in some capacity beyond the posting of daily agendas or learning targets. Whether for formative/summative assessment, note-taking, application of learned content, or web-accessible resources to enhance instruction, the use of technology should be integrated daily. Our digital platforms for learning - SAVVAS math, HMH Into Reading, Google Classroom and more - allow teachers the opportunity to give students the option of digital as well as paper accommodations for their learning preference and style. Some students utilize the text-to-speech options to support their learning and access when a consultant/special education teacher or support staff are not available.

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.**

Short term - The district will continue to budget, plan and implement our 1:1 device plan to build our students' technology skills and digital literacy skills. For all students, but specifically those without internet access in the home, the district will use downloadable materials with offline access.
Long term - The district will continue forcast technology needs to prepare budgets that allow for replacements, cycling of new materials, and continued improvement in our instructional technology. Professional learning will be used to continue promoting and supporting teachers in the implementation of instructional technology in all content areas for college- and career-readiness.

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.**

Students with disabilities are fully included in the general education setting at Letchworth Central School other than periods of the day they may be receiving individual related services (OT, PT, Speech therapy, counseling). Students with disabilities are provided the same 1:1 devices as their non-disabled peers and use them daily to retrieve assignments and curriculum materials, to develop projects, to collaborate with peers, to communicate with teachers, and to participate in formative assessments.
Some students have been utilizing Read & Write for Google to support their needs, as well as other text-to-speech options. Teachers use applications like NewsELA and others like it to differentiate the text of articles and primary sources for students. Both digital platforms for K-6 Math and ELA incorporate (SAVVAS and HMH) offer embedded tools for differentiation. Other special needs that are required and are not available on Chromebooks are accommodated with the use of iPads.

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V. NYSED Initiatives Alignment

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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)

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)

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V. NYSED Initiatives Alignment

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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)

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)

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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)

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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	0.25
Instructional Support	1.00
Technical Support	1.00
Totals:	**2.25**

2. **Investment Plan**
    Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.
    Provide a three-year investment plan to support the vision in Section II and goals in Section IV.
    A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.
    All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	450,000	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
2	Peripheral Devices	N/A	75,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	N/A

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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
					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	
3	Instructional and Administrative Software	N/A	405,000	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
4	N/A	N/A	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

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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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			**930,000**			

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?**

   No

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.letchworth.k12.ny.us/Page/5408

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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	Jeff Nevinger	Director Of Computer Operations	jnevinger@letchworth.k12.ny.us	☑ 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	Julie Pernesky	Director of Curriculum & Instruction	jpernesky@letchworth.k12.ny.us	☐ 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	John Novak	Business Administrator	jnovak@letchworth.k12.ny.us	☐ 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 ☐ 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

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