

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 05/02/2022

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

Martin Rotz

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

Superintendent

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2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

Page Last Modified: 05/11/2022

1. What is the overall district mission?

Holding the belief that all students can learn and the conviction that learning is the responsibility of each student, teacher, and parent. The Romulus Central School community will provide an educational environment to encourage achievement and scholarship. Students will be encouraged and challenged to develop responsibility towards learning and demonstrate skills which will enable them to become productive members of society.

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

The use of technology at RCS for students and staff will involve:

Student/teacher roles will be redefined. Less emphasis will be placed on the teacher as presenter. Teachers will function as coaches, guides, facilitators, and co-adventurers in the search for knowledge

Development of 21st century "super skills" that incorporate the appropriate use of sharing and accessing information. Communication, Collaboration, Critical thinking, and Creativity will be the Common Core.

Ethics will become more important as people gain greater access to knowledge and information that can affect others. Professional Development and training will be re-defined (less face to face, more online training and the use of resident experts).

The administration will create an environment that supports access to learning technologies, available to all teachers to support their own learning and professional development at school and home.

Establishing a partnership with internet providers for students to access the internet from home.

Parents will access information about their children's school, teachers, homework, or schoolwork, and will be able to access a wide range of direct student activities that can help them to assist their children at home.

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

The current technology plan is the result of collaborative efforts between school and community members. The district technology committee is comprised of members of the IT department, teachers, Board of Education member, and a parent representative and meets 2-4 times annually. The Technology Committee reviewed and revised the plan from 2018-2021. Technology in secondary classrooms was a major focus of the last capital project. Included in these renovated classrooms are sound amplification, improved Wifi, and upgraded student/staff devices. The district continues to implemented a Personalized Learning/Student Centered approach to instruction which includes use of digital content as a major component.

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

Since the development of the last 3 year plan, the district has reached a 100% access to wireless signal on campus (including expanded wireless access outdoors) and at home for students. This continues to address the goal of providing equitable access to technology in a fiscally responsible manner. Planning for future technology needs is now based more on feedback from experiences rather than visioning. For example, as our Technology Committee collects feedback from students/staff on the use of devices, we can better decide upon which items need upgrades. This is particularly true in the case of classroom displays.

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

From the experiences of the Pandemic, we realize more than ever before the need to be ready for a remote teaching/learning pivot. We had already achieved a 100% 1:1 implementation of devices and access to the internet from home through district issued hotspots. Going forward into a post pandemic period, we know that remote learning will remain an option when needed based on student long-term absences or a future public health emergency. An increased number of devices was not needed other than chargers which were frequently lost or damaged. Our device deployment took the form of administrators personally delivering things to students and staff during the COVID shutdown. Oddly enough, training to accomplish remote learning was not a big need. Staff in the secondary had already been using Google Classroom going into the pandemic. Elementary classroom had used a variety of platforms including Class Dojo and Google Classroom prior to the pandemic. School board and community meetings showed an increase in participation during the pandemic when all meetings were virtual. Our community found that connecting to a meeting virtually was preferable to coming out to the school for in-person meetings.

6. Is your district currently fully 1:1?

Yes

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 05/11/2022

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.

Technical Professional Development Plan

To ensure that RCS staff is proficient in using district technology resources a professional development plan has been outlined in the table below. The plan will be annually reviewed by the District Technology Committee/ Administrative team to verify that it meets current and anticipated technology requirements. Individual progress will be evaluated by the building principal for teaching staff as part of a periodic review. Feedback will be provided to the Superintendent and the Technology Committee.

Technical Skills

Delivery Plan

1 - RCS Network Architecture Resources, and Usage

- Accessing local wide/area resources
- Understanding District Infrastructure
- Available resources
- Acceptable Use Policy

- August of each school year
- Building administrator to determine schedule

2 - Technology Integration

- Google Apps
- Google Drive
- Chromebook Usage
- Advanced Google Apps
- Advanced Computer Integration
- Viewsonic Touchscreen Displays
- Computer Security Training - KnowB4

- Basic training will be provided by district technology coach
- Comprehensive Training in Chrome, Chrome Books, and Google Suite is provided during new teacher orientation
- Repeat and advanced training on conference days

3 - Student Management System

- SchoolTool
- Google Classroom/Gradebook
- Parent Square Messaging System
- Athletic Registration through Family ID

- Training & support provided by WFL BOCES and Turnkey trainers
- Teacher training during in-service and new teacher orientation

4 - Internet Safety

- Training provided as part of distribution of Chromebooks

5 - Library Electronic Catalog/Databases

- Training provided by Library Media Specialist and Technology Coach

6 - Specialized Software

IEP Direct, VersaTrans, iReady, Nvision., As Requested or Need Identified

- Presented by program vendors, BOCES, district Technology Coach. Available as optional schedule on all SCDs

7 - Specialized Hardware

- Smart Board, BrightLink Interactive Projector
- Distance Learning, etc. as identified by teachers, administrators

- Presented by, program vendors, BOCES, district Technology Coach
- Offered as options on conference days

8 - Information Technology Training

- Attending conferences, workshops, targeted training, BOCES classes, etc.

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2022-2025 Instructional Technology Plan - 2021III. Goal Attainment

Page Last Modified: 05/11/2022

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:

Moderately
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:

Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:

Fully
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
The district has met this goal:

Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
The district has met this goal:

Minimally

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/11/2022

1. Enter Goal 1 below:

Provide equitable access to cutting edge technology in a fiscally responsible manner

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.

Evaluation of this goal is based upon getting all students and staff access to internet and local network connected devices both at school and at home. Successful in achieving this is measured by having our local network and wireless access function at a 95% or greater capability during the school year. At home access for students is successfully achieved when we reach 100% of students in grades 2-12 having wireless internet access either through their family or use of a district provided hotspot. The district has access to reports of uptime and access speed through our regional technology provider Edutech of WFL BOCES.

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	Planning	Shift use of traditional network connected PC's to use of internet based devices	Superintendent	N/A	07/01/2022	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/11/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		allowing larger numbers of devices creating equity				
Action Step 2	Budgeting	Reassign funds from textbooks and traditional PC's towards purchase of larger numbers of internet based devices	Business Official	N/A	07/01/2022	0
Action Step 3	Purchasing	Maintain and purchase devices to achieve a true 1:1 ratio of devices to students to increase equity.	Assistant Superintendent	N/A	07/01/2022	100,000
Action Step 4	Implementation	Connect and maintain increased number of devices for 1:1 equitable access.	Assistant Superintendent	N/A	07/01/2022	50,000

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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/12/2022

1. Enter Goal 2 below:

Develop information literacy for students, staff and community while promoting digital citizenship.

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

- 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.

Successful completion of this goal is based upon our students, staff, and community being able to interact with each other and the school via digital methods. Examples of progress towards achievement include converting the district newsletters from paper to digital copies, posting employment activities through social media to better reach our community, organizing instruction, grading, and parent information through a Learning Management System and Notification System where families register and choose their delivery methods, and including community groups in the district's digital footprint through social media. Evaluation of this goal is done more through gathering evidence of forward momentum than any metric or tool.

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	Infrastructure	Increase and improve the number and quality of wireless access	Superintendent	N/A	07/01/2024	310,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/12/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		points throughout the campus.				
Action Step 2	Policy/Protocols	Enforce district policy for acceptable use and CIPA.	Superintendent	N/A	07/01/2024	0
Action Step 3	Professional Development	Provide staff workshops and training on use of latest operating systems, email, and student information system.	Assistant Superintendent	N/A	07/01/2024	2500
Action Step 4	N/A	N/A	N/A	N/A	05/12/2022	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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 05/12/2022

1. Enter Goal 3 below:

Increase student engagement in teaching and learning through the use of technology

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

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

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

- All students
- Early Learning (Pre-K -3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Increased engagement of students through the use of technology will be measured by various means. Formative data would include increase in completed assignments by students during periods of absences and student grades at mid-year checkpoints for report cards. Other benchmark checkpoints for measuring student engagement through technology include iReady scores and local unit test scores when tests are administered digitally. Increases in the number of project based learning assignments in secondary grades where students work collaboratively using their devices would be another method to measure increased engagement. Student engagement through technology also occurs during direct messaging between teachers and parents using Parent Square and between students and teachers via district provided gmail accounts. Measuring engagement data such as login times and time stamps from online programs provides administrators with raw data on engagement time.

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	Implementation	Promote & adopt a district philosophy on	Superintendent	Assistant Superintendent	07/01/2023	50000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 05/12/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		how technology is used for instruction. Devices, programs, and supporting equipment is environmental to classrooms. Technology must allow us to provide communication, collaboration, creativity, and critical thinking not otherwise possible. Ongoing workshops, meetings, and training to carry out this philosophy.				
Action Step 2	Implementation	Setting expectations for students and teachers to connect via Google Classroom, Gradebook, email, and selected digital content platforms. Ongoing monitoring by administration and providing training to use these tools.	Assistant Superintendent	N/A	07/01/2024	10,000
Action Step 3	Implementation	Classrooms in primary/elementary grades engage students in the real use of technology based instruction & assessment for at least 60 minutes per week. Secondary classrooms engage students in the real use of technology based instruction for at least 120 minutes per week.	Building Principal	N/A	07/01/2024	0
Action Step 4	N/A	N/A	N/A	N/A	05/12/2022	N/A

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 05/12/2022

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 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)

8. Would you like to list a fourth goal?

No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 05/12/2022

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.**

The availability of high fidelity digital content aligned to the NYS Learning Standards allows us to realize our philosophy of engaging students with content/skills using technology. In the past, we utilized adaptive digital diagnostics in Reading & Math to produce student progress profiles and predictions of performance on NYS assessments. Now that the NYS standards have been revised and appear stable in ELA and Math, Social Studies, and Science, digital content programs are available to match these. The latest programs (for example Scholastic ELA program) contain NYS standards based diagnostics and instructional modules. Every student having an internet based device which delivers an appropriate level of digital content completes the plan for a comprehensive and sustained effort to support rigorous standards attainment and improve student performance. The technology can augment the classroom teacher by identifying particular pieces of the standards where students need more work. Each student having their own device allows their needs to be targeted while other students work on items appropriate to their levels and needs. The district has made a financial commitment to replenishing devices and license renewals as needed for this model to go forward.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time” (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The district continues to provide access equally to all students as follows:

- All students K-12 have a district-provided Chromebook used in school and at home
- All students K-12 have access to campus-wide Wifi in all classrooms and around a 200' perimeter outdoors.
- The district is a single building PK-12 complex providing identical access to all students
- Any student who does not have Wifi at home is provided a free hotspot from the district through partnership with Verizon Wireless
- The district has increased FTE's in positions devoted to implementing technology (IT department support and Tech Coach position)
- A project is planned to increase Wifi to a 500' perimeter around the complex and provide electrical power/data at outdoor locations of the campus

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 physical disabilities such as vision and hearing limitations are assisted through two different methods. Vision limitations are addressed through high resolution classroom displays and individual student displays which can magnify text & graphics. Hearing limitations are addressed via classroom amplification systems in each room. Classrooms recently redesigned include new displays and sound amplification. Testing accommodations are now available in every classroom as well as the testing center by use of the internet based Kurzweil program. Math and ELA digital content takes small pieces of content into diagnostic mode to develop custom lessons for each student based on their needs. Modifications in all the programs like font size, reading of text, highlighting, and links to vocabulary help address needs of students with disabilities.

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 05/12/2022

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.**

- | | |
|--|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 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)

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

No

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 05/12/2022

- 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.**

- | | |
|--|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input checked="" type="checkbox"/> Other (please identify in Question 8a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

- 8a. If 'Other' was selected in Question 8 above, please explain here.**

At this time, there are not any ELL Teachers in the district.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 05/12/2022

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.

- | | | |
|---|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> 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. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> 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. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> 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. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> 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. | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> 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. | |

2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

Page Last Modified: 05/12/2022

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.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/25/2022

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	0.50
Instructional Support	1.00
Technical Support	1.00
Totals:	2.50

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	50,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	15,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/25/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	10,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	15,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/25/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			90,000			

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

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.**

http://www.romuluscsd.org/departments/information_technology_department

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.

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/12/2022

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.

<input checked="" type="checkbox"/> 1:1 Device Program	<input checked="" type="checkbox"/> Engaging School Community through Technology	<input checked="" type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input checked="" type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology
<input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" type="checkbox"/> Data Privacy and Security	<input checked="" type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input checked="" type="checkbox"/> Digital Equity Initiatives	<input checked="" type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input checked="" type="checkbox"/> Personalized Learning	<input type="checkbox"/> 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	Jennifer Bartlett-Prati	Director of C&I	jbartlett@romuluscsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/12/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted 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)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/12/2022

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/12/2022

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/12/2022

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

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