

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

Page Last Modified: 10/03/2018

Section I - District LEA Information

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

John Godfrey

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

Superintendent

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

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

Page Last Modified: 10/22/2018

Section II - Strategic Technology Planning**1. What is the overall district mission?**

We are leaders who create, encourage, and learn with pride.

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

Students will be successful digital natives in a global community and be prepared for lifelong learning in an ever-changing technical society.

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

	List Goals
Goal 1	District will provide stable, equitable access to digital content.
Goal 2	The District improve student engagement & achievement through technology integration that meets the needs of each learner.
Goal 3	Technology will be used to maintain and expand a strong school to community connection.

4. Do you want to list a fourth goal that will drive attainment of the vision?

No

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

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

The stakeholder group was comprised of representatives from the school, consisting of elementary, secondary, technology, arts, administration, special education, and BOCES. The group met multiple times over the course of three months and began the planning process by establishing a compelling technology vision which supports the district mission. Using this vision and the SMART goal setting framework, the group established and developed three key goals which connect to state initiatives, district strategic curriculum planning, and the smart school investment plan currently being developed. The group decided that a formative assessment would assist with plan implementation and developed a survey to gather information on the current comfort and skill level with technology integration by staff in the district. This baseline assessment, in conjunction with a technology audit being performed by BOCES staff on user devices and infrastructure will determine the starting point for all three goals. An additional assessment for students will be administered in the fall.

Next, the group identified potential barriers to action steps established for goals 1-3 and constructed additional steps as appropriate. Stakeholders were assigned to relevant tasks and timelines were established. These timelines are general in scope and will be modified as plan implementation occurs; whether accelerated or extended. Finally, the group established an outline of potential professional development based on the work that has occurred before. This timeline and focus will be modified based on the information obtained from surveys, discussion, and assessment. There are foundational concepts such as the SAMR model that will begin in the fall and serve as a staple to guide the district toward attainment of goals and vision. Stakeholders then identified budgeting needs to sustain initiatives. The group will continue to meet monthly to discuss progress and work toward their goals.

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

Page Last Modified: 10/22/2018

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

Professional development planning at Glens Falls Common/ Abraham Wing School District is ongoing, sustained, and specifically aligned with New York State's school and district goals, including, but not limited to, technology goals. The district looks at multiple factors in determining professional development needs. An analysis of these needs assists in planning activities for the year. Goals and needs are aligned with the New York State Professional Development Standards, and District and Building Goals.

The stakeholder group is comprised of Pre K-6 teacher representatives, Glens Falls City School Middle and High School Educators, administrators, parents, and the superintendent. This group meets to plan and make recommendations regarding the focus of professional development opportunities to be considered and reflected in this plan. This plan includes, but is not limited to, technology goals and professional development. The group considered current research, as well as input from the professional staff, in the design and development of the plan.

The Glens Falls Common/ Abraham Wing School District believes that all students can learn, and it recognizes that quality professional development is essential to the continuous improvement of the educational process. The district has long demonstrated a commitment to connecting professional development to the improvement of student results and will continue to promote and assure the ongoing development and growth of its professional staff. To that end, the district has developed a comprehensive PDP that encompasses technology initiatives (linked below). The district PDP targets curriculum, pedagogy, instructional technology, and equitable access and support the district mission and vision. PD must be fluid and adaptive to meet the needs of its staff and, in the end, students. To this end, evaluation of the district's current PD and technology goals will be ongoing. This evaluation, described in sections of this plan and in the PDP itself, will be used to revise actions and planning to better target staff need.

Goal #1 which focuses on equitable access will begin with an in-depth audit of technology; from infrastructure to end user devices and software. This audit will be used to establish a concrete rotation and budget to better meet initiatives described in Goal #2.

Goal #2 of this plan focuses on student achievement through the adoption of the SAMR model. Evaluation of this goal will be ongoing and be based upon work in the Goal #1 audit.

Goal #3 targets community connection. This goal focuses on maintaining a safe and collaborative connection between the school and the community. The information accumulated from goal #1 will assist with providing a safer campus by tying into a Smart Schools security project and identifying positive methods of communication with the community. The latter will be evaluated using data from district communication platforms and through an annual community survey, as well as formatively at various events. Annual analysis and reflection of district needs will be based on survey of all stakeholders for professional development needs, NYS/local testing data, NYS School Report Cards, NYS regulations and mandates and district goals focused on student growth. Professional opportunities will be made available to all stakeholders to support continued professional growth and learning as it pertains to students' academic/social and emotional learning. Learning opportunities will be offered through in-service, out of district, after school, summer PD and online (Google hangout).

In compliance with NYS Education Department regulations, the Glens Falls Common/ Abraham Wing School District will ensure all certified professionals have opportunities to participate in approved professional development. Approved hours will be documented for all professional staff. Recognized professional learning and leadership activities will be developed in collaboration with teachers, teaching assistants, and administrators and district partnerships with WSWHE BOCES, Capital Region BOCES, Questar III, David Mitchell, and the Washington Collaborative. The professional development plan will be reviewed, revised and submitted annually to the Superintendent of Schools and the Board of Education for their review, consideration and approval.

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

Goal evaluation will be ongoing and through multiple methods. Each goal was developed to be fluid and adaptive. The first goal, which focuses on equity, is largely dependent on an initial hardware/ software audit with ongoing monitoring and feedback. The audit will provide a clearly defined status of technology. Upon completion of the audit, the district will be implementing a series of monitoring tools to provide live data on network performance, as well as a live inventory of devices connected to the network. Ongoing evaluation of goal #1 will be necessary to be sure that access aligns and supports additional technology goals. Apart from live monitoring, the technology committee will review and evaluate goal #1 based on current and future initiatives.

The second goal, which focuses on improving student achievement through the implementation of an instructional technology curriculum model, will be fluid as well. The district will continue to provide professional development for staff through BOCES Model Schools and lead teachers. These PD offerings will work to expand knowledge and adoption of the SAMR model. Additionally, twice per year, all staff will be asked to complete a survey designed to identify proficiency in select initiatives, tools, and methods of technology use and integration. This survey will allow lead teachers and BOCES trainers to customize learning. Each professional development offering will include an "exit ticket" style of evaluation to help identify staff that would like follow up/ individual training. The tech committee will also meet monthly to review PD and other technology needs.

The final goal is community based. To track progress, community member participation will be tracked and community members will also be invited to provide feedback at the conclusion of events and through an annual survey.

2018-2021 Instructional Technology Plan - 2018

II. Strategic Technology Planning

Page Last Modified: 10/22/2018

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

Page Last Modified: 10/03/2018

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

District will provide stable, equitable access to digital content.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation	Continually review software, monitoring, controls, collaboration tools, and setup demos for emerging/innovative instructional tools. <ul style="list-style-type: none"> • Use tech committee as platform • Develop survey 	Other (please identify in next column, to the right)	BOCES Tech Team and Tech Committee	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

Page Last Modified: 10/03/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
)				
Action Step 2	Professional Development	Provide Professional Development for New and Existing Instructional Tools. <ul style="list-style-type: none"> Use survey results to inform PD needs Use local knowledge before paying third party PD 	Superintendent	N/A	June (06)	2021	0
Action Step 3	Evaluation	Identify software needs <ul style="list-style-type: none"> Use Survey results to identify potential needs. Research software to fill those needs. 	Superintendent	N/A	June (06)	2021	0
Action Step 4	Evaluation	Continually assess current technology status and physical learning environments <ul style="list-style-type: none"> Infrastructure Review instructional space for possibilities Review load and coverage for wifi Label network 	Other (please identify in next column, to the right)	BOCES Tech Team and Tech Committee	June (06)	2021	0

5. This question is optional.

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

Page Last Modified: 10/03/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Planning	Develop a comprehensive technology replacement plan.	Superintendent	N/A	Dec. (12)	2018	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Page Last Modified: 10/22/2018

Section III - Action Plan

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

1. Goal #2

The District improve student engagement & achievement through technology integration that meets the needs of each learner.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Curriculum	Develop and revise Technology Curriculum (K-6). • Create Tech-Curriculum Subcommittee. • Ensure plan prepares students for the transition to 7th grade. • Develop assessments for benchmarking • Develop framework: timelines, communication	Superintendent	N/A	June (06)	2019	0
Action Step 2	Implementation	Implement Technology Curriculum. • Use data to inform future instruction & intervention	Superintendent	N/A	Sept. (09)	2019	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Page Last Modified: 10/22/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 3	Professional Development	Training on framework for staff.	Superintendent	N/A	June (06)	2021	0
Action Step 4	Evaluation	Continually evaluate tech curriculum impact on engagement and achievement and revise as appropriate.	Superintendent	N/A	June (06)	2021	0

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6							

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Page Last Modified: 10/22/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Page Last Modified: 10/03/2018

Section III - Action Plan

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

1. Goal #3

Technology will be used to maintain and expand a strong school to community connection.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Community Partnerships	Collaborate with Glens Falls Recreation Department to provide a Technology Summer Camp for students attending summer Recreation Program. • Meet with Recreation Dept. Director • Establish a Timeline • Establish a unit plan	Superintendent	N/A	June (06)	2021	0
Action Step 2	Collaboration	Increase technology trainings for parents and community members. • Establish needs/wants for PD • Establish a Timeline • Establish a unit plan	Superintendent	N/A	June (06)	2021	0
Action Step 3	Other	Increase student use of technology for	Superintendent	N/A	June	2021	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Page Last Modified: 10/03/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	er (please identify in Column 2, Description)	academic purposes beyond the classroom. <ul style="list-style-type: none"> Creation of Google Classrooms Training for stakeholders on the use of Google Classroom 	erintendent		e (06)	1	
Action Step 4	Curriculum	Explore available instructional technology resources and opportunities. <ul style="list-style-type: none"> Connect with surrounding districts and Crandall Library for ideas. 	Superintendent	N/A	June (06)	2021	0

5. This question is optional.

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Page Last Modified: 10/03/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment**

Page Last Modified: 10/22/2018

Section IV - NYSED Initiatives Alignment

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

The District Technology Plan is viewed as being a living document by key stakeholders within the school community. This plan focuses on evaluating, developing, supporting, and enhancing technology instruction not in isolation, but by connecting to the district strategic and professional development plans. The main goal of the District's Technology Plan is to have a positive impact on student achievement, by enhancing, personalizing and strengthening student information and communication technology (ICT) skills. The three goals were created to target equitable access to technology and resources, enhance student achievement through integration, provide rich and sustained professional development, enhance the school to community relationship, and employ on-going evaluation to adjust the plan to be as successful as possible.

The district technology committee will analyze technology needs in educational materials, software, and hardware and district systems/network options. The committee is designed to enhance technology leadership within the district, while improving community involvement. The committee keeps a close eye on infusing the Common Core State Standards with technology to ensure that all students have the 21st Century Technology Skills needed to compete in today's ever changing global society.

- 2. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

The district technology committee and PD committee will work with the Special Education teachers to maintain an environment that is conducive to supporting student learning in accordance with Individualized Education Plans for students. The goal is to ensure that every student with an IEP has the opportunity to utilize hardware, software, and network resources to support and enhance learning, in a least restrictive environment.

The district technology committee and PD committee will work in conjunction with the Special Education Department to review technology use and Efficacy for teachers, students, and teacher assistants, monitoring and adjusting as needed on a case-by-case basis. The Special Education department will measure success by tracking the progress of objectives from IEPs, as well as tracking achievement through standards-based computer programs where appropriate. The tech team supports services to K-12 students through the use of predictive encoding and decoding software. Keyboard, contrast and ease of access to digital devices are all accommodations taken into consideration. iPads and chromebooks have also been purchased to accommodate specific IEP goals. The tech team pushes teacher recommended apps to individual devices to again, meet student IEP goals. Pre-selected resources, such as AIMSweb, Renaissance Place, and Facts4Me, Flocabulary, IXL, and more support the individual learning needs of students

- 3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Assistive technology is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 3a, below)

2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

Page Last Modified: 10/22/2018

4. **Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" 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 checked="" 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 4a, below) |

5. **How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Home language dictionaries and translation programs are provided through technology.
- ☒ Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify, in Question 5a, below)

6. **The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

- 6a. **If Yes, check one.**

In the 5 most spoken languages in the district

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

(No Response)

2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

Page Last Modified: 10/22/2018

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

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

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- ☒ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☒ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☒ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☒ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☒ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☒ The district does not use instructional technology to facilitate culturally responsive instruction.
- ☐ Other (please identify in Question 8a, below)

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

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Page Last Modified: 10/23/2018

Section V - Administrative Management Plan**1. Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	0.10
Instructional support	0.60
Technical Support	0.20
Totals:	0.90

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	75,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	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 Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	N/A

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Page Last Modified: 10/23/2018

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> 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	Network and Infrastructure	N/A	25,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Professional Development	N/A	75,000	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input 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	N/A

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Page Last Modified: 10/23/2018

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					column, to the right) <input type="checkbox"/> N/A	
Totals:			190,000			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

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

4. **Please indicate whether or not the district has a public website.**

The district has a public website.

- 4a. **Provide the URL of the district's public website.**

<https://www.abewing.org/>

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

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Superintendent

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

Yes

- 6a. **If 'Yes' was selected in Question 6 above, please identify the responsible person's title.**

Superintendent

7. **Has a district-wide information security and/or privacy audit ever been performed in the district?**

No

8. **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

Yes

9. **Does the school district provide for educating minors about cyberbullying awareness and response?**

Yes

10. **Does the district have an Internet Safety Policy?**

Yes, and I will provide the URL to the policy.

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

Page Last Modified: 10/23/2018

10b. Please provide the URL to the district's Internet Safety Policy.<https://www.abewing.org/domain/26>**11. Does the district have a Cyberbullying Policy?**

Yes, and I will provide the URL to the policy.

11b. Please provide the URL to the district's Cyberbullying Policy.<https://www.abewing.org/domain/26>**12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2014

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.<https://www.abewing.org/site/handlers/filedownload.ashx?moduleinstanceid=20&dataid=194&FileName=Parents-BOR---privacy-and-security.pdf>**13. Does the district have an information breach policy that addresses the district's planned response to an information breach?**

No. The district does not have such a policy.

14. Provide a direct link to the district's technology plan as posted on the district's website.<https://www.abewing.org/site/handlers/filedownload.ashx?moduleinstanceid=201&dataid=414&FileName=Abe%20Wing%20Tech%20Plan%202016.pdf>For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018**VI - Sharing Innovative Educational Technology Programs**

Page Last Modified: 10/03/2018

Sharing Innovative Educational Technology Programs

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

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

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Jason LaMora	Supervisor of Instructional & Network Technologies	jlamora@wsweboces.org	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.

2018-2021 Instructional Technology Plan - 2018VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 10/03/2018

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

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 10/03/2018

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

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 10/03/2018

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

2018-2021 Instructional Technology Plan - 2018VI - Sharing Innovative Educational Technology Programs

Page Last Modified: 10/03/2018

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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