

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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

Eric Hubbard

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

Director of Technology

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](mailto:edtech@nysed.gov).

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

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

The mission of the Marcellus Central School District is to Connect, Empower and Ignite. We are committed to high expectations for all by....

- Ensuring an environment that is physically, emotionally and socially safe.
- Cultivating relationships in which everyone is valued and connected.
- Inspiring adventurous learners to view failure and success as opportunities for growth.
- Collaborating with local and global partners to explore, develop and share interests.
- Igniting passions through learning-by-doing.

These commitments will be achieved with an efficient and balanced use of resources.

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

The vision of the Marcellus Central School District Instructional Technology plan is to connect each student and enable them to reach their greatest potential. This will be accomplished by using an instructional approach that utilizes technological tools and strategies. Each student will be provided a device with software and applications that will encourage them to be creative thinkers. We will focus on empowering our students to become responsible digital citizens, learn how to utilize digital tools to find and create artifacts and solutions. All students will demonstrate information literacy as our instructional staff lead them to become effective communicators and global collaborators.

**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 vision of the Marcellus Central School District Instructional Technology plan is to connect each student and enable them to reach their greatest potential. This will be accomplished by using an instructional approach that utilizes technological tools and strategies. Each student will be provided a device with software and applications that will encourage them to be creative thinkers. We will focus on empowering our students to become responsible digital citizens, learn how to utilize digital tools to find and create artifacts and solutions. All students will demonstrate information literacy as our instructional staff lead them to become effective communicators and global collaborators.

- Maintain 1:1 device program for all students
- Align hardware and software requests to instructional outcomes.
- Create a safe online presence for all students and faculty to comply with NYS Ed Law Part 101 2D
- Provide interactive display boards in all classrooms
- Evaluate and Prioritize technology needs
- Self-assess cybersecurity readiness through the NIST framework
- Develop replacement program for aging hardware
- Conduct annual auditor review of technical operations and procedures
- Revise technology benchmarks for K-12
- Provide ongoing and relevant professional development opportunities for staff related to the effective use of technology in the classroom
- Evaluate emerging technologies to improve student engagement, collaboration and efficiency
- Continue to monitor, evaluate and assess technology plan goals to meet district needs

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

The Marcellus CSD's Instructional Technology Plan has been designed as a gateway to continue the work of the previous plan, identifying new goals enabling district staff to make progress toward future growth. In our previous Instructional Technology Plan, we focused on technology integration, resources and standards, and access to technology. Our previous planning process was driven by our Digital Steering Committee. That team has transitioned into our Instructional Technology Team, whose primary focus has been to create a plan to guide us for the next three years.

The Instructional Technology Team reviewed and discussed the previous plan. They then assessed the outcomes and goals of that plan to determine what changes were necessary based on successful attainment of some of our goals. Through evaluating and reflecting, we identified areas that needed continued focus and therefore, included them in this current plan.

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

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

The district Instructional Technology Plan assisted us in preparing for virtual, in-person, and hybrid learning environments during the COVID pandemic. Each student and staff member was provided a WiFi enabled device, along with a wireless hotspot if needed. This allowed us to maintain connectivity throughout the pandemic. Teachers were able to utilize various virtual platforms to design and deliver lessons, and to distribute, collect and grade class material digitally. Video cameras were provided in classrooms in the event that a teacher needed such a tool in order to teach in the in-person and/or hybrid learning environment. Teachers were also provided with other digital tools that assisted with monitoring student progress while also helping them to manage their classrooms.

Students and staff were supported by the Information Technology Department on an as needed basis. We created an online help desk as a resource to help troubleshoot issues with devices. Device support was provided to the students and staff by way of having a drop off point where users could drop off a device for repair, and a loaner was provided to them.

An instructional technology support page on our website supplied users with the ability to reference How-to's and detailed instructions as it pertained to classroom instructional applications and software.

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

Yes

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

In order to achieve the instructional technology vision outlined earlier, the district is committed to providing rich, targeted professional development in order to build the capacity of our educators and administrators. First and foremost, we will provide multiple opportunities for educators and administrators in the district to engage in professional learning focused on innovative technological tools and strategies to enhance and amplify daily instruction. In addition, our district offers sessions throughout the school year and summer to provide educators and administrators professional learning that is focused on individual needs that lead us closer to our instructional technology vision.

The district has invested in an Instructional Technology and Design team on site to provide training sessions as well as coaching/modeling for teachers and administrators. Additionally, the district employs a full time Technology Integration Specialist to enhance the district's professional learning and assess needs.

The district also provides professional learning around digital literacy for educators and administrators. We ensure that our students also learn these digital literacy skills. The district recognizes that digital literacy is continually evolving and we will continue to update and enhance our professional development in this area.

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

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**  
**The district has met this goal:**

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

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

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

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

Significantly

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## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 1

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## 1. Enter Goal 1 below:

Provide equitable access to high-quality technology for all students to engage in learning.

## 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.

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

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

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

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

The Marcellus Central School District distributed the NYSED Digital Equity Survey and collected the responses. This will provide assurance that all students have access to the technology resources necessary for their necessary growth and development. Our data team will then organize and analyze the data and allow us to make a purchasing plan. Additionally, the Director of Technology will survey instructional staff to ascertain shortages of access to technology for their students.

## 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	Evaluation	Survey staff to assess technological needs of their current students	Director of Technology	Instructional Technology Coach	10/03/2022	0
Action Step 2	Evaluation	Survey families to assess technological	Assistant Superintendent	DOT	03/31/2023	0

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		needs	ent			
Action Step 3	Planning	Create plan to determine number and type of devices	Director of Technology	Instructional Technology Coach	04/28/2023	0
Action Step 4	Purchasing	Purchase and distribute devices on an annual rotational basis	Director of Technology	Instructional Technology Coach	05/31/2023	150000

**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

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**1. Enter Goal 2 below:**

Provide Professional Learning opportunities for district staff to support the increased effective use of various technology resources in the classroom to support and enhance student learning that address technology standards.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

One method of measuring this goal will be through the teacher observation process. Administrators will observe and compile best instructional technology practices and plan professional development and opportunities for collaboration and planning. Within this process, administrators can reflect on certain components of the evaluation dealing specifically with technology and analyze progress for technology usage and integration.

**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	Planning	Inventory all teacher and classroom devices	Director of Technology	Instructional Technology Coach	08/31/2022	0
Action Step 2	Staffing	Select Instructional Technology Support	Director of Technology	Instructional Technology Coach	09/30/2022	3300

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## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		(ITS) teachers for each building				
Action Step 3	Evaluation	Survey and identify instructional technology areas in need of growth and support	Instructional Technology Coach	DOT	10/31/2022	0
Action Step 4	Collaboration	Instruction Technology Coach plan and provide 1:1 or 1:many support sessions	Instructional Technology Coach	DOT	10/31/2022	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	Professional Development	Additional district wide instructional technology support for all staff	Superintendent	DOT	05/10/2023	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:**

Provide a safe and secure high-speed network to permit teachers to deliver high quality instruction to all students

**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.**

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

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

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

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

The district will continue to utilize the NIST Framework to align ourselves with the Data Security and Privacy Standards. This self-assessment will provide us feedback about our various components of our organization as it relates to cybersecurity. Additionally, we will work with a 3rd party to assess our network weaknesses, gaps in training, and other vulnerabilities. This 3rd party will train us to experience mock threats by providing randomly selected cybersecurity threat scenarios. These scenarios will allow us to identify vulnerabilities in our network and tweak incident response plans to be most effective. Additionally, the district will educate all users of current threats, and best practices that will protect themselves and our network.

**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	Evaluation	Define cyber threats and analyze network for weaknesses	Director of Technology	Network Administrator	08/31/2022	0

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		against them				
Action Step 2	Planning	Use strategic gameplay to randomize threat scenarios and practice responses	Director of Technology	Network Administrator	12/23/2022	0
Action Step 3	Evaluation	Evaluate practice scenario results and collect data	Director of Technology	Network Administrator	05/31/2023	0
Action Step 4	Implementation	Implement additional security measures and close vulnerabilities identified in threat scenario.	Director of Technology	Network Administrator	11/30/2023	0

**7. This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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

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**V. NYSED Initiatives Alignment

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

The Marcellus Central School District Professional Learning Plan outlines new and innovative ways to approach teaching and learning in order to improve student engagement and learning outcomes. Every classroom is equipped with interactive boards to enhance and modify instruction that engages student learning. Teachers create lessons that engage students collaboratively as they work on problem solving. Both students and teachers are assigned devices which provide them flexibility in their collaborative ventures. Teachers also utilize large group instruction rooms and classrooms with technology in order to conduct presentations on their projects. Teachers are charged with utilizing both TPACK and SAMR to examine lessons and determine what approach will best achieve learning outcomes. Inherent in this process is analyzing how the use of technology will enhance the learning process or even provide the only means to learn a particular skill or concept. Students are immersed from the time they enter school with using technology of all kinds to learn, play, collaborate, problem solve and create.

- 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.**

Due to the relatively small size of our district, we are able to ascertain which families may not be able to access internet services at home. Those in need are provided with service of some kind so that children residing in that home have equal access to district materials, instruction and learning opportunities. Each student from pre-kindergarten through 12th grade, including ungraded students in school beyond their 18th year, are provided with a personal device for use in their schooling. We also work closely with our special education department to determine additional needs for adaptive technology to level the playing field for students with particular learning differences. With 100% internet coverage and all students having a device in their possession, not only are we able to rely on integrating technology while at school, we are able to provide both synchronous and asynchronous remote instruction should the need arise. Devices also present a unique opportunity for students to carry and organize all instructional materials with them at all times. Our technology department is organized to provide support for students and families as well as staff through a help desk ticketing process. In addition, we employ two technology integration specialists to work with teachers and students on ways to further integrate the use of technology into teaching and learning. Staff members in those roles also introduce new technology devices and skills to students and support teachers to learn to continue forward with those skills and tools going forward. We work closely with our BOCES and also the CNYRIC to provide the district with support for technology devices, cloud storage solutions, network and infrastructure support and also support with technology integration and training. The services they provide allow us to offer many things that would otherwise be cost prohibitive.

Our infrastructure continues to evolve as we create a more robust and secure environment. Our three year plan includes additional backups of our servers and data at our local BOCES. This ensures that loss of data is minimal if we have a breach. Security is an ever growing concern. To combat this, we are implementing cybersecurity measures that include training for incident response for the IT staff and key district administrators.

- 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 who have test read accommodations are required to have access to iPods, iPad, and/or chromebooks to access audio books. They also may require book share and other text to speech apps for support in providing this service. Students may also need speech to text and use of word processors to meet their learning needs. Additionally, there are students who may require augmentative communication, devices through an iPad or other technology and apps so they may communicate their wants, needs, and ideas across all learning and social environments.

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

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- 4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- ☒ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Assistive technology is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 4a, below)

- 5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |  |
|---|--|
| <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 checked="" type="checkbox"/> Multiple ways of assessing student learning through technology                                     |
| <input type="checkbox"/> Research, writing and technology in a digital world  | <input type="checkbox"/> Electronic communication and collaboration  |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology  | <input 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 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)

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

8. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |   |
|---|---|
| <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 world                     | <input checked="" type="checkbox"/> Promotion of 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 type="checkbox"/> Web authoring tools  |
| <input 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 checked="" 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 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

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

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- 9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |   |   |
|---|---|---|
| <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 checked="" 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 checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for   | <input checked="" 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 checked="" 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 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 - 2021**V. NYSED Initiatives Alignment

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

- ☒ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☒ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☒ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☐ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☒ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

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

**2022-2025 Instructional Technology Plan - 2021**

## VI. Administrative Management Plan

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**1. Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.60
Technical Support	4.00
<b>Totals:</b>	<b>6.60</b>

**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	680,000	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 Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	Emergency Connectivity Fund (ECF)
2	Instructional and Administrative Software	N/A	360,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A



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## VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	
3	Network and Infrastructure	N/A	50,000	Annual	<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 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	Staffing	N/A	1,629,900	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	N/A

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## VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<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	
<b>Totals:</b>			<b>2,719,900</b>			

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.**

<https://www.marcellusschools.org/teacherpage.cfm?teacher=928>

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**2022-2025 Instructional Technology Plan - 2021****VII. Sharing Innovative Educational Technology Programs**

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

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> 1:1 Device Program                     | <input type="checkbox"/> Engaging School Community through Technology        | <input checked="" type="checkbox"/> Policy, Planning, and Leadership                           |
| <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces     | <input checked="" 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 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 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	Eric Hubbard	Director of Educational Technology	ehubbard@marcellusschools.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 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 checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 checked="" 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	Jean Sharlow	Assistant Superintendent	jsharlow@marcellusschools.org	<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 checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

## 2022-2025 Instructional Technology Plan - 2021

## VII. Sharing Innovative Educational Technology Programs

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	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 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
Please complete all columns	Kara Lux	Director of Special Education	klux@marcellusschools.org	<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

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	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 checked="" 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

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

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