

Elwood Technology Plan



2022-2025

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 01/31/2022

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

Gene Tranchino

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.

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

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1. What is the overall district mission?

The Elwood Public Schools serve a diverse community and value the unique skills and qualities of all our students from kindergarten through senior year. Our mission is to provide an excellent educational experience that empowers and inspires each student to succeed academically, socially and emotionally in an evolving global society. We invite the entire Elwood community to join us on this journey.

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

High quality learning technologies will be available in all of Elwood's classrooms. Learning technologies will be widely and equitably used in every school building in Elwood to support the engagement of students, teachers, administrators, parents and the community in helping all students to achieve high standards. Elwood strives to refresh technology as appropriate to keep current technology in the hands of our school community to support necessary skills for success.

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 Board of Education Technology Sub-Committee is composed of teachers, administrators, IT staff, instructional technology integration specialist and parents. The committee is an active participant in the comprehensive technology plan. The action plans set forth in this plan will be reviewed to monitor progress and to re-evaluate the implementation or necessity of the action. Meetings are held four times per year and consist of reviewing emerging technologies that would benefit the teaching, learning and administrative process, as they pertain to the fulfillment of the District Technology Plan. The committee strives to establish technology integration goals which support the overarching goals of the Board of Education and provide a plan of action for goal attainment. Outcomes of committee meetings include:

- Investigating the needs for future technology related initiatives and purchases
- Review information from inventory records and recommendations from the IT staff to identify technology to be refreshed
- To gather input from all constituencies for the purpose of preparing the list of items that will be submitted for inclusion in the next year's budget
- Review survey of staff on how existing technology is functioning to inform technology planning and upgrades
- Evaluate the use of software and hardware in meeting the curriculum and administrative needs of the district

The stakeholders which include the BOE Technology Committee, teachers, students, parents, technology staff and administration meet during the school year. The planning process includes, needs assessment, curriculum and instruction, evaluation of previous goals, goal setting, professional development, technology hardware, support, integration and financial planning.

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

This current planning process includes changes to the format of the meetings. Previously all meetings were in-person, but meetings are now conducted in a hybrid model to allow for the greatest amount of constituents to attend. The planning committee identifies strengths and areas of improvement in a variety of ways. Periodic needs assessment surveys are conducted with the teaching staff. Observations are conducted by administrators and other personnel as they walk through the buildings. Teachers verbally express successes and needs through their participation in the Technology Committee. The district will sustain the 1:1 Chromebook implementation completed last year. Continue to support and build upon network infrastructure to support the growing instructional technology needs of the district. The SmartBoard refreshment plan builds upon the previous goal of refreshing/upgrading existing instructional technology that has reached obsolescence and/or end of life.

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

This plan reflects the need to sustain 1:1 Chromebook initiative for all teachers and students to accommodate remote learning due to COVID 19. Additionally, there is a greater need to provide webcams, document cameras, and other devices to support blended learning. Instructional technology programs such as the expansion of GoGuardian and Nearpod are purchased to enhance the online teaching practices of our teachers and improve the online learning environment for our students.

In response to the changing needs of the pandemic, the district will continue to utilize and seek out additional online and blended models of professional development. Instructionally, students are trained in using Google Classroom on a more regular basis across all grade levels, K-12, to insure proficiency in logging in and navigating Google Workspace for Education. Utilizing a variety of stakeholders helps insure all voices are heard. To safely include all constituents, all meetings will continue to be hybrid experiences.

6. Is your district currently fully 1:1?

Yes

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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.

The district will determine the current capacity of educators by distributing surveys to assess knowledge and skills. Based on the results, professional development will be delivered through a variety of opportunities, to include:

- Targeted group instruction on Superintendent's Conference Days is used to provide teachers with high quality professional development in the form of workshops, group work activities, and collaborative curriculum development. Technology is essential to these activities, and sessions dedicated to technology integration and using new tech tools are offered during these days.
- BOCES professional development workshops both in person and via remote learning
- Ongoing in-person/online/hybrid professional development sessions delivered by the Instructional Technology Specialist
- Resource website created by the Instructional Technology Specialist serves as a repository for training videos, how-to documents, technology tips and tricks and overall support.
- Individual ongoing support for teachers as needed to enhance the integration of technology tools in lessons and throughout the classroom environment which may include team teaching, planning support, or evaluation support.
- The district provides each teacher access to the OTIS Professional Development platform which hosts video workshops focusing on technology skills and incorporating technology into the classroom environment to support all learners.

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 - 2021III. 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:

Sustain instructional technologies to include student chromebooks, and other instructional technologies with appropriate refresh cycles.

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.

As students graduate, their devices are returned and become part of the refreshment cycle for Chromebooks. During initial implementation, we utilize the student information system to obtain accurate enrollment numbers for all grades, purchase devices accordingly and assign a device to each student through the use of the Follett Resource Manager system. Any devices that are at their designated end-of-life date or beyond their functioning period are retired and new devices are purchased with the goal of each year, refreshing 100% of devices that reach their published end of life or are non functioning. Through the Google Admin Console and through real-time observation and communication with faculty, staff, and administration, personnel confirms the devices and accounts are working without issues. Data reviewed will include Google account login reports, Google Drive storage reports, Google Classroom last used report, and Google app usage reports to confirm devices are being used in the manner which support our instructional technology goals. As part of the APPR process, administration formally evaluates the use of instructional technology. Through surveying the teachers and gaining reports of functionality as well as administrative oversight, the efficacy of the upgrades will be determined. This goal will be measured by evaluating the fulfillment of classroom technologies meeting instructional needs and that end of life devices have been replaced.

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.

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
Action Step 1	Research	Device Support: Continue the process for resolving accidental breakage. On site support through Chrome Central, which is a location in all of our buildings for students to have their device issues resolved. Evaluation of the hardware in each classroom is ongoing.	Director of Technology	Instructional Technology Specialist	06/30/2025	\$0.
Action Step 2	Infrastructure	There is ongoing assessment of infrastructure for the purpose of supporting a device for every student and teacher. Just as important as the device implementation is support of the network/internet as these devices are dependent on a strong network. Bandwidth utilization metrics provided by our BOCES along with daily observation of device usage will determine the need for upgrades to the network core and/or wireless and/or ISP bandwidth. As with all technology, end of life dates are taken into account.	Director of Technology	Technology Systems Engineer	06/30/2025	\$0.
Action Step 3	Purchasing	Acquisition - Technology items identified for replacement and	Director of Technology	Assistant Superintendent of Business	06/30/2025	\$750,000.

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		additional/new technology, follow a request/approval workflow in our purchasing system with three levels of administrative review. Additionally, budget meetings are held with the Assistant Superintendent of Business. Purchases are made through BOCES and vendors on state contract.				
Action Step 4	Professional Development	Professional development will continue through in-service workshops, one-on-one, large scale faculty, and department specific meetings to support all staff members on the successful implementation of Chromebooks in the classrooms delivered through the Instructional Technology Specialist via a train-the-trainer model. Department meetings and grade-level meetings will continue to take place to support faculty and staff on the implementation of web-based tools available to enhance curriculum. Subject specific, standards-based curriculum writing projects as well as new textbook adoptions are to	Instructional Technology Coach	Director of Instructional Technology	06/30/2025	\$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
		include technology resources for students and teachers at all grade levels and curricular areas including English Language Learners and support for the needs of all learners, including Special Education. Additionally, professional development resources will be made available through the district website, specifically the Instructional Technology Specialist's webpage.				

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	Curriculum	Integrate project-based learning when evaluating, updating, and writing curriculum. Actively encourage digital citizenship throughout all areas of curriculum so that students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Apply digital tools to gather,	Curriculum and Instruction Leader	Director of Technology	(No Response)	\$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
		evaluate, and use information. Subject specific standards-based curriculum writing projects as well as new textbook adoptions are to include technology resources for students and teachers at all grade levels and curricular areas including English Language Learners and support for the needs of all learners, including Special Education.				
Action Step 6	Evaluation	Through administrative walk-throughs and formal observations conducted by the administrative staff, the use and efficacy of classroom technology resources and Chromebooks will be evaluated. Utilization metrics available on the Google Administration Management console will determine log in frequency, time spent, documents created, etc. This can also be accomplished by reviewing data on the GoGuardian portal.	Curriculum and Instruction Leader	Director of Technology	(No Response)	\$0
Action Step 7	(No Response)	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	N/A	(No Response)	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Replace aging SmartBoards with SmartBoard Interactive Flat Panel displays in all instructional spaces.

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

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

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

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

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

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

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

All SmartBoard implementations will be evaluated by informal teacher feedback via surveys and technician evaluations regarding breakage and maintenance. The evidence will be analyzed by the Director of Technology, Instructional Technology Integration Specialist, and technicians to determine replacement needs and successful functionality. Informal observations by the Instructional Technology Integration Specialist and Administration will determine if the SmartBoard technology is being used appropriately. This goal will be accomplished when all SmartBoards in the district have been replaced with more efficient devices.

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	Research	Ongoing research and evaluation that support the district goals. Meet with vendors in person	Director of Technology	Assistant Superintendent of Business	06/30/2025	\$0.

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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
		and virtually to get product demonstrations and demo units for in-house evaluation.				
Action Step 2	Budgeting	Utilize federal ARP and ESSR grant funds as well as local donations by political dignitaries.	Director of Technology	Assistant Superintendent of Business	06/30/2025	\$0.
Action Step 3	Purchasing	Secure contract for the purchase of 170 boards, with installation and warranty via TEQ payable over 3 years	Business Official	Assistant Superintendent of Business	06/30/2025	\$656,000.
Action Step 4	Planning	Determine the hierarchy of classrooms in which to install new SmartBoards based on need and usage. This will be determined by survey and recommendation	Curriculum and Instruction Leader	Assistant Superintendent of Business	06/30/2025	\$0.

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #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	Implementation	Boards to be installed over school holidays or after school	Director of Technology	Assistant Superintendent of Business	06/30/2025	\$94,000.
Action Step 6	Professional Development	Teachers will be offered online courses, afterschool professional development classes, and in-service training	Instructional Technology Coach	Director of Technology	06/30/2025	\$12,500.

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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
		on the additional features present in the new SmartBoards. Additionally, the Instructional Technology Specialist will offer small group trainings at common planning meetings, department meetings, and grade level meetings to grow the staff's knowledge and comfort level with using the new boards.				
Action Step 7	Evaluation	Through informal observations, administrative walk-throughs, and formal observations conducted by the administrative staff, the use and efficacy of the SmartBoards will be evaluated. Additionally, the staff of computer technicians will evaluate the boards based on durability and frequency of technological issues. This will be done on an informal basis through observation.	Other (please identify in Column 5)	Administrative staff, teachers, computer technicians	06/30/2025	\$0.
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:

To empower educators to continually strengthen their practice and effectively integrate technology to support curriculum and improve student achievement through the expansion of professional development opportunities and resources that align with the specific needs of teachers, students, administrators, the priorities of the technology plan, and the district's professional development plan.

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

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

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

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

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

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

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

To measure and evaluate this goal, the district will review the data presented via the OTIS online professional development platform, review data collected through surveys that follow each workshop in My Learning Plan, software metrics, and gather its own data via Google Forms surveys to ascertain efficacy of professional development through proper program usage. All data will be reviewed by the Instructional Technology Integration Specialist and other members of the Curriculum and Technology teams. We will know if the goal has been accomplished if the collected data regarding the use of applications in the classroom yields a result showing an increase in successful program usage.

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						

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
	Research	Survey staff to ascertain what what kind of technology professional development they seek.	Director of Technology	Instructional Technology Specialist	06/30/2025	\$0.
Action Step 2	Planning	Meet as a curriculum and technology team to decide on the professional development to offer and what the format will be, what platforms will be used, etc.	Curriculum and Instruction Leader	Instructional Technology Specialist	06/30/2025	\$0.
Action Step 3	Budgeting	Look at different PD platforms such as OTIS, bringing in staff developers for different software platforms, budget for after-school PD sessions	Curriculum and Instruction Leader	Instructional Technology Specialist	06/30/2025	\$5,000.
Action Step 4	Communications	Design each course in My Learning Plan and send out notifications to staff members to register for courses.	Curriculum and Instruction Leader	Instructional Technology Specialist	06/30/2025	\$0.

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Teachers register for and attend courses both online and in-person through designated professional development sessions.	Instructional Technology Coach	Instructional Technology Specialist	06/30/2025	\$0.
Action Step 6						

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
	Evaluation	Participants fill out an evaluation form or survey for each course they attend. Administration office reviews the evaluations.	Classroom Teacher	Curriculum Associate	06/30/2025	\$0.
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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

Technology will be used throughout the district to engage students through multimedia, interactive content in all subject areas by strengthening understanding and thinking skills through exploration, collaboration and creation. This is accomplished through students leveraging technology to take an active role in choosing, achieving and demonstrating competency of their learning goals. The technology encourages adaptation to support differentiated or personalized learning for students who have a specific learning style, pace, or needs and enhances accessibility for physical or learning disabled students through assistive technologies and presentation of content in alternative modalities. Constant access to the internet helps students keep knowledge current, information accurate and critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Integrating testing and classroom management tools will allow for real-time tracking of student performance to inform instruction and provide accountability. Through the use of district technology, students will develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students use technology to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams both locally and globally.

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

The district will continue the K-12 1:1 chromebook initiative. Ongoing evaluation of our human capacity to provide timely technical support of instructional technology for faculty and students to identify and resolve issues on a timely basis will be conducted yearly. An internet accessibility survey will be periodically provided to families to understand the need for internet accessibility within the homes of our students. We will continue to provide mobile hotspots to facilitate equitable learning "everywhere, all the time" to all families in need who request one. LightSpeed Relay will continue to be a safeguard for our students while they are logged into their district-managed Google Workspace accounts. The technology team conducts ongoing evaluations of infrastructure capacity and its ability to support new types of engagement and provide ubiquitous access to the technology tools that allow students to create, design, and explore.

- 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.**

Elwood continues to be committed to our differently-abled students. The district differentiates and accommodates our students' learning needs through the use of larger screens, fonts, adapted screen resolutions and alternative screen coloring. Additionally, the technology allows for text to speech and speech to text functionality. As needed, students are supplied with adaptive equipment such as single button mouse for students with fine motor, upper extremity or physical challenges. Students requiring augmentive and alternative communication (AAC) devices are supplied with iPads complete with Proloquo or Touch Chat applications. Students use technology to access literature in alternative ways through subscriptions to Bookshare. For students who are hearing impaired, the use of closed captioning on Google Meets provides visual cues for students. Students can sync their hearing aids to devices like Chromebooks. Additional software subscriptions for students with disabilities include, but are not limited to, Boom Cards, Vizzle, News2You, and SymbolStix.

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 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 checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input 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)

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V. NYSED Initiatives Alignment

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|---|---|
| <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 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 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 | |

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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 checked="" 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 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 type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input 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 checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input 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 type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input 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 type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

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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.

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	0.50
Instructional Support	1.00
Technical Support	7.00
Totals:	8.50

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	750,000	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 checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Peripheral Devices	N/A	762,500	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	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 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	N/A	N/A	0	N/A	<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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<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 checked="" type="checkbox"/> N/A	
Totals:			1,527,500			

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

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<http://www.elwood.k12.ny.us/departments/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.

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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 type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> English Language Learner | <input type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Blended and/or Flipped Classrooms | <input type="checkbox"/> Instruction and Learning with Technology | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Technology Support |
| <input type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> Digital Equity Initiatives | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Digital Fluency Standards | <input 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	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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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 type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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