

Instructional Technology Plan - 2026-2029 Instructional Technology Plan

I. District LEA Information

Page Last Modified: 09/23/2025

I. District LEA Information

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

Kaitlin Ring

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 ITP Resources on our website, contact your district's RIC, or email edtech@nysed.gov.

Instructional Technology Plan - 2026-2029 Instructional Technology Plan**II. Strategic Technology Planning**

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

Mission: Learning for All: Engaging and Preparing for Future Success

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

Vision: Southwestern: A community providing a comprehensive and relevant education that enables every student to achieve.

Our Core Values To accomplish our mission and achieve our vision, we will: provide a physically, socially, emotionally safe and inclusive learning environment demonstrate passion for our work and a commitment to our students always act with integrity, empathy, and acceptance hold each other and ourselves accountable for excellence in everything we do build mutually beneficial relationships with caregivers and community partners honor achievement and promote pride in ourselves, in our school, in our community, and in our region build and maintain rich traditions promote Trojan kindness for all INTEGRITY, KINDNESS, CONNECTIONS, EXCELLENCE

3. At the start of the 2026-27 school year, will the district provide a dedicated mobile device for every student in all grades?

Yes

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Instructional Technology Plan - 2026-2029 Instructional Technology PlanIII. Goal Attainment

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1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.
The district has met this goal:
Fully
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:
Fully
3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.
The district has met this goal:
Fully
4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
The district has met this goal:
Fully
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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Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 1

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1. In 1 – 2 sentences provide an instructional technology goal for your district.

Goal: By the end of the 2028–29 school year, the district will prepare students to be college-, career-, and civic-ready by integrating technology and AI so that 85% of students (grades K–12) produce and reflect on digital artifacts in e-portfolios demonstrating growth in digital citizenship and AI literacy, creativity & innovation, collaboration & communication, and computational thinking.

2. Choose the topic that best aligns to your instructional technology goal.

Other

- 2B. If you chose Other, please describe.

Skill Development

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

- | | |
|--|--|
| ☒ All students | ☐ Economically disadvantaged students |
| ☐ Early Learning (Pre-K -3) | ☐ Students between the ages of 18-21 |
| ☐ Elementary/intermediate | ☐ Students who are targeted for dropout prevention or credit recovery programs |
| ☐ Middle School | ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| ☐ High School | ☐ Students who do not have internet access at their place of residence |
| ☐ Students with Disabilities | ☐ Students in foster care |
| ☐ English Language Learners | ☐ Students in juvenile justice system settings |
| ☐ Students who are migratory or seasonal farmworkers, or children of such workers | ☐ Vulnerable populations/vulnerable students |
| ☐ Students experiencing homelessness and/or housing insecurity | ☐ 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. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

22,800.00

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan? *Can check multiple options.*

- | | |
|---|---|
| ☒ BOCES Co-Ser purchase | ☒ Instructional Aid Materials |
| ☐ Capital Project | ☒ Instructional Resources Aid |
| ☐ District Public Bond | ☐ Smart Schools Bond Act |

Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 1

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- | | |
|--|--|
| ☐ District Operating Budget | ☐ Technology Reserve Fund |
| ☐ E-Rate | ☒ Title Funds |
| ☐ Grants | ☐ Other |

7. Optional: If you would like to add an action plan for this goal list the action steps below.

	Action Step	Action Step - Description
Action Step 1	Policy/Protocols	Adopt and approve the AI policy
Action Step 2	Collaboration	Form an AI committee that is representative of stakeholders throughout the district
Action Step 3	Collaboration	Meet on a monthly basis to develop a consistent and district-wide system for staff to identify is AI is going to not be used, be used for the correction, or the creation of an assignment.
Action Step 4	Implementation	Implement the AI identification system
Action Step 5	Collaboration	Additionally, the AI committee will plan to provide additional professional development for staff to utilize in the classroom.
Action Step 6	Professional Development	Provide the professional development on a consistent basis through the use of newsletters, in-person sessions, and online sessions.
Action Step 7	Evaluation	Use the Plan, Do, Act, Study cycle throughout this process to consistently gather feedback and drive the levels of support that are needed for staff and students
Action Step 8	Communications	Communicate with stakeholders throughout this process to keep the community informed and link the use of technology to the Portrait of a Graduate

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Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 2

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1. In 1 – 2 sentences provide a second instructional technology goal for your district.

Goal: By the end of the 2028–29 school year, the district will implement a coherent, technology-enabled system that advances the NYSED Portrait of a Graduate competencies (collaboration, communication, critical thinking, creativity, perseverance, global citizenship) by integrating digital tools, curated learning experiences, and evidence-based professional learning so that at least 80% of students demonstrate measurable growth on district defined performance tasks and e-portfolios aligned to the portrait.

2. Choose the topic that best aligns to your instructional technology goal.

Other

- 2B. If you chose Other, please describe.

Skill Development and assessment

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

- | | |
|--|--|
| ☒ All students | ☐ Economically disadvantaged students |
| ☐ Early Learning (Pre-K -3) | ☐ Students between the ages of 18-21 |
| ☐ Elementary/intermediate | ☐ Students who are targeted for dropout prevention or credit recovery programs |
| ☐ Middle School | ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| ☐ High School | ☐ Students who do not have internet access at their place of residence |
| ☐ Students with Disabilities | ☐ Students in foster care |
| ☐ English Language Learners | ☐ Students in juvenile justice system settings |
| ☐ Students who are migratory or seasonal farmworkers, or children of such workers | ☐ Vulnerable populations/vulnerable students |
| ☐ Students experiencing homelessness and/or housing insecurity | ☐ 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. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

52,125.00

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan? Can check multiple options.

- | | |
|---|---|
| ☒ BOCES Co-Ser purchase | ☒ Instructional Aid Materials |
| ☐ Capital Project | ☒ Instructional Resources Aid |

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IV. Action Plan - Goal 2

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- | | |
|--|---|
| ☐ District Public Bond | ☐ Smart Schools Bond Act |
| ☐ District Operating Budget | ☒ Technology Reserve Fund |
| ☐ E-Rate | ☒ Title Funds |
| ☒ Grants | ☐ Other |

7. Optional: If you would like to add an action plan for this goal list the action steps below.

	Action Step	Action Step - Description
Action Step 1	Research	Research platforms and applications that support the Portrait of a graduate work
Action Step 2	Collaboration	Present these options to administrators, teachers, students, and other stakeholders as appropriate
Action Step 3	Collaboration	Determine which technology platforms, applications and tools will support the district's work
Action Step 4	Implementation	Implement the decided upon technology platforms, applications and tools
Action Step 5	Professional Development	Provide PD to all stakeholders
Action Step 6	Communications	regularly communicate updates to these platforms, to families, and
Action Step 7	Evaluation	Evaluate if these are meeting our needs
Action Step 8	Collaboration	Collaborate and adjust as needed

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Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 3

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1. In 1-2 sentences provide a third instructional technology goal for your district.

By the end of June 2029, the district will strengthen Professional Learning Communities (PLCs) by integrating instructional technology so that 90% of PLC teams routinely use digital tools and data systems to plan instruction, analyze student work and assessment data, co-design standards-aligned performance tasks (including AI-aware tasks), and monitor student growth — resulting in measurable improvements in targeted student outcomes.

2. Choose the topic that best aligns to your instructional technology goal.

Professional Development

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

- | | |
|--|--|
| ☒ All students | ☐ Economically disadvantaged students |
| ☐ Early Learning (Pre-K -3) | ☐ Students between the ages of 18-21 |
| ☐ Elementary/intermediate | ☐ Students who are targeted for dropout prevention or credit recovery programs |
| ☐ Middle School | ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| ☐ High School | ☐ Students who do not have internet access at their place of residence |
| ☐ Students with Disabilities | ☐ Students in foster care |
| ☐ English Language Learners | ☐ Students in juvenile justice system settings |
| ☐ Students who are migratory or seasonal farmworkers, or children of such workers | ☐ Vulnerable populations/vulnerable students |
| ☐ Students experiencing homelessness and/or housing insecurity | ☐ 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. Estimated cost of this goal/priority over the three-year plan? Round to the nearest thousand if exact figures are not yet known.

150,000.00

6. What is the potential funding source(s) and/or purchasing mechanism(s) for this expenditure over all three years of the plan? Can check multiple options.

- | | |
|---|---|
| ☒ BOCES Co-Ser purchase | ☒ Instructional Aid Materials |
| ☐ Capital Project | ☒ Instructional Resources Aid |
| ☐ District Public Bond | ☐ Smart Schools Bond Act |
| ☐ District Operating Budget | ☐ Technology Reserve Fund |

Instructional Technology Plan - 2026-2029 Instructional Technology Plan

IV. Action Plan - Goal 3

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☐ E-Rate☒ Title Funds☐ Grants☐ Other

7. Optional: If you would like to add an action plan for this goal list the action steps below.

	Action Step	Action Step - Description
Action Step 1	Evaluation	determine how many teams are using technology consistently to support their PLC work
Action Step 2	Collaboration	Meet with PLC teams to determine what technology needs they have that are not being met.
Action Step 3	Planning	Plan to address these needs
Action Step 4	Research	In parallel with planning, research technology applications, extensions and platforms that will meet the identified needs
Action Step 5	Implementation	Implement the new identified technology applications, platforms and extensions,
Action Step 6	Evaluation	evaluate if these are meeting the identified needs
Action Step 7	Planning	Plan to address any issues, additional needs, or changes that need to be made.
Action Step 8	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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

Instructional Technology Plan - 2026-2029 Instructional Technology Plan**V. NYSED Initiatives Alignment**

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V. NYSED Initiatives Alignment

1. How will the district's use of instructional technology support a comprehensive and sustained effort to improve student performance and academic standards, while also addressing the need to provide equitable learning opportunities "everywhere, all the time" (National Technology Plan)?

Southwestern students have been issued 1:1 student laptops for the past several years. Students are also given and taught how to use Office 365. Southwestern has employed two Teachers on Special Assignment to serve as Technology Integrators. They are available to help students and teachers incorporate technology into their learning and teaching. For example, our technology integrators are available to work with core teachers in our Makerspaces to enhance or deepen the learning. Additional opportunities are available, including robotics, e-sports, and 3D printing, with support from our technology integrators.

In addition, many classrooms have SMART Boards that are used throughout the school day. Many teachers have shifted from using physical calendars and morning routines to digital calendars and using the SMARTBoard features to build new routines. The use of the *Smartboard* promotes social and academic interactions with peers and increases engagement among our students.

Southwestern provides 1:1 laptops to all students, grades 1-12, and pre-K and kindergarten students have 1:1 iPads in the classroom. All devices are ready to be deployed to go home within one day; grades 4-12 currently take their devices home daily. Results from past digital equity surveys showed that about 95% of our families report consistent, reliable internet access. The district has purchased mobile hotspot devices that can be loaned to families as needed.

Southwestern updates and maintains our internet infrastructure with eRate funds and other resources to keep our broadband robust enough to support all of our 1:1 devices. We also employ two Teacher's on Special Assignments as technology integrators. These positions have been maintained for several years, and the long-term plan keeps the technology integrators indefinitely. We also employ technology specialists through our local BOCES and hire student interns to assist the technology department over the summer.

Additionally, the district has adopted many PLC practices that require the creation, implementation, and analysis of common formative assessments of determined essential standards. To assist with the PLC process, Microsoft 265, Magic School AI, digital content, and assessment tools are utilized consistently at each grade level. The data from the common formative assessments drive instruction and interventions to ensure that all students are proficient in the essential standards for each grade level. Without these technology platforms, applications, and digital content, this process would be much more challenging and time-consuming.

Technology is a means for all students to achieve equitable access to instruction, materials, and assessments. Collaboration between the technology department and Pupil Personnel Services is paramount in making sure that our students with disabilities in the district receive the appropriate technology to enable them to have access to instruction, materials and assessments. The Director of Pupil Personnel Services, as well as other district administrators, have been involved in the decision-making process regarding appropriate equipment and technology resources for students with disabilities. The technology we use also helps meet the diverse needs of students, as many applications include built-in modifications. For example, many applications can translate text into a student's first language. This also applies to our family and community communication systems. We also utilize applications that will read text to students who have tests read on their IEPs. These platforms have made it easier to provide more support without drawing additional attention to students who need it.

As we continue in the PLC process and work to implement Portrait of a Graduate, technology will help students develop greater ownership of their learning and enhance their skills through their 1:1 devices, PLC practices, and Inquiry-based learning. All in addition to the prior work of implementing and teaching K-12 computer science and digital fluency standards, utilizing the developed curriculum map that was completed in July 2021. The curriculum map includes the five concept areas (Impacts of Computing, Computational Thinking, Networks and Systems Design, Cybersecurity, and Digital Literacy).

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V. NYSED Initiatives Alignment

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2. At the start of the 2026-27 school year, will the district offer full-time virtual instruction to any students? *(Select all that apply)*

- ☐ Yes. Our district operates a full-time virtual instruction program.
- ☐ Yes. One or more of our students will attend a program operated by a BOCES or another public school district.
- ☒ None of our students will participate in a full-time virtual instruction program.
- ☐ Other

3. If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, all responses in this survey align with the district's response to any related question(s) in the SSIP.

No

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VI. Administrative Management Plan

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VI. Administrative Management Plan**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.

	District Employed Staff (FTE)	Staff Contracted Through Vendor or BOCES (FTE)
District Technology Leadership	0.40	0.00
Instructional Support	2.00	0.00
Technical Support	2.00	2.00
Totals:	4.40	2.00

2. 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

3. Districts are required to post an Instructional Technology Plan on their website. Please provide the URL link as evidence of this requirement.

Technology - Southwestern Central School District

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Instructional Technology Plan - 2026-2029 Instructional Technology Plan**VII. Established Educational Technology Programs**

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VII. Established EdTech Programs

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

- | | | |
|---|--|--|
| ☒ Active Learning Spaces/Makerspaces | ☒ Digital Equity Initiatives | ☒ Special Education |
| ☐ Advanced Computer Science or Technology Courses | ☒ Digital Fluency | Instruction and Learning with Technology |
| ☒ Artificial Intelligence (AI) | ☒ Engaging School Community through Technology | ☒ STEAM/STEM |
| ☒ Assistive Technology | ☒ Flexible Learning Spaces | ☐ Student Technology Support/Helpdesk |
| ☒ Blended and/or Flipped Classrooms | ☒ Instruction and Learning with Technology | ☒ Virtual/Online Learning |
| ☒ Broadcasting or Podcasting | ☒ Media Literacy | ☐ Other Topic A |
| ☒ Culturally Responsive Instruction with Technology | ☒ OER and Digital Content | ☐ Other Topic B |
| ☒ Digital Citizenship | ☒ Personalized Learning | ☐ Other Topic C |

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