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?**

    Michael Bennett

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

    Director of Technology

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II. Strategic Technology Planning

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

   The goal of the Whitehall Central School is to educate successful citizens. Successful citizens are individuals who possess the knowledge and skills to solve problems effectively, make responsible choices, and meet challenges. They have learned to work individually and cooperatively to achieve personal success and contribute to a global society.

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

   The Whitehall Central School District's Mission State, adopted 1996, has functioned as a timeless document. While the underlying requirements of a modern Successful Citizen, may have changed, the meaning does not. Successful Citizens of today, and tomorrow, will use Technology in their daily lives. Our educators, too, are Successful Citizens, evolving, growing, and adapting to the 21st Century Learning Environment. Communication is a key in the information age. In our time, the global society is shrinking rapidly, as a message around the world takes mere milliseconds. Our students, tomorrow's Successful Citizens, will need to compete with people all around the world, using modern technology. It is important that these soon to be Successful Citizens, understand the ISTE Standards as well as the Common Core, but the great pool of universal knowledge in the age of Global Citizenship. In order to create tomorrow's Successful Citizens we need to: 1) Utilize technology in the everyday classroom 2) Modernize learning through the use of differentiated instruction. 3) Understand technology helps both individual learning as well as the group. 4) Increase our communication to fit the needs of both today AND tomorrow. 5) Fluent understanding of Technology is a requirement.

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 stakeholder group was comprised of representatives from the school, consisting of elementary, secondary, technology, arts, administration, special education, and BOCES. The group met multiple times, beginning in December 2021, physically and virtually. We used Google Classroom as a means of collaboration and to house our work products. We began by reviewing the 2022-2025 Instructional Technology Plan Information and Guidance document to inform us of the changes to the tech plan requirements. We then moved on to review the mission and vision to ascertain if they were still valid/relevant given the work and events of the past few years. We determined that they were. We examined each goal and action step. The group discussed progress, barriers, evaluation data and discussed how events like covid changed the focus of the plan. We outlined "next steps" for goals and actions determined to still be relevant/ important. We reviewed the connection of these goals to the state initaives, district strategic curriculum planning, the smart school investment plan, and the results of the NIST evaluation. All of these plans have influenced the development of this plan and are described in each section. We decided that a formative assessment survey should be given on an annual basis annual to gather information on the current comfort and skill level with technology integration by staff in the district. This assessment, in conjunction with a technology audit performed annually by the technology team on user devices and infrastructure are a helpful means of adjusting/ clarifying actions. An additional assessment for students will be administered in the fall as this was not completed due to covid.

   Next, the group revised goals and actions to reflect the current status. We identified potential barriers to new actions and clarified those on steps we felt were ongoing/ still applied. Stakeholders were assigned to relevant tasks and timelines were established/adjusted. These timelines continue to be general in scope and will be modified as plan implementation occurs; whether accelerated or extended. The group established an outline of potential professional development based on the work that has occurred before. This timeline and focus will be modified based on the information obtained from surveys, discussion, and assessment. There are foundational concepts such as the NYS Computer Science & Digital Literacy Standards that will be integrated into district curriculum. We believe this will guide the district toward attainment of goals and vision. Finally, stakeholders revised budgeting needs to sustain these initiatives. The group will continue to meet monthly to discuss progress and work toward their goals.

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

   The goals identified in the technology plan align with state initiatives. These are broad, high reaching goals. We identified the need for equity, student achievement and engagement through the seamless use of technology, and a strong school to community connection. Because of the breadth of these goals and the targets are moving, these goals connect directly to the goals from 2018 which emphasized communication, and integration to improve student achievement and technology stability. They have been revised to better address the ongoing focus of equity, student schievement, and a strong community connection. We will continue to monitor/ assess, adjust/revise the steps and focus, and improve. We have established new action steps which built upon previous areas of success, and revised/ aligned those steps under the new goals to reflect our current reality.

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

As our focus was integration to increase student achievement and a strong connection to stakeholders with improved communication, Covid had a significant impact on our school, goals, and actions.

The district had been moving toward a 1:1 model which became expedited. We embraced a hybrid learning model with instruction being split between in-person and virtual. Shared carts were taken apart and devices were assigned to each student. Scheduling and room re-assignment were necessary to meet the directives from the local, state, and federal guidelines.

The district entered a lease agreement for chromebooks ahead of schedule to ensure the arrival of devices that were to replace those at end of support as lead times were long for delivery due to production and shipping issues. We deployed a new inventory system to track devices and improve workflow and troubleshooting.

We polled families about broadband access and expedited an order for Mifis that students could use at home. Many homes in the town and surrounding areas simply did not have broadband access as there was no fiber or copper to connect to. Some of these homes were not located in areas where the mifis would function. The school applied for and received a grant for exterior access points and purchased equipment that would allow internet access at the local courthouse for students and in parking lots surrounding the school.

We analyzed our bandwidth and increased it to improve performance and access.

The school deployed software that would filter chromebooks off campus.

School staff were provided training on a variety of tools, including Google Classroom, to provide a structured virtual environment for collaboration/ instruction with and between students. These were recorded and offered through the PDP portal as resources.

Temperature scanners and a digital attestation form were purchased and implemented.

As part of the capital project, we upgraded our phone system to VoIP for greater functionality and communication with the community. We also began utilizing the school website and call system to keep the community informed of events and changes.

We utilized funds through the ECF grant to supply teachers and staff with laptops for remote work.

We transitioned to digital meetings, including staff, board, and community and parent conferences and forums, allowing us to gather feedback and input on planning. We began broadcasting school events more such as graduations, athletic events, and open house.

We integrated Edlaw 2D vetting, policy, and procedures to keep student data secure.

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.**

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

The stakeholder group is comprised of Pre K-12 teacher representatives, administrators, parents, and the superintendent. This group meets to plan and make recommendations regarding the focus of professional development opportunities to be considered and reflected in this plan. This plan includes, but is not limited to, technology goals and professional development. The group considered current research, as well as input from the professional staff, in the design and development of the plan.

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

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

Goal #2 of this plan focuses on curriculum integration through the implementation of the NYS Computer Science & Digital Fluency Standards. Evaluation of this goal which is the foundation for building capacity may be found in question #7 of this plan, along with tie ins to goals 1 and 3.

Goal #3 targets community connection. This goal focuses on maintaining a safe and collaborative connection between the school and the community. The information accumulated from goal #1 assists with providing a safer campus by tying into a Smart Schools security project and identifying positive methods of communication with the community. The latter is evaluated using data from district communication platforms and through an annual community survey, as well as formatively at various events.

Annual analysis and reflection of district needs are based on survey of all stakeholders for professional development needs, NYS/local testing data, NYS School Report Cards, NYS regulations and mandates and district goals focused on student growth.

Professional opportunities are made available to all stakeholders to support continued professional growth and learning as it pertains to students' academic/social and emotional learning. Learning opportunities will be offered through in-service, out of district, after school, summer PD and online (Google hangout).

 In compliance with NYS Education Department regulations, the Whitehall CSD ensures all certified professionals have opportunities to participate in approved professional development. Approved hours will be documented for all professional staff. Recognized professional learning and leadership activities are developed in collaboration with teachers, teaching assistants, and administrators and district partnerships with WSWHE BOCES, Capital Region BOCES, Questar III, David Mitchell, and the Washington Collaborative.

The professional development plan will be reviewed, revised and submitted annually to the Superintendent of Schools and the Board of Education for their review, consideration and approval.

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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:

   > Moderately

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

   > Moderately

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:

   > Moderately

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:

   > Moderately

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1. **Enter Goal 1 below:**

   Whitehall CSD will provide seamless, equitable access to technology & resources for staff, students and community.

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

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

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

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

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

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

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

   Goal evaluation will be ongoing and through multiple methods. Each goal was developed to be fluid and adaptive. Goal #1, which focuses on equity, is largely dependent on the hardware/ software audit results with ongoing monitoring and feedback. The audit (conducted under our previous goal #3 - Integration) has provided a clearly defined status of technology. The district has implemented a series of tools for virutal learning, inventory, and some monitoring, but still needs to implement better tools to provide live data on devices and network performance. Ongoing evaluation of goal #1 will be necessary to be sure that access aligns and supports additional technology goals. The stakeholder group has expanded goal number one to include the community based on the impact of Covid and evaluation of progress.

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	Continuously review current instructional technology,	Superintendent	Technology Coordinator & Support Staff, Whitehall Staff,	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		infrastructure, and physical/virtual learning environments		Boces, Vendors		
Action Step 2	Budgeting	Continue to implement comprehensive technology replacement plan and update as needed	Superintendent	Technology Coordinator & Support Staff, Boces, Vendors	06/30/2025	400,000
Action Step 3	Research	Continue to identify current digital resources and introduce to faculty/staff	Superintendent	Technology Coordinator & Support Staff, Whitehall Staff, Boces, Vendors	06/30/2025	0
Action Step 4	Professional Development	Continuously assess need and offer high quality professional development	Superintendent	Whitehall Admins, Technology Coordinator & Support Staff, Whitehall Staff, Boces, Vendors	06/30/2025	20,000

7.   **This question is optional.**
      If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Cybersecurity	Continuously assess cybersecurity threat and adjust NIST incident response plan to ensure minimal disruption to instruction/ education	Superintendent	Whitehall Admins, Technology Coordinator & Support Staff, Whitehall Staff, Boces, Vendors	06/30/2025	30,000
Action Step 6	Data Privacy	Continue to review/ update data privacy procedures to ensure educational resources are accessible to staff, students, and community	Superintendent	Whitehall Admins, Technology Coordinator & Support Staff, Whitehall Staff, Boces, Vendors	06/30/2025	30,000
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

   Whitehall CSD will improve student engagement & achievement through technology integration.

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.**

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

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	Budgeting	Continue to identify	Superintend	Technology	06/30/2	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		grants and/or programs to facilitate device and software acquisition	ent	Coordinator & Stakeholder Group	025	
Action Step 2	Professional Development	Draft a schedule for PD and use Model schools resources. Survey stake holders to evaluate progress, process, and need.	Superintendent	Stakeholder Group, Technology Coordinator & Support Staff, and Boces	06/30/2025	20,000
Action Step 3	Implementation	Implement NYS Computer Science and Digital Fluency	Superintendent	Stakeholder Group, Technology Coordinator & Support Staff, and Boces	06/30/2025	20,000
Action Step 4	Curriculum	Align curriculum for keyboarding skills and digital citizenship with NYS Computer Science and Digital Fluency Standards	Superintendent	Stakeholder Group, Technology Coordinator & Support Staff, and Boces	06/30/2025	20,000

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	Continue to utilize and/or explore software/apps/tool that support learning	Superintendent	Stakeholder Group, Technology Coordinator & Support Staff, and Boces	06/30/2025	20,000
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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1. **Enter Goal 3 below:**

   Whitehall CSD will expand our school to community connection.

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.**

   - ☑ 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.**

   Goal evaluation will be ongoing and through multiple methods. Each goal was developed to be fluid and adaptive. hese PD offerings will work to expand knowledge and adoption of the NYS Computer Science & Digital Fluency Standards. Additionally, twice per year, all staff will be asked to complete a survey designed to identify proficiency in select initiatives, tools, and methods of technology use and integration. The final goal is community based. To track progress, community member participation will be tracked and community members will also be invited to provide feedback at the conclusion of events and through an annual survey. These results will be provided to the public. In addition, the district will use virtual meetings and social media to engage community members/ make meetings/events more accessible.

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	Communications	Increase utilization of electronic	Superintendent	Parents Students Staff Admin Community	06/30/2025	15,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		communication tools				
Action Step 2	Planning	Communicate shared goals	Superintendent	Parents Students Staff Admin Community	06/30/2025	0
Action Step 3	Policy/Protocols	Review Current Policy and Practice	Superintendent	Parents, Students, Community, Staff	06/30/2025	0
Action Step 4	Community Partnerships	Facilitate utilization of technology	Superintendent	Parents, Students, Community, Admins,Staff	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	Communications	Communicate with community on implementation and how resources are being used to enhance and improve student learning	Superintendent	Parents, Students, Community, Admins, Staff	06/30/2025	0
Action Step 6	Planning	Continue to provide access to Technology/ Internet after school hours and explore new methods to extend to the community	Superintendent	Parents, Students, Community, Admins,Staff	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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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 District Technology Plan is viewed as being a living document by key stakeholders within the school community. This plan focuses on evaluating, developing, supporting,and enhancing technology instruction not in isolation, but by connecting to the district strategic and professional development plans. The main goal of the District's Technology Plan is to have a positive impact on student achievement, by enhancing, personalizing and strengthening student information and communication technology (ICT) skills. The goals were created to target equitable access to technology and resources, enhance student achievement through integration, provide rich and sustained professional development, enhance the school to community relationship,and employ on-going evaluation to adjust the plan to be as successful as possible. The stakeholder group will work in conjunction with the district staff and the community to analyze technology needs in educational materials, software, and hardware and district systems/network options. The stakeholder group is focused on enhancing technology leadership within the district, while improving community involvement. The group assists with infusing the NYS Computer Science & Digital Literacy Standards into district curriculum to ensure that all students have the 21st Century Technology Skills needed to compete in today's ever changing global society.

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.**

   All of the district's technology goals align to meet this objective. Goal #1, in particular is directly focused on this. The district will continually evaluate infrastructure and student and community access to technology and resources. Through audits, surveys, community forums, events, digital communcation, and various data gathered (participation, exit surveys, requests, social media interaction, ect.) the district will continuosly adjust the action steps for all three goals to support equitable learning.

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.**

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

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)

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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.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☐ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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

    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)

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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.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☐ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

☐ Other (please identify in Question 8a, below)

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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.**

- ☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- ☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- ☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.
- ☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- ☑ 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.
- ☐ 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.
- ☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- ☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

- ☑ Provide students a way to protect and charge any devices they are provided/with/by the district.
- ☑ Replace devices that are damaged or stolen/as needed.
- ☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
- ☑ 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.
- ☐ 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.
- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

- ☑ 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.
- ☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./
- ☐ Provide online mentoring programs.
- ☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
- ☐ Offer a technology/support hotline during flexible hours.
- ☐ Make sure technology/support is offered in multiple languages.
- ☐ Other (Please identify in Question 9a, below)

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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.

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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	1.10
Instructional Support	0.20
Technical Support	1.40
Totals:	**2.70**

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	100,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Network and Infrastructure	N/A	170,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	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
					Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	End User Computing Devices	N/A	642,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Internet Connectivity	N/A	27,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ 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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**939,000**			

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

    Not Applicable

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.railroaders.net/Page/565

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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.**

☐ 1:1 Device Program	☐ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☐ Active Learning Spaces/Makerspaces	☐ English Language Learner	☐ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☐ Instruction and Learning with Technology	☐ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☐ Infrastructure	☐ Technology Support
☐ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☐ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic B
☐ Digital Fluency Standards	☐ Personalized Learning	☐ 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	Patrick Dee	Superintendent	pdee@railroaders.net	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☑ Digital Fluency Standards ☑ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☐ Personalized

VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☑ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☑ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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	Michael Bennett	Coordinator of Network and Technology Services	mbennett@railroaders.net	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

VII. Sharing Innovative Educational Technology Programs

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

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