

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Joanne Shelmidine

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

Superintendent

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

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II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

Through combined efforts of students, staff, parents, and community members, our mission is to foster the confidence, knowledge, cognition, and character necessary to instill a strong work ethic, to create an environment of tolerance and respect, and to ignite an attitude of inquiry and enthusiasm for learning that will enable students to become productive, responsible citizens.

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

The New York Mills Union Free School (NYMUFS) recognizes that access to information technology in school gives students greater opportunities to learn, engage, communicate, and develop skills, and encourages the use of such technology to assist students and staff with achieving academic success, college and career readiness, and lifelong learning. To that end, the NYMUFS collaborates with education stakeholders to develop, implement, maintain, and evaluate an educational technology infrastructure that provides students, teachers, parents, administrators, and other members of the education community with the technology resources and tools necessary to support student achievement.

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

	List Goals
Goal 1	Provide personalized, student-centric, technology-enhanced learning environments in order to increase the effective integration of instructional technology resources into curriculum and instruction.
Goal 2	Increase network coverage and capacity in order to support ongoing and future initiatives by reaching the industry best practice of one wireless access point per instructional space and implementing the necessary supporting wired infrastructure to support device growth.
Goal 3	Create a robust and sustainable professional development model in order to support all teachers with research-based, instructional technology integration strategies.

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

No

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

No

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II. Strategic Technology Planning

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

Date	Participants	Purpose	Outcome
7/14/17	Director of IT, IT Department Staff	Review network infrastructure and device concerns.	Captured specific areas of concern for wireless network and device improvements. Identified replacement priorities for instructional technology devices and equipment.
9/19/17	Director of IT, Superintendent	Discuss instructional technology goals and professional development.	Identified potential ITP goals and areas of improvement with regard to professional development.
11/1/17	Director of IT, Principals, Superintendent	Discuss stakeholder input regarding instructional technology, professional development goals/requirements/delivery methods, and wireless infrastructure improvements.	Refined potential ITP goals.
11/9/17	District Technology Committee	Review completion of wired network infrastructure. Evaluate current status of District technology, discuss potential goals for next ITP including expanded Google implementation, increased device counts, potential 1:1 device initiative in grades 7-12, and necessary supporting professional development. Discuss fiscal options for expanding wireless network infrastructure.	Defined ITP goals and discussed associated funding requirements.
11/16/17	Director of IT, OHM BOCES, Superintendent	Discuss current state of wireless network and instructional technology assets. Discuss funding mechanisms including E-Rate and SMART bond. Discuss potential professional development offerings from OHM BOCES.	Refined long-term budget planning.
2/9/18	Director of IT, Elementary Principal, Superintendent	Discuss professional development and associated action plan.	Refined professional development needs and associated ITP goal. Refined potential professional development action plan.
2/13/18	District Technology Committee	Discuss logistics of Google migration/implementation, policy ramifications. Refine preferred method for professional development. Refine ITP goals.	Refined ITP goals and action plans.
2/14/18	Director of IT, Business Official, Superintendent	Discussed funding requirements for ITP goals.	Identified preferred funding mechanisms for ITP goals.
3/13/18	District Technology Committee	Discussed ITP goals, action plans,	Finalized ITP goals and action

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II. Strategic Technology Planning

5/11/18	Director of IT, Business Official, Superintendent	and funding. Discussed funding requirements for ITP goals.	plans. Refined ITP budgeting.
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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.**

Topic	Audience	Method of Delivery
Buzz (Learning Management System)	Gr. 7-12 teachers	Online & Face-to-Face
Creating Lessons in Google Classroom	All teachers	Face-to-Face & Summer Computer Camp
Google Apps For Education - Advanced	All teachers	Face-to-Face & Summer Computer Camp
Google Apps for Education - Basic	All teachers	Face-to-Face & Summer Computer Camp
Google Classroom	All teachers	Face-to-Face & Summer Computer Camp
Google Forms and Sheets	All teachers	Face-to-Face & Summer Computer Camp
Intro to Google Classroom	Gr. 9-12 Teachers	Face-to-Face & Summer Computer Camp
iPad Training	Gr. K-2 Teachers	Face-to-Face & Summer Computer Camp

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

Goal 1 - Provide personalized, student-centric, technology-enhanced learning environments in order to increase the effective integration of instructional technology resources into curriculum and instruction.

Student enrollment and detailed inventory data will be utilized to establish target device counts for primary and secondary levels. Instructional technology devices will be distributed in an equitable fashion to maximize their instructional impact. In adherence with the targeted 5-year refresh cycle, devices will be budgeted for and procured in a manner consistent with District policy guidelines, with a targeted one-fifth of devices procured each year to ensure program sustainability and predictable budgeting. During implementation and throughout this ongoing process, the Information and Instructional Technology Department will generate inventory reports from the existing electronic inventory system, which will be aggregated and monitored to measure progress.

Instructional staff will use a variety of technologies to access, analyze, interpret, synthesize, apply and communicate student data to create student-centric, technology-enhanced environments that foster student success. Staff will monitor student technology benchmarks and expectations as defined in instructional technology standards, through the use of check off lists and direct observations of student utilization of instructional technology. Staff proficiency levels will be observed, measured, and evaluated by administrators and department chairpersons through direct classroom observations, capturing how staff and students are using technology with the curriculum. Evidence of technology use will also be captured by *MyLearningPlan* records and staff evaluations to further quantify progress and proficiency.

Goal 2 - Increase network coverage and capacity in order to support ongoing and future initiatives by reaching the industry best practice of one wireless access point per instructional space and implementing the necessary supporting wired infrastructure to support device growth.

Detailed inventory reports and building floor plans will be utilized to ensure that all instructional spaces are outfitted with appropriate wireless access points. During implementation, wireless network coverage will be measured and verified through the use of Wi-Fi testing hardware tools. Wired and wireless network capacity will be measured with network monitoring tools to ensure that network performance is optimized and reliable for learners, educators, and leaders.

Goal 3 - Create a robust and sustainable professional development model in order to support all teachers with research-based, instructional technology integration strategies.

Professional development for instructional technology will be measured and evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning, including:

- Maintaining or expanding the overall number of instructional support teachers and Google certified teacher-trainers (minimum of 2).
- Utilizing *MyLearningPlan* to track the total number of hours of instructional technology professional development offerings and corresponding attendance by staff.
- Monitoring and discussing professional development offerings and participant feedback at Administrative team and District Technology Committee meetings.
- Tabulating feedback evaluations from participants which indicate those strategies that were successfully implemented after the professional development offering was completed.
- Annual review of instructional technology professional development effectiveness prior to Board of Education approval.

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

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III. Action Plan - Goal 1

Section III - Action Plan

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

1. Goal #1

Provide personalized, student-centric, technology-enhanced learning environments in order to increase the effective integration of instructional technology resources into curriculum and instruction.

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

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	Work with District Technology Committee and stakeholders to determine equitable breakdown of device counts and types. Ensure that all technical and security concerns are appropriately captured and addressed. Verify that all necessary prerequisite products and/or services are identified.	Director of Technology	N/A	Nov. (11)	2018	0
Action Step 2	Budgeting	Identify the most cost-effective mechanism(s) for sustainably budgeting for instructional technology devices and support services, in accordance with District procurement policies and procedures. Perform long-range	Business Official	N/A	March (03)	2019	0

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		planning with available fiscal data to ensure program sustainability and predictable budgeting.					
Action Step 3	Policy/Protocols	Work with the District Technology Committee and administrative team to review and suggest modifications to applicable District Technology policies, such that the Board of Education can review proposed changes and adopt the policy verbiage necessary.	Director of Technology	N/A	March (03)	2019	0
Action Step 4	Purchasing	During the latter part of the 2018-2019 school year, begin procuring devices in accordance with District procurement policies and procedures, on a staggered schedule designed to maintain an even distribution of devices by age, while remaining within a targeted 5-year refresh cycle throughout the duration of the 3-year instructional technology plan.	Business Official	N/A	July (07)	2020	101,879

5. This question is optional.

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

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Professional Development	Work with the District Technology Committee, Administrative team, and Instructional Technology Integration teachers to develop, review and implement research-based professional development offerings to ensure that instructional staff can fully and effectively integrate instructional technology. Professional development offerings will begin during the 2018-2019 school year and continue through the duration of the plan.	Building Principal	N/A	Aug. (08)	2020	20,000
Action Step 6	Implementation	Beginning in the 2018-2019 school year, inventory, configure, deploy and assign all instructional technology devices in accordance with established Information and Instructional Technology Department procedures.	Superintendent	N/A	Sept. (09)	2020	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

Section III - Action Plan

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

1. Goal #2

Increase network coverage and capacity in order to support ongoing and future initiatives by reaching the industry best practice of one wireless access point per instructional space and implementing the necessary supporting wired infrastructure to support device growth.

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

4. 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)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Research	Working with the Director of Information and Instructional Technology, research the most current available network technologies and best practices for deployment. Ensure that all technical, compatibility, and security concerns are appropriately investigated and corresponding solutions are determined.	Other (please identify in next column, to the right)	Network Administrator	Oct. (10)	2018	0

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 2	Planning	Identify a specific compatible, future-proof and cost-effective wireless network solution, including all companion products and/or services. Determine all necessary upgrades and additions to the wired network infrastructure necessary to support and sustain a robust and pervasive wireless network.	Director of Technology	N/A	Nov. (11)	2018	0
Action Step 3	Budgeting	Identify the most cost-effective mechanism(s) for budgeting for the wireless network solution and associated wired network infrastructure upgrades and construction in accordance with District procurement policies and procedures. Ensure that budgeting includes any ongoing maintenance costs.	Business Official	N/A	March (03)	2019	0
Action Step 4	Purchasing	Beginning in 2018-2019, procure wireless and wired network equipment in accordance with District procurement policies and procedures.	Business Official	N/A	July (07)	2020	110,000

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

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Implementation	Inventory, configure, deploy, and test all network equipment in accordance with established Information and Instructional Technology Department procedures.	Other (please identify in next column, to the right)	Network Administrator	Aug. (08)	2020	0
Action Step 6	Evaluation	Measure and verify network coverage through the use of Wi-Fi testing hardware tools. Measure and verify capacity through the use of network monitoring tools, and through feedback from network users.	Director of Technology	N/A	Aug. (08)	2020	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 3

Section III - Action Plan

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

1. Goal #3

Create a robust and sustainable professional development model in order to support all teachers with research-based, instructional technology integration strategies.

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

5. 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)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Planning	Working with the District Technology Committee, Administrative team, and Director of Information and Instructional Technology, develop and refine professional development offerings targeted towards personalized, student-centric, technology-enhanced learning environments and the effective integration of instructional technology resources into curriculum and instruction.	Building Principal	N/A	Oct. (10)	2018	0
Action Step 2	Budgeting	Identify and project all costs associated with maintaining and expanding professional development for instructional technology integration,	Business Official	N/A	Feb. (02)	2019	0

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		including but not limited to staffing costs and attendance of related professional development opportunities by instructional technology integration staff. Perform long-range planning with available fiscal data to ensure professional development program sustainability and predictable budgeting.					
Action Step 3	Staffing	Maintain instructional technology integration staffing levels, and expand if both warranted and cost-effective.	Building Principal	N/A	July (07)	2020	20,000
Action Step 4	Professional Development	Working with the Administrative team and Director of Information and Instructional Technology, research and identify appropriate professional development offerings for instructional technology integration staff. Professional development offerings will begin during the 2018-2019 school year and continue through the duration of the plan.	Building Principal	N/A	May (05)	2021	6,000

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

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Implementation	Working with the instructional technology integration teachers, coordinate the targeted scheduling and offering of all professional development offerings necessary to support instructional staff in the integration of instructional technology. Professional development offerings will begin during the 2018-2019 school year and continue through the duration of the plan.	Building Principal	N/A	May (05)	2021	0
Action Step 6	Evaluation	Beginning during the 2018-2019 school year, measure and evaluate the instructional technology professional development program by utilizing multiple sources of information to assess its effectiveness in improving professional practice and student learning.	Superintendent	N/A	June (06)	2021	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

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

The New York Mills Union Free School is committed to the use of instructional technology to provide individualized learning experiences, in a safe, diverse, and positive learning environment. Instructional technology is utilized to create personalized, student-centric learning environments that support rigorous academic standards and student achievement. Instructional technology is paramount to increasing the levels of student engagement. New York Mills will be looking to expand its reach to students by incorporating differentiated instruction utilizing newer instructional technologies. Data driven by a learning management system will allow for real-time performance improvements by students. Professional Development will also be provided to teachers to better utilize technology in daily instruction. The use of instructional technology will continue to enable data-driven instructional practices and strategies, as well as enabling effective connection and communication with students, parents, staff, and the school community.

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

The District has made a concerted effort to make technology ubiquitously available so that special needs students have access to the required tools in all settings. Interactive whiteboards are present in nearly every instructional space, which allow the creation and use of lessons that leverage the enhanced collaboration and visual reinforcement provided by that technology. Students with motor issues and dysgraphia have access to mobile devices or computers in all classrooms. Mobile devices provide far more flexibility than fixed workstations, providing for a far more personalized and dynamic use of technology. Online tools used by teachers are available to students in school and at home, which has increased access and parent support. District devices have “read aloud” text-to-speech capabilities as part of their accessibility feature-sets.

Not all student needs can be met with the same technology - instruction is differentiated in ways that are appropriate for each individual student. The CSE chair works with the necessary stakeholders to identify and provide access to varied assistive technologies, such as software or app-based voice recognition, screen readers (text-to-speech), personal assistive listening devices, and specialized tablet-based applications.

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

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

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IV. NYSED Initiatives Alignment

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

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

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

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

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

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

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

(No Response)

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IV. NYSED Initiatives Alignment

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

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

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

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

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

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.20
Instructional support	0.00
Technical Support	1.00
Totals:	1.20

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	20,000	Annual	<input checked="" 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 <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Network and Infrastructure	N/A	110,000	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	N/A

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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/A	26,000	Annual	<input 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	Peripheral Devices	N/A	20,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			176,000			

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V. Administrative Management Plan

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

Yes

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

The district has a public website.

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

<http://www.newyorkmills.org>

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

No

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

No

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

No

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

10a. Please upload the district's Internet Safety Policy.

5301 internet safety policy.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

11a. Please upload the district's Cyberbullying Policy.

1030 Code of Conduct.pdf

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

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

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

2014

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<http://www.newyorkmills.org/Page/1424>

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will upload the policy.

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V. Administrative Management Plan

13a. Please upload the policy that addresses the district's planned response to an information breach.

5303 information security breach.pdf

14. Provide a direct link to the district's technology plan as posted on the district's website.

<http://www.newyorkmills.org/itp>

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

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VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

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

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

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

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VI - Sharing Innovative Educational Technology Programs

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

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

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VI - Sharing Innovative Educational Technology Programs

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

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VI - Sharing Innovative Educational Technology Programs

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

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