

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?**

David Perry

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

Assistant 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?

- 1. The mission of South Colonie School District is:**
- 1. To ensure that every student develops the essential skills, knowledge and personal characteristics needed to become productive citizens and to live a useful and satisfying life.**
 - 2. To empower students to be lifelong learners in a society where change is constant and technology is integral to day-to-day business and personal activities.**
 - 3. To create a challenging and developmentally appropriate learning environment that integrates resources (including technology) across all the curricular areas and where all students have equitable access to these technology resources.**

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

South Colonie’s curricular, instructional and assessment vision includes a focus on higher levels of achievement for all students. These higher levels of achievement are defined in the New York State Standards and Frameworks. The district has placed a particular focus on reading and communication skills, along with math. Technology is seen as a vehicle to support and extend student learning in these and all other areas of the curriculum. The use of technology tools will be focused on the development of higher-level analyses, evaluation, communications, presentation and decision-making skills. Software tools and software applications are to be selected based on the need to increase student learning within and across the subject areas in order to prepare students for their future in the 21st century.

The technology-enhanced learning environment that is envisioned in this plan is designed to be a powerful vehicle in helping the district to accomplish its educational mission and goals. Technology is also important as a means of changing teaching and learning in order to prepare students with the 21st-century skills they need to be successful. This technology-based learning will expand the opportunities available for students to interact with, to understand and to change their world.

Within this Colonie 20/20 vision, technology is important for South Colonie because it does the following:

- Technology motivates and empowers students because it gets them actively engaged in learning. Technology-enhanced learning is not passive learning. Rather, the technology involves the use of tools (such as word processing, graphics, presentation software databases, and the Internet) to interact with others, both students and adults, to create knowledge and to share knowledge.
- Technology impacts learning positively and significantly, based on a wide range of research studies.
- Technology creates information and knowledge producers, not just consumers.

Students and teachers today can research and electronically publish their work on the World Wide Web, as they collaborate with other “researchers” from around the world.

- Technology creates the opportunity for more up-to-date and authentic learning experiences by getting students involved collaboratively in real-world projects and interacting with real-world professionals such as poets and scientists.
- Technology is a powerful “mind” tool that students can use for accessing and manipulating information, synthesizing concepts and communicate ideas in video, text and audio media.
- Technology use prepares students as 21st-century information workers and helps them to achieve world-class standards and global competitiveness. As noted in the US Department of Labor’s SCANS report, technology is an integral aspect of most future occupations.
- Technology allows teachers to individualize learning experiences based on learner needs and to better organize and track student progress.

These points support and explain the district’s vision of a technology-supported learning environment, and are important for all members of the school and the larger community to understand.

The technology vision has four major components:

1. Robust, Secure Network -Infrastructure to provide secure access and connectivity.
2. Hardware - access, configuration, and management
3. Professional Development Training and Support
4. Digital Content and Curriculum Resources

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

	List Goals
Goal 1	Digital Equity- All students at South Colonie will have access to digital resources to ensure they will be successful learners both at school and at home.
Goal 2	Digital Age Skills- Students at South Colonie will have a strong foundation of technology skills that are supported through the development of communication, collaboration, creative thinking, and creativity.
Goal 3	Professional Development- All staff at South Colonie will have opportunities to expand their teaching

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II. Strategic Technology Planning

	List Goals
	through the use of technology by being a part of a supportive culture of engaging professional development activities.

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

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.

The South Colonie Central School District takes a collaborative approach to technology decision-making including, but not limited to, the development of the instructional technology plan. In order to understand how the plan was developed, it is important to understand the structure and function of the Instructional Technology Team. Members of this team represent a variety of stakeholders and reports back to the eight individual buildings shared decision-making committees. Each building council includes building level administrators, teachers, support staff, and parents. The high school building council also includes students.

This group, entitled the District IT Committee, meets once a month to discuss agenda items such as procurement, professional development, technology support, best practices and provide input for other executive decisions.

One of the additional responsibilities of the Eight Building Technology Coordinators is to facilitate the building technology committee meetings with the building principal as part of the district's Shared Decision Making model. Each building committee includes the school library media specialist along with other classroom teachers. Those building discussions are then brought to the larger district-wide IT Committee. The District Technology Plan was developed as part of the work of this large stakeholder group.

October 2017: Building Committees met to gather input from constituents. Input was given directly to each building council which is the formal shared-decision making body for the building. The building council includes parents and support staff.

October 23, 2017: Full District IT Committee met for updates on the Technology Referendum and Smart Schools and to provide guidance on updating Part 100.12 plans.

November 20, 2017: Full District IT Committee briefed on GAFE updates, Smart Schools, ASPEN parent portal in preparation for the recommendation that this be the district-wide focus.

January 22, 2018: Full District IT Committee received a report on year-long embedded Google Apps for Education training for middle school and high school teachers. Reviewed teacher feedback. Used feedback for development of professional development in Part 100.12 Technology Plan. Also Planned for a group of teachers and administrators to attend NYSCATE and ASPEN conferences to help inform the Part 100.12 Technology Plan.

March 19, 2018: Full IT Committee reviewed all input from building committees. Reviewed memo on Part 100.12 guidance from NERIC Director Dale Breault. Worked on K-12 Scope and Sequence document and SSIP.

May 21, 2018: IT Sub Committee workshop for writing updated District Technology Plan.

June 11, 2018: IT Sub Committee workshop for finalizing updated District Technology Plan.

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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.

Staff development is a critical component of our technology planning. We are committed to on-going training for all staff to ensure effective use of technology tools, and to help teachers to focus on integration into the curriculum.

The goal of technology-related professional development is to provide an environment where educators will become competent in the use of technology for support of the curriculum and the management of instruction. The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel.

In reviewing the district's overall Professional Development priorities, it is clear that training in instructional technology is emphasized in all priority areas. Technology training is critical to our overall Professional Development plan. Staff development is offered throughout the academic year and in the summer. On the average, the majority of teachers spend 30-40 hours per academic year on scheduled professional development activities. Below are the different modes of instruction available for teachers to fulfill professional development requirements.

- Professional planning days
- Half days and Superintendent's Conference Days
- Faculty meetings, department or grade level meetings focused on student learning and/or professional growth
- On-going District-wide training in Google Docs and Google Drive
- Workshops provided by South Colonie and Teacher Center staff members
- Out of district conferences and workshops for Teachers and Administrators
- Online classes and courses.

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.

Our formative evaluation strategy aims to provide on-going accountability for the implementation of our goals. In an attempt to manage the overall technology vision as well the progress being made within each goal, the Technology Department will be responsible for preparing a summary report (or reports) to be presented to the Superintendent and/or the Board of Education. These reports will may include activities related to instruction, professional development, or hardware and network infrastructure. The report will provide an overview of the current implementation status, progress to-date, and provide any additional conditions or impediments related to their successful implementation.

Measuring effectiveness will continue to be a challenge. Despite the potential for technology to impact learning, technology does not guarantee improved learning. In addition, technology does not force teachers to reconsider how they teach, nor does it automatically allow students to experience new ways of learning. In order to justify the use of technology, South Colonie is focusing on ways to use technology more effectively to foster student learning.

As we transition our instructional philosophies to incorporate blended approaches to learning, a variety of baseline information has been, and will be collected over time. This baseline information helps to define our instructional program in terms of curricular outcomes, instructional strategies and resources used and the types of technology used. In addition, baseline survey data will continue to be collected on teacher skills and use of technology in their classrooms. This information is important to measure the extent that particular technologies are used, how they are used and the perceptions of those using the technology, relative to its impact especially on students, teachers, parents and the community.

Our evaluation process will also examine the use of technology within the on-going curriculum, instruction and assessment context of the South Colonie School District. A key aspect of this context is the focus on the New York State Standards as the teaching and learning framework of the district.

The specific data to be analyzed includes:

- NY State Performance Tests and Regents Exams, as well as possible national achievement tests when available (NAEP, etc)
- Assessment of student technology skills (ISTE Standards via Learning.com Assessment and locally created skills matrix)
- Grades and graduation rates
- Level of student use of the technology, as documented by teachers as well as logs from the systems
- Teacher uses of technology in the classroom for teaching
- Surveys of students and staff, including teachers both in paper and web-based
- Web surveys to collect attendee feedback after each technology related professional development
- Collect attendee feedback after each technology-related professional development course (exit surveys) to identify successful practices and areas for improvement

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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

Digital Age Skills- Students at South Colonie will have a strong foundation of technology skills that are supported through the development of communication, collaboration, creative thinking, and creativity.

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

- 1. 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
- 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	Curriculum Develop and implement a K-12 Digital Literacy ISTE CCSS Crosswalk	Director of Technology	N/A	Aug. (08)	2019	0
Action Step 2	Curriculum Develop blended learning opportunities which personalize learning at the K-12 level	Director of Technology	N/A	Sept. (09)	2021	TBD
Action Step 3						

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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
	Evaluation	Implement Digital Literacy assessments for grades 5 and 8 as a method of tracking student progress against ISTE standards	Director of Technology	N/A	June (06)	2019	4500
Action Step 4	Curriculum	Develop and implement virtual reality (VR) units to allow deeper student exploration of content	Director of Technology	N/A	September (09)	2021	TBD

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.

	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	Curriculum	Offer access to credit-bearing coursework outside of the confines of the school day and brick and mortar classroom space	Director of Technology	N/A	September (09)	2021	TBD

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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 6	Staffing	Develop an Assistive Technology Specialist position to further assist staff and students with the integration of AT devices into learning	Director of Technology	N/A	Sept. (09)	2020	TBD
Action Step 7	Curriculum	Reduce and/or combine current software offerings to produce a more streamlined toolkit for staff and students	Director of Technology	N/A	Sept. (09)	2021	TBD
Action Step 8	Curriculum	Design lessons which use coding to engage students in the exploration of content (Coding as a Literacy)	Director of Technology	N/A	Sept. (09)	2021	TBD

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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

Digital Equity- All students at South Colonie will have access to digital resources to ensure they will be successful learners both at school and at home.

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)

- 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 #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	Learning Spaces	Standardize learning technology across elementary buildings, specifically access to interactive boards and personal computing devices	Director of Technology	N/A	Sept (09)	2021	TBD
Action Step 2	Budgeting	Provide 1:1 (take-home) access to all students in grades 8-12 as well as increase device count to attain 1:1 (not take-home) access in grades 3-7	Director of Technology	N/A	Sept (09)	2019	TBD
Action Step 3	Infrastru	Upgrade network infrastructure to support computer-based testing,	Director	N/A	Sept	2021	TBD

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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
	Structure	personal devices, and 1-1 computing	of Technology		(09)		
Action Step 4	Data Privacy	Protection of student data in accordance with Parent's Bill of Rights via employee training/awareness and the creation of an internal "Vendor Data Exposure" document.	Director of Technology	N/A	Sept. (09)	2021	0

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.

	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	Community Partnerships	Develop community partnerships which will allow off-network wireless access for low-income students	Director of Technology	N/A	Sept. (09)	2021	0
Action Step 6	(No	(No Response)	(No	(No	(No	(No	(No

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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
	Response)		Response)	Response)	Response)	Response)	Response)
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

Professional Development- All staff at South Colonie will have opportunities to expand their teaching through the use of technology by being a part of a supportive culture of engaging professional development activities.

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)

- 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 #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	Update current professional development cataloging software to allow easier access for instructors and attendees to locate and/or facilitate appropriate PD sessions	Director of Technology	N/A	Sept (09)	2020	TBD
Action Step 2	Offer web-based learning opportunities for staff members relative to online security and safety, including but not limited to password security, email safety and protection against malware	Director of Technology	N/A	Sept (09)	2021	0
Action Step 3						

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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
	Professional Development	Continued collaboration between the administration and the teacher's union (via PD Committee, bargaining, etc) to develop, offer and assess high quality, rigorous training opportunities for our staff.	Director of Technology	N/A	September (09)	2021	0
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

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.

	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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
	se)		se)		se)	se)	
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 district has developed a plan for Implementation of the South Colonie 20/20 Vision Framework for Learning. This document made a list of recommendations for how the district could most effectively implement the 21st-century skills. Many of these recommendations specifically involved a commitment to improving technology in the district. For example:

- Utilize highly interactive teaching strategies to leverage technology, which will, in turn, engage students
- Improve classroom environment (desks, more storage, tables, outlets) to allow for more movement and group work
- Build interpersonal, presentation, and teamwork skills in the classroom.
- Incorporate technical, digital, and financial skills for students to understand the role of economy, culture, society and the individual's impact upon the world
- Provide and support professional development to inspire and encourage teachers to explore new teaching strategies and technology to deliver high-quality instruction for the 21st Century
- Expand alternative, differentiated learning opportunities
- Integrate state of the art technology and delivery systems to enhance learning outcomes
- Expand opportunities for collaboration and communication to increase student learning opportunities
- Increase communication with students, parents, community and other schools utilizing digital resources
- Utilize a balanced whole child educational approach that promotes academic, career, social, emotional, and physical development.

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.**

For many students with disabilities, assistive technology facilitates access to the general education curriculum in both the general education and the special education classroom environments. Moreover, the assistive technology recommended on the individualized education programs (IEPs) of some students with disabilities may be the same as or similar to the technologies available to all students school-wide or in select classrooms (e.g., mobile devices, Chromebooks, text-to-speech software, etc.). Effective implementation of assistive technology for many students with disabilities will involve coordination between the Committee on Special Education and other school/district administrators. We will ensure that the processes and network infrastructure is in place to support the use of students' required assistive technology devices in both instructional and assessment environments.

- Approximately 20% of the total number of students with disabilities in the district are provided with assistive technology as documented in their Individualized Education Programs (IEPs).
- Students with disabilities require access to a number of assistive technology devices including iPads, laptops, augmentative communication devices, interactive whiteboards, personal and field sounds systems.
- Additionally, there are a wide variety of text to speech, speech to text, word prediction audiobooks and other language-based software applications that our students require to allow them to successfully access the curriculum and communicate in the school setting.
- The District is currently working to add a full-time Assistive Specialist, responsible for a direct consultation caseload, an indirect consultation caseload, oversight of device procurement and management as well as evaluations, Medicaid notes or other meetings as needed.

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 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 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 checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 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 type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom | <input checked="" 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 checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" 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	1.20
Instructional support	1.80
Technical Support	6.00
Totals:	9.00

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	Instructional and Administrative Software	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 checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	End User Computing Devices	N/A	303,000	Both	<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	N/A

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	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	Peripheral Devices	N/A	228,000	Both	<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 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
4	Other (please identify in next column, to the right)	Network Server and Security Cameras	45,000	Both	<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:			596,000			

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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.

<https://www.southcolonieschools.org/>

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

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Asst. Supt. of HR/IT, Safe Schools

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

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Asst. Supt. of HR/IT, Safe Schools

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 provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

<https://www.southcolonieschools.org/wp-content/uploads/2017/08/4526.5-Internet-Safety.pdf>

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

- 11b. Please provide the URL to the district's Cyberbullying Policy.

<https://www.southcolonieschools.org/wp-content/uploads/2017/08/4527-Cyber-Bulling.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

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V. Administrative Management Plan

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

<https://www.southcolonieschools.org/wp-content/uploads/2017/08/4520-Parents-Bill-of-Rights-for-Data-Privacy-Security.pdf>

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

Yes, and I will provide the URL to the policy.

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

<https://www.southcolonieschools.org/wp-content/uploads/2017/08/4528-Information-Systems-Disaster-Recovery-Plan.pdf>

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

<https://www.southcolonieschools.org/wp-content/uploads/2017/08/District-Technology-Plan.pdf>

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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.

<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Privacy and Security
<input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input checked="" type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input checked="" type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input checked="" type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

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.	James Lovett	Supervisor of Instructional Technology	lovettj@scolonie.org	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Privacy and Security <input checked="" 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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	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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	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

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