

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 12/03/2021

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**
Eric Voorhees
2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**
Director of Technology

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2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 04/08/2022

1. What is the overall district mission?

At Gilbertsville - Mount Upton Central School, we use an inclusive approach to cultivate confident individuals with the desire to take risks, value differences in others, experience new opportunities, and to recognize the potential within themselves.

We are a student-centered learning community that values:

- A Growth Mindset
- Essential Skills for Career Readiness
- Social-Emotional Wellness
- Inclusion and Equity
- Critical Thinking
- Meaningful Relationships

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

We strive to provide an inclusive learning community that fosters life-long personal and academic growth.

To this end, the vision for the use of instructional technology is guided by the following:

- setting common goals for the use and application of technology
- developing and increasing student and faculty competency levels in the use of technology
- setting processes and procedures for the acquisition, upgrade, utilization, and evaluation of software and hardware
- supporting these practices in a positive learning environment for staff and students
- having a system in place to support, monitor and adjust practices for best effect

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

Page Last Modified: 04/08/2022

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

The Gilbertsville - Mount Upton School District develops its instructional technology plans via the following methods:

- Ongoing conversation with administration, faculty, instructional staff members, and students. Administrative "full council" meetings occur at least once per month and include regular updates regarding the current state of and new needs regarding technology in the district. Instructional staff members are briefed regarding district technology every 2-3 months during faculty and other meetings and trainings; technology needs of staff members are solicited during the yearly budget process and in June of each school year.
- Meetings of the GMU-CSD Board of Education occur at least once per month.
- Meetings of the GMU-CSD Capital Project Steering Committee, which includes community members, staff and faculty, and Board of Education members occur on a semi-annual to annual basis

The annual timeline of district technology planning normally occurs as follows:

- July-August: Inventory, assessment, and repair of technology equipment from previous school year's use. Budget allocated for and purchases made for equipment requiring replacement. Review of data collected from students and staff in the previous school year regarding technology literacy, access, and future needs
- September-October: Deployment of new equipment and reissuance of equipment turned in for repair and maintenance. Communication to staff and students of any changes in procedures and initiatives. Beginning of year training sessions
- November-December: Yearly school budget process begins; data collection from staff regarding next year needs for equipment, software, services, and training
- January-March: STEAM Specialist and Technology Director evaluate effects of current year initiatives through conversations with students and staff, respectively, then meet to plan changes for the following year. Training continues as part of faculty meetings and classroom activities
- April-June: Finalization of budget needs and preparation for end of year. Review of outcomes and beginning planning of adjustments for the following year.
- End of June: Students and staff turn in issued equipment for inventory, assessment, and repair.

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

Page Last Modified: 04/08/2022

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

The district has built upon the previous three-year plan by:

- increasing the level of interactive classroom presentation equipment for teachers and training them in its use
- adding digital citizenship into its elementary and middle school computer courses
- implementing a one-to-one computer initiative so that students could receive instruction in remote, hybrid, and traditional learning environments
- increasing the level of STEAM-based instruction by implementing a dedicated Maker Space / Collaboration Lab.

The district will continue to build upon previous technology plans for the 2022-25 period in the following ways:

- Addition of new, more automated teleconferencing equipment into classrooms throughout so that teachers can concentrate more on instruction than on the management of technology.
- Increase instruction in digital citizenship due to the expanded use of online communications platforms during the COVID-19 pandemic, in order to mitigate possible inappropriate use of technology by students.
- Continue to maintain the current one-to-one computer initiative by implementing a "rolling" replacement plan of outdated and damaged computers.
- Continue to schedule STEAM-based courses and encourage more students to enroll and excel in them.

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

The district plan for 2022-2025 reflects the following lessons learned during the COVID-19 pandemic:

- The one-to-one initiative begun in April/May of 2020 was in direct response to the COVID pandemic and will continue in the event of future events that may prevent face-to-face instruction.
- Remote support software was purchased and implemented on all student and staff computers so that the district technology department could diagnose and solve issues in remote and hybrid learning environments, highly reducing student inability to receive instruction due to computer issues.
- Training in the use of online conferencing software was begun in March of 2020 and continues on an ongoing basis

6. Is your district currently fully 1:1?

Yes

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

In order to insure that technology will be integrated into curriculum and instruction, the following strategies will be used:

- Where applicable, Common Core Learning Standards, 21st Century Skills, STEAM-based instruction, and the new Computer Science and Digital Fluency Standards will be used to guide technology implementation to further improve instruction.
- Superintendent's conference days contain technology components, where new uses of computer resources can be introduced and experiences with technology in the classroom can be shared.
- Faculty meetings, other after-school training sessions at GMU-CSD, and BOCES workshops provide further training in the use of technology as part of instruction.
- The district employs a dedicated STEAM specialist who meets with educators to introduce and assist with instruction that involves robotics, additive and subtractive rapid-prototyping, and coding.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 04/08/2022

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

Page Last Modified: 12/03/2021

Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has met this goal:

Significantly

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal:

Moderately

3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has met this goal:

Significantly

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal:

Significantly

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The district has met this goal:

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/29/2022

1. **Enter Goal 1 below:**

To maintain a level of computer based technology that is up to date and accessible to all students and staff.

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

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

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

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

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

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

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

Inventory and assessment of technology equipment and software will be performed in July and September of each year. For any equipment and/or software in need of replacement, consultation with administration and educators will take place to determine whether to directly replace, replace with newer technologies that are more relevant to classroom needs, or discontinue use due to lack of relevance to instruction and operations.

Every three years, an Installment Purchase Agreement (IPA) is implemented via Broome-Tioga BOCES in an amount ranging from \$95,000 to \$125,000 plus financing costs in order to further refresh and maintain the district's technology level. This amount is paid back over the 3-year period in the amount of approximately \$50,000 per year.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/29/2022

be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

| | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|-------------|---|--------------------------|---|--------------------------------|------------------|
| Action Step 1 | Planning | Inventory and assessment of technology equipment and software | Director of Technology | N/A | 07/15/2022 | 0 |
| Action Step 2 | Planning | Review of equipment and software in need of replacement | Director of Technology | Administration, STEAM Specialist, Educators | 07/29/2022 | 0 |
| Action Step 3 | Budgeting | Acquiring quotes and consulting with vendors to determine costs of equipment and software | Director of Technology | N/A | 08/12/2022 | 0 |
| Action Step 4 | Purchasing | Submission of purchase orders | Director of Technology | Superintendent, Treasurer, Deputy Treasurer | 08/26/2022 | 25000 |

7. This question is optional.

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

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|--|--------------------------|-----------------------------------|--------------------------------|------------------|
| Action Step 5 | Budgeting | Budgeting for annual payment of Installment Purchase Agreement for 2022-23, 2023-24, and 2024-25 school years. | Director of Technology | Administration, Business Official | 02/28/2025 | 0 |
| Action Step 6 | Purchasing | Annual payment of Installment Purchase Agreement to Broome-Tioga BOCES for the 2022-23, 2023-24, and 2024-25 school years. | Business Official | Administration | 06/30/2025 | 50000 |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No | (No Response) |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/29/2022

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/29/2022

1. **Enter Goal 2 below:**

To elevate and maintain student and staff computer literacy so that they are able to access and use technology in a proficient manner as it relates to tasks at school, work and home.

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

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

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

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

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

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

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

Consultaion on an ongoing basis with the dedicated STEAM specialist, elementary and middle school computer teachers, other educators, and administrators to survey levels of proficiency and comfort with the use of technology equipment, software, and other technology-based resources.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/29/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|----------------|--|-------------------------------------|---|--------------------------------|------------------|
| Action Step 1 | Evaluation | Survey of students and educators | Director of Technology | Administrators, STEAM Specialist | 07/01/2022 | 0 |
| Action Step 2 | Evaluation | Analysis of survey results | Director of Technology | Administrators, STEAM Specialist | 07/29/2022 | 0 |
| Action Step 3 | Communications | New Technology / STEAM initiatives and changes to existing initiatives are communicated to staff and students. | Other (please identify in Column 5) | Administrators, STEAM Specialist | 09/09/2022 | 0 |
| Action Step 4 | Purchasing | Equipment and/or training to support initiatives are made. | Director of Technology | Superintendent, Treasurer, Deputy Treasurer, STEAM Specialist | 10/28/2022 | 20000 |

7. This question is optional.

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

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 5 | (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) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/28/2022

1. Enter Goal 3 below:

To increase the level and sophistication of staff development in the use of instructional technologies.

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

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

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

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

3a. If 'Other' was selected in Question 3 above, please identify target student population(s).

All staff

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

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

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

The district STEAM Specialist and Technology Director will consult with each other and administration on an ongoing basis to discuss/debrief on the results of training experiences with staff members, focusing on proficiency and "comfort levels" of staff members in the use of existing technology resources and the introduction of new resources.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three,

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/28/2022

four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|-------------|---|--------------------------------|-------------------------------------|--------------------------------|------------------|
| Action Step 1 | Evaluation | STEAM Specialist will evaluate new professional development opportunities on a regular basis | Instructional Technology Coach | Technology Director, Administrators | 09/09/2022 | 0 |
| Action Step 2 | Planning | STEAM Specialist will meet with Technology Director and administration to present new professional development opportunities | Instructional Technology Coach | Technology Director, Administrators | 09/30/2022 | 0 |
| Action Step 3 | Budgeting | Superintendent and Treasurer will evaluate and budget for new professional development opportunities that have been approved. | Superintendent | Treasurer | 03/31/2023 | 0 |
| Action Step 4 | Purchasing | Professional development opportunities requiring funding will be purchased under general budget. | Business Official | N/A | 08/31/2023 | 5000 |

7. This question is optional.

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

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|--------------------------|---|----------------------------|-------------------------------------|--------------------------------|------------------|
| Action Step 5 | Professional Development | Presentations and training of staff in new initiative and refresher | Curriculum and Instruction | Technology Director, Administrators | 09/09/2024 | 0 |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/28/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|----------------|--|-----------------------------------|-------------------------------------|--------------------------------|------------------|
| | | training for existing initiatives throughout each school year. | Leader | | | |
| Action Step 6 | Evaluation | Consultation and debriefing of results of previous year's professional development | Curriculum and Instruction Leader | Technology Director, Administrators | 09/29/2024 | 0 |
| Action Step 7 | Implementation | Steps 1 - 4 will be ongoing and repeated | Curriculum and Instruction Leader | Technology Director, Administrators | 03/31/2025 | 10000 |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

8. **Would you like to list a fourth goal?**

No

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

Page Last Modified: 04/29/2022

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

Research continues to show that students learn faster and more deeply when aided by appropriate classroom technology. This is due to the highly interactive and visual nature of educational software that responds and adapts to the individual needs of each student through multiple learning channels.

Using the tools of technology, students and teachers can research, organize, integrate, and present the content that is the core of a schools curriculum. These tools also allow administrators to better guide and support this process. The district believes that this use of appropriate technology tools can help to overcome learning loss that occurred during the COVID-19 pandemic.

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

The COVID-19 pandemic provides the impetus for the district to begin a 1 to 1 computing initiative for all students and for instructors to increase their knowledge in the use of online communication and other technology resources to provide instruction to students regardless of environment. The district intends to continue supporting the ability of teachers to provide instruction to students in a traditional classroom, hybrid learning environment, or in a completely remote setting by providing computing devices that educators and students can use at home or in other non-traditional instructional settings, and by providing better communication and technology tools within classrooms.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/29/2022

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

Technology is available to provide equality of access to curriculum features for students with a demonstrated difficulty in an area of academic processing. Students will also be instructed in the awareness of new assistive technologies that are available in both secondary and post-secondary environments

| Skills Taught | Technologies Used/ Instruction provided for: |
|---|--|
| Keyboarding | Large font or high contrast key labels |
| | Simplified keyboards for younger students |
| | OnScreen or other virtual keyboards |
| | Voice recognition |
| Pointing Devices / Interaction with onscreen objects | Trackball |
| | Switch adapted mouse, trackpad, or trackball |
| | Joystick |
| | Touch screen |
| Word Processing, Spreadsheets, Email | Voice command |
| | Text to speech conversion |
| | Word prediction |
| Language Arts | Spell and grammar check |
| | Alternate keyboard and pointing devices |
| | Text to speech |
| | Paper to electronic conversion (Scanner use) |
| | Organization techniques and software |
| | Bookmaking software |
| Math, Science, Social Studies | Computer and audio books |
| | Spreadsheet and database software |
| | Skill-based drill software |
| | On screen calculator |
| | Video microscope |
| | Topic-based research and fact software |
| | Problem solving software |
| GIS and simulation software | |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/29/2022

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/29/2022

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

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

Yes

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

Other (please explain in Question 7b, below)

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

For the less than 10 ELL students that this district has had over the last 15 years, all resources that are available to students with disabilities and general education students were available to these students, as well as any online translation services or purchased translation/English Language instruction software deemed necessary for the students to succeed. Collaboration with BOCES and Cooperative extension to provide for ELL student needs is also performed.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/29/2022

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input 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 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 checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/29/2022

9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

| | | |
|---|--|---|
| <p><input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</p> <p><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</p> <p><input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</p> <p><input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity</p> <p><input type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</p> <p><input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and</p> | <p><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</p> <p><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</p> <p><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</p> <p><input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.</p> <p><input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.</p> <p><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/</p> | <p><input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.</p> <p><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</p> <p><input type="checkbox"/> Provide online mentoring programs.</p> <p><input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p> |
|---|--|---|

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/29/2022

- | | |
|---|--|
| clarify enrollment instructions. | <input checked="" type="checkbox"/> Technology is used to |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | |

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- a) 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.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) 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.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/29/2022

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

| | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 0.50 |
| Instructional Support | 1.00 |
| Technical Support | 0.50 |
| Totals: | 2.00 |

2. Investment Plan

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

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

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

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

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
| 1 | Professional Development | N/A | 15,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" 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, | N/A |

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/29/2022

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|-------------------------------------|----------------|------------------------------------|--|--------------------------------|
| | | | | | to the right) <input type="checkbox"/> N/A | |
| 2 | End User Computing Devices | N/A | 50,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" 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 checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | Installment Purchase Agreement |
| 3 | Instructional and Administrative Software | N/A | 10,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional | N/A |

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/29/2022

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|----------------|-----------------------------|-------------------------------------|----------------|------------------------------------|---|------------------------|
| | | | | | 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 | |
| 4 | Internet Connectivity | N/A | 35,000 | Annual | <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 Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| Totals: | | | 110,000 | | | |

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

Not Applicable

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/29/2022

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

<https://www.gmucsd.org/BoardofEd.aspx>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/03/2021

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

| | | |
|--|---|---|
| <input type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> English Language Learner | <input type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Blended and/or Flipped Classrooms | <input type="checkbox"/> Instruction and Learning with Technology | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Infrastructure | <input type="checkbox"/> Instruction and Learning with Technology |
| <input type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input checked="" type="checkbox"/> Technology Support |
| <input type="checkbox"/> Digital Equity Initiatives | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> Digital Fluency Standards | <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic B |
| | | <input type="checkbox"/> Other Topic C |

- Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/03/2021

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

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

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|-----------------------------|------------------------|------------------|---------------------|---|
| Please complete all columns | Eric Voorhees | STEAM Specialist | mseigers@gmucsd.org | <input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology |

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/03/2021

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|-----------------------------|------------------------|---------------------|----------------------|---|
| | | | | <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | Eric Voorhees | Technology Director | evoorhees@gmucsd.org | <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning |

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/03/2021

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|--|------------------------|-------|---------------|---|
| | | | | Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology |

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/03/2021

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/03/2021

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

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