

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

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**Section I - District LEA Information**

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

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

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II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

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

The Gilbertsville-Mt. Upton School District is committed to an educational environment that assures equitable opportunity for individuals to become College and Career Ready and ultimately, responsible, productive members of society. We will encourage individual excellence in students of all ages that they may gain a lifelong enthusiasm for work and learning.

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

The Vision Statement of The Gilbertsville-Mt. Upton Central School District is to provide a supportive and creative learning environment, which challenges our students to achieve their personal best as a way of life.

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

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

	List Goals
Goal 1	To maintain a level of computer based technology that is up to date and accessible to all students and staff.
Goal 2	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.
Goal 3	To increase the level and sophistication of staff development in the use of instructional technologies.

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

Yes

**4a. List Goal #4**

To integrate the use of computers and other modern technologies with classroom instruction so that they become a part of regular use on a daily basis.

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

Yes

**5a. List Goal #5**

To integrate computer and online resources with the use of traditional library resources in the district libraries so students become capable of using a variety of information sources to develop solutions that address the needs of their education.

**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 Gilbertsville-Mt. Upton School District develops its instructional technology plan via the following methods:

- Ongoing conversation with administration, faculty, instructional staff members, and students.
- Meetings of the GMU-CSD Educational Technology Committee.
- Meetings of the GMU-CSD Board of Education.
- Meetings of the GMU-CSD Capital Project Steering Committee, which includes community members, staff and faculty, and BOE members.

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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.**

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 and 21st Century Skills 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.

**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.**

1. The level of student computer literacy will be assessed during the Summer after each school year ends through the methods discussed in the Computer Literacy Foundations on pages 11 through 21 of the GMU Technology Plan.
2. Staff development in the use of technology will consist of training workshops facilitated by the GMU technology department on an as-needed/per request basis, details of which are listed in the Professional Development section of the GMU Technology Plan. Computer literacy of staff members will be assessed by tracking staff use of technology equipment, and by tracking the level and types of technology maintenance / repair requests.
3. Evaluation of the impact of professional development in the use of technology and its use as an instructional tool will be made during the Summer after each school year ends, based upon staff reporting of experiences with technology use in the classroom, as well as classroom observations.
4. Progress of the plan's implementation and the impact of technology on student learning will be reviewed by the GMU administrative council on an ongoing basis.
5. The GMU Technology Department will meet with administration and staff to review the current Technology Plan and make suggestions for adjustment. After soliciting feedback from staff, administration, the GMU Board of Education, the GMU Capital Project Steering Committee, and the Technology Committee, changes will be applied to the plan and submit it for Board of Education approval.

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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**

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.**

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	Inventory and assessment of technology equipment; process to be repeated in July and September of each year.	Director of Technology	N/A	Sept. (09)	2018	0
Action Step 2	Planning	Review of equipment in need of replacement with administration and technology committee; process to be repeated in July and September of each year.	Director of Technology	N/A	Oct. (10)	2018	0
Action Step 3	Budgeting	Acquiring quotes and consulting with vendors to determine costs of equipment;	Director	N/A	Jan. (01)	2019	0

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	ng	process to be repeated in July and September of each year.	of Technology				
Action Step 4	Purchasing	Submitting final equipment purchase list to vendors and/or BOCES and/or RIC to be purchased with E-Rate reimbursement funds.	Director of Technology	N/A	Jan. (01)	2019	22000

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	Evaluation	Review of equipment in need of replacement with administration and technology committee; items to be purchased under new Installment Purchase Agreement (IPA) to begin Summer 2019.	Director of Technology	N/A	Jan. (01)	2019	0
Action Step 6	Bud	Acquiring quotes and consulting with	Dire	N/A	Mar	201	0

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	getting	vendors to determine costs of equipment to be purchased under IPA.	Director of Technology		March (03)	2019	
Action Step 7	Purchasing	Submitting final equipment purchase list to vendors and/or BOCES and/or RIC to be purchased with IPA funds.	Director of Technology	N/A	March (03)	2019	110000
Action Step 8	Evaluation	<p>Director of Technology, STEAM Specialist, technology committee, and administration will meet to evaluate effectiveness of equipment purchases and deployments in order to plan for the following year(s) using e-rate and district funds.</p> <p>Evaluation of equipment purchased with e-rate and/or district funds will occur on an annual basis. Evaluation of equipment purchased with IPA funds will occur on a three-year basis.</p>	Director of Technology	(No Response)	July (07)	2019	0

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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**

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.**

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

**3. Target Student Population(s)**

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

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

all staff

**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	Evaluation	Technology Committee meets to evaluate metrics regarding demonstrated student and staff member technology literacy.	Other (please identify in next column, to the	Technology Committee	June (06)	2019	0

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			right )				
Action Step 2	Planning	Technology Committee meets to plan new (or remedial, if necessary) professional development and curriculum for technology / STEAM education.	Other (please identify in next column, to the right )	Technology Committee	Aug. (08)	2019	0
Action Step 3	Communications	Technology / STEAM initiatives are communicated to staff and students.	Other (please identify in next column, to the right )	Technology Committee	Aug. (08)	2019	0
Action Step 4	Purchasing	Equipment and/or training to support initiatives are made.	Other (please identify	Technology Committee	June (06)	2020	10000



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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
			tify in next column, to the right )				

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	Evaluation	Director of Technology, STEAM Specialist, technology committee, and administration will meet to evaluate the effectiveness of that year's training initiatives and supporting purchases and plan accordingly for the following year.	Other (please identify in next column)	Technology Committee	June (06)	2020	0

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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
			mn, to the right )				
Action Step 6	Implementation	Steps 1 - 5 are repeated for successive school years.	Other (please identify in next column, to the right )	Technology Committee	June (06)	2021	(No 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**

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.**

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)

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

all staff

**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	Evaluation	STEAM Specialist will evaluate new professional development opportunities on a regular basis	Curriculum and Instruction Leader	N/A	Jan. (01)	2019	0
Action Step 2	Planning	STEAM Specialist will meet with administration to present new professional development opportunities	Curriculum	N/A	Feb. (02)	2019	0

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		and discuss necessary budgeting	and Instruction Leader				
Action Step 3	Budgeting	Superintendent will evaluate and budget for new professional development opportunities that have been approved.	Superintendent	N/A	March (03)	2019	0
Action Step 4	Purchasing	Professional development opportunities requiring funding will be purchased under general budget.	Business Official	N/A	September (09)	2019	5000

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	Evaluation	STEAM Specialist will collect feedback from staff about the effectiveness of the professional development opportunities	Other (please)	STEAM Specialist,	July (07)	2019	0

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		offered that year and share it with the technology committee and administration. This will inform planning and purchase of professional development resources for the following year.	use identify in next column, to the right )	Technology Committee, Administration			
Action Step 6	Implementation	Steps 1 - 5 will be ongoing and repeated each school year.	Curriculum and Instruction Leader	N/A	Jan. (01)	2020	(No 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 4

**Section III - Action Plan**

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

**1. Goal #4**

To integrate the use of computers and other modern technologies with classroom instruction so that they become a part of regular use on a daily basis.

**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)**

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

**4. List the action steps that correspond to Goal #4 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	STEAM Specialist will develop technology integration / STEAM education program curriculum.	Curriculum and Instruction Leader	N/A	Sept (09)	2018	0
Action Step 2	Communications	STEAM Specialist will share program curriculum with classroom teachers.	Curriculum and Instruction	N/A	Oct (10)	2018	0

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III. Action Plan - Goal 4

	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
			n Leader				
Action Step 3	Collaboration	STEAM Specialist will collaborate with classroom teachers to adjust curriculum for specific grade levels and needs groups.	Curriculum and Instruction Leader	N/A	Oct. (10)	2018	0
Action Step 4	Implementation	STEAM Specialist will engage in regular classroom visits to facilitate STEAM instruction.	Curriculum and Instruction Leader	N/A	June (06)	2019	0

5. This question is optional.  
 If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

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III. Action Plan - Goal 4

	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	Evaluation	STEAM Specialist, technology committee, and classroom teachers will evaluate effectiveness of previous year's STEAM curriculum and adjust for the following year	Other (please identify in next column, to the right)	Tech. Cmte. and Teachers	July (07)	2019	0
Action Step 6	Planning	Steps 1 - 5 will be repeated for each school year	Curriculum and Instruction Leader	N/A	Sept. (09)	2019	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 5

**Section III - Action Plan**

Copy Goal # 5, which you listed in Section II by responding "Yes" to Question 5, and respond to all questions below.

**1. Goal #5**

To integrate computer and online resources with the use of traditional library resources in the district libraries so students become capable of using a variety of information sources to develop solutions that address the needs of their education.

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

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

**3. Target Student Population(s)**

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

**4. List the action steps that correspond to Goal #5 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	Collaboration	Librarian, STEAM Specialist, Technology Director, and Administration will carry on regular conversations about instructing students in the use of traditional and newer research methods and resources.	Other (please identify in next column, to the right)	Librarian, STEAM Specialist, Tech. Dir., Administration	June (06)	2019	0
Action Step 2	Impl	Librarian will instruct students via	Libr	N/A	Jun	201	0

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III. Action Plan - Goal 5

	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
	Implementation	elementary "specials" courses in the use of reference materials and technological resources.	Library Media Specialist		June (06)	2019	
Action Step 3	Implementation	Technology Director will support technology equipment needs of the library as much as practicable.	Director of Technology	N/A	June (06)	2019	2000
Action Step 4	Collaboration	STEAM Specialist will collaborate with Librarian where applicable to present technology-based research methods and resources to students.	Curriculum and Instruction Leader	N/A	June (06)	2019	0

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

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III. Action Plan - Goal 5

	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	Evaluation	Librarian, STEAM Specialist, Technology Director, and Administration will meet to evaluate the techniques and resources used to integrate traditional library and technology-based resources used in the school year just completed. Data developed from this evaluation will be shared with the technology committee and other relevant stakeholders such as classroom teachers so that any necessary changes can be made for the following school year.	Other (please identify in next column, to the right)	Librarian, STEAM Specialist, Tech. Dir., Administration	Aug. (08)	2019	0
Action Step 6	Implementation	Steps 1 - 5 to be repeated as needed, not to exceed an annual basis.	Other (please identify in next column, to the right)	Librarian, STEAM Specialist, Tech. Dir., Administration	Sept. (09)	2019	2000
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 5

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IV. NYSED Initiatives Alignment

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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.**

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 school’s curriculum. These tools also allow administrators to better guide and support this process.

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.**

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.

<u>Skills Taught</u>	<u>Technologies Used/ Instruction provided for:</u>
----------------------	---

- |                  |  |
|------------------|--|
| Keyboarding      | <ul style="list-style-type: none"> <li>• Large font or high contrast key labels</li> <li>• Simplified keyboards for younger students</li> <li>• OnScreen or other virtual keyboards</li> </ul> |
| Pointing Devices | <ul style="list-style-type: none"> <li>• Voice recognition</li> <li>• Trackball</li> <li>• Switch adapted Mouse / Trackball</li> <li>• Joystick</li> <li>• Touch screen</li> </ul>             |

- |                                      |   |
|--------------------------------------|---|
| Word Processing, Spreadsheets, Email | <ul style="list-style-type: none"> <li>• Text-to-Speech Conversion</li> <li>• Word prediction</li> <li>• Spelling and grammar checking</li> </ul> |
|--------------------------------------|---|

<u>Curriculum Integration</u>	<u>Technologies Used / Instruction provided for:</u>
-------------------------------	--

- |               |   |
|---------------|---|
| Language Arts | <ul style="list-style-type: none"> <li>• Alternate keyboard and pointing devices</li> <li>• Text to speech</li> <li>• Paper to electronic conversion (Scanner use)</li> <li>• Organization techniques and software</li> <li>• Bookmaking software</li> <li>• Presentation software</li> <li>• Computer and audio books</li> </ul> |
|---------------|---|

- |                               |   |
|-------------------------------|---|
| Math, Science, Social Studies | <ul style="list-style-type: none"> <li>• Spreadsheet and database software</li> <li>• Skill-based drill software</li> <li>• On screen calculator</li> <li>• Video microscope</li> <li>• Topic-based research and fact software</li> <li>• Problem solving software</li> </ul> |
|-------------------------------|---|

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IV. NYSED Initiatives Alignment

**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)

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

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

Other (please explain in Question 6b, below)

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IV. NYSED Initiatives Alignment

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

For the less than 10 ELL students that this district has had, 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.

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.

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

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

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

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

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V. Administrative Management Plan

**Section V - Administrative Management Plan**

**1. Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	0.30
Instructional support	0.70
Technical Support	1.00
<b>Totals:</b>	<b>2.00</b>

**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	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, to the right) <input type="checkbox"/> N/A	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	IPA



2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
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 Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	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
<b>Totals:</b>			<b>110,000</b>			

## 2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

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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 (There are no non-public schools in the district)

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

The district has a public website.

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

<http://www.gmucsd.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.

Director of Technology

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.

Director of Technology

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

Yes

- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Yearly

- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

No - no audits were performed by a 3rd party contractor

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.

<http://www.gmucsd.org/TermsandConditions.aspx>

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.

[http://www.gmucsd.org/Downloads/Bullying\\_Prevention\\_Plan.pdf](http://www.gmucsd.org/Downloads/Bullying_Prevention_Plan.pdf)

**2018-2021 Instructional Technology Plan - Annually - 2018**

V. Administrative Management Plan

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

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

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

2014

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

<http://www.gmucsd.org/downloads/ParentsBillOfRights-DataPrivacy.pdf>

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

No. The district does not have such a policy.

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

[http://www.gmucsd.org/Downloads/GMU\\_Tech\\_Plan\\_2015-2018.pdf](http://www.gmucsd.org/Downloads/GMU_Tech_Plan_2015-2018.pdf)

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

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VI - Sharing Innovative Educational Technology Programs

**Sharing Innovative Educational Technology Programs**

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

<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 type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input checked="" type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input 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.	Eric Voorhees	Director of Technology	evoorhees@gmucsd.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 type="checkbox"/> Digital Citizenship <input checked="" 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 checked="" type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

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	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 checked="" type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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

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VI - Sharing Innovative Educational Technology Programs

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

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VI - Sharing Innovative Educational Technology Programs

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

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