2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 09/24/2021

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

Nicholas Hill

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

     Director of Technology

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

   ONE PURPOSE, YOUR PATHWAY, OUR PROMISE. Our PURPOSE is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their PATHWAY and discover their personal best because we PROMISE to give them our best.

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

   Our PURPOSE is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their PATHWAY and discover their personal best because we PROMISE to give them our best.

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 Lewiston-Porter Technology Plan was created in service to the district strategic plan. The strengths and areas of improvement were identified during an extensive strategic planning process which began at the end of the 2018-19 school year and continued throughout 2019-20 school year. The Strategic Planning Steering Committee was comprised of administrators, school board members, teachers, aides, students, and parents. We were working with a consulting company called *Education Elements* to help guide us through the process. The first part of the process began in the Spring of 2018 when the district contracted *Panorama Education* to assist with getting reliable and useful survey data from students, teachers, staff, and parents and community members. The survey was designed to provide feedback to the committee about many aspects of schooling including climate & culture, innovation and technology, and student success. This was the first step to helping to identify areas of strength and areas of improvement. After the survey results were in, we utlized the last few meetings in May and June to analyze the data. This helped to kickstart the planning process in the follwing school year. With the help of *Education Elements*, we were able to use the survey data and further engage stakeholders to get more qualitative data and dig into the true needs of our district.. The committee met regularly through the 2019-2020 school year. Here are the main meeting dates: 10/9/2019; 10/21/2019; 11/18/2019; 12/5/2019; 1/6/2020; 1/23/2020; 2/5/2020 & 2/6/2020; 3/4/2020; 6/3/2020.   In addition to committee meetings, members of the comittee also engaged in shadowing opportunities and interviews with individual stakeholders to continue learning as much as possible about the needs of the district. The Superintendent also meets with students in a student advisory committee. This committee allows students to provide honest feedback from their unique perspective. By the end of the 2020 school year we had a board approved strategic plan that we were ready to move forward with. Once the plan was accepted, the steering committee was broken into 3 groups based on the three goals that were developed:*Defining Student Success, Innovative Learning Enviroments, and Climate & Culture.* The technology goals were mostly developed alongside innovative teaching and learning group. Throughout the year, the groups met quarterly at a minimum to plan for next steps and assess initiatives. This technology plan was written following the goals and initiaitves put forth by the strategic plan. We have a technology committee that meets monthly comprised of teachers, administrators, and our school library media specialist(s). The comittee meets on the first Wednesday of each month. The planning documents are shared via Google and will allow for virtual collaboration between meetings when necessary. Members can view, comment, and make suggestions between meetings to help facilitate the process. The timeline for the development of the technology plan can be seen below.
   - October 6th: Preliminary Meeting- Devise a timeline and overall planning process
   - December 1st: Review NYS Technology Goals and choose goals that align with the Lewiston-Porter Strategic Plan.
   - January 5th- Create sub committee comprised of teachers, administrators, and library media specialists to write out district-specific goals and set up dates.
   - March 11th, March 14th, March 22, April 4th, April 29th: Write, Review, Revise Technology Plan.
   - First Week of May: Final approval from superintendent and submission through the NYSED portal.

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

The planning process for our strategic plan and by extension the technology plan was much different from our previous plan as it widely expanded the number of participants that were involved in the process. This process inluded all stakeholders in multiple ways including surveys, interviews, shadowing, and larger commitee work. It also spanned much more time to get as much data and feedback as possible. Furthermore, the guidance of outisde entities such as *Educational Elements* and *Panorama Education* helped to ensure the reliability of the process and the results. The committee identified strengths and areas of improvement through wide-reaching surveys, interviews, shadowing, and highly inclusive committee work. During those processes, we analyzed our current state of technology and our previous goals to formulate new goals that would move us forward for the next several years. Instructional technology is ever evolving. Our first goal of our previous plan was to investigate 21st century idess to advance student acheivement. We have come a long way with this especially after the events with the global pandemic; however, there are always new methods, tools, and resouces to utilized. Our second goal was to provide consistant, qualiity professional development to teachers around using SAMR and ISTE standards. Both of these goals have been met significantly but as a committee we think we can evolve what we are focusing on as a district and how we provide the support. With the growing use of virtual meetings and instruction, we now have more opportunites for teachers to be supported. Our plan will include multiple modalities for professional development which include virtual, on-demand, in-person, and hyprid appoaches to meet individuals' needs. Futhermore, the district has invested in more technology resources than ever before in the wake of the pandemic. Our plan moving forward is to see those resources used effectively and efficiently. Finally we also had a goal of investing in 1:1 technology. We have met that goal and our distric is completely 1:1. The approach moving forward will be to maintain and sustain that model.

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

The most immediate and obvious effect that the COVID pandemic had was the institution of new learning options. As a district we adopted a remote-only option as well as a hybrid option that included both in-person and remote learning. Luckily, we were already a 1:1 district and had the necessary infrastructure to provide reliable access to devices and internet access. One thing we did have to address was providing internet services to students that did not have it. This was done initially through kajeet mobile hotspots and then through T-Mobile's Project 10 Million. The deployment of devices had to change. Prior to the pandemic, only students in grades 8-12 traveled to and from schoool with their devices. Other students worked off a class set model. During the pandemic, all students were assigned a specific devices and for a time, all students would travel to and from school with those devices. When hybrid learning ended, students in grades 4-12 continued to travel with devices daily as a result of their experiences. Professional development evolved to include more on-demand and virtual instruction. This was a positive change as it helped to accomodate teachers with a wide variety of scheduleing confilcts. The demand for PD also increased as teachers were faced with an immediate need to learn new instructional techniques. Some of the instructional techniques included a more proficient use of student management systems like SeeSaw and Google Classroom. Teachers also needed to learn virtual meeting software such as Zoom or Google Meet. Futhermore, engagement tools were vital including Ed Puzzle, ThinkTech, SeeSaw, ScreenCastify, G-Suite and many others. Since our strategic plan had already begun it's planning process prior to the pandemic, parents and community members were already involved pretty heavily. This left the door open and communication and feedback continued to come through as we navigated the needs of families through the pandemic. Multiple surveys were sent out through the entire time frame focusing on families' needs, instructional methods, and technology.

6. **Is your district currently fully 1:1?**

Yes

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

Professional development is and will continue to be offered is several models including: workshops, curriculum & faculty meetings, graduate coursework, consultants, conferences, higher education partnerships, peer collaboration, mentoring, summer curriculum projects, and professional learning communities (PLC). The timeframes made available vary depending on the modality and the needs of the individual or department. Options include: before/after school, online, on-demand, summer, weekends, department planning time, curriculum meetings, faculty meetings, early release days, or school days. Professional developement is alligned through the goal setting process each year. Teachers are asked to set goals within their PLCs that allign with district strategic goals. One of those goals must be technology aligned as it related to student success and/or innovative teaching and learning. The district has determined the current capacity of educators through extensive surveys both internally as well as through the use of *Panorama Education*. Futhermore, there are 2 technology liaisons assigned to each school building. They are heavily involved in the day to day technology operations of the buildings they are also involved in building planning and faculty meetings. They learn of building needs and the capacity of personnell and share the information at monthly technology committee meetings. Moving forward, the district will provide targeted, needs-based, and personalized professional development that is based on teachers' capacity and interests by offering ample choice to teachers, a variety of modalities to attend or recieve professional development, and time to utiilize, collaborate, and reflect on their progress with their peers. The effectiveness of this plan will be evaluated through periodic goal setting checks with PLCs and their administrative liaisons, There will also be survey data collected at the end of each year through the profefssional development committee. Furthermore, we will rely on qualitative feedback from peer cooridnators from each department to guide our year to year implementation of professional developement.

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III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**

    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:**

    Significantly

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:**

    Fully

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**

    Fully

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

    Moderately

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1. **Enter Goal 1 below:**

The district will focus pedagogical efforts on using technology resources to enhance and personalize student learning.

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.**

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

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

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

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

Evidence and data collected to ensure that the district is making progress toward this goal will include the following:
• Analytics provided through the vendor
• Training badges provided through on-demand training through the vendor
• Attendance data from professional development opportunities
• Artifacts shared by teachers within their PLC group
• Portfolio/Passports created and shared by teachers.
These measures will be collected and utilized by building administrators, and PLC leaders. There will be three check-ins throughout the year between the PLC leader and the administrative liaison for the group to review progress toward the goal(s). The technology committee will also review usage data and training progress at it's monthly meetings. The district will know that the goal has been accomplished through primary evidence presented by faculty members in the form of their portfolios and during reflective sessions. Progress toward the goal will also be measured through annual surveys given to both students and teachers.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Create, at a building level, a technology	Director of Technology	Technology Committee	09/30/2022	$0.00
Action Step 2	Communications	During the first quarter or trimester of the year, communicate the expectations for technology goals within PLCs.	Curriculum and Instruction Leader	Building Administrators	10/31/2022	$0.00
Action Step 3	Collaboration	Allow time within PLC groups to evaluate and decide on which resources they would like to incorporate in their goals.	Classroom Teacher	Peer Coordinators	11/30/2022	$0.00
Action Step 4	Professional Development	Teachers participate in targeted PD offerings based on their needs and goals. They learn, use, share, and reflect within their PLC and with other participants.	Classroom Teacher	Peer Coordinators, Director of Technology	06/23/2023	$0.00

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	Evaluation	Throughout the year monitor progress toward those goals using 3 check-in points.	Building Principal	Peer Coordinators, Technology Committee	06/23/2023	$0.00
Action Step 6	Evaluation	Using information and feedback provided by teachers, peer coordinators, PD instructors, Technology Committee and administrators, the professional	Director of Technology	Teachers, Peer Coordinators, Technology Committee, Administrators	09/30/2023	$0.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		development plan will be evaluated annually and adjusted to meet the needs of the district.				
Action Step 7	Implementation	Using the information gathered from the first year, make adjustments to the technology	Director of Technology	Teachers, Peer Coordinators, Curriculum and Instruction Leader, Administrators, Technology Committee.	06/30/2025	$0.00
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

   Lewiston-Porter will develop a professional development system that will support and empower teachers to leverage technology resources and practices to support innovative teaching and learning to redefine student success through the use of enhanced assessment strategies, engaging and inclusive tools, and through the differentiation of learning.

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

   Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

   ☑ All students
   ☐ Early Learning (Pre-K -3)
   ☐ Elementary/intermediate
   ☐ Middle School
   ☐ High School
   ☐ Students with Disabilities
   ☐ English Language Learners
   ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   ☐ Students experiencing homelessness and/or housing insecurity

   ☐ Economically disadvantaged students
   ☐ Students between the ages of 18-21
   ☐ Students who are targeted for dropout prevention or credit recovery programs
   ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   ☐ Students who do not have internet access at their place of residence
   ☐ Students in foster care
   ☐ Students in juvenile justice system settings
   ☐ Vulnerable populations/vulnerable students
   ☐ Other (please identify in Question 3a, below)

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

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

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

   The data that will be collected to monitor progress toward this goal will include the following: departmental and personal goals from each professional learning community, attendance to required professional development, artifacts from professional development workshops, artifacts from practical use of technology resources, and reflections from departments and individuals. Data and evidence toward this goal will be collected at three points during each school year. Each collection will be overseen by the building administrator as well as the leader of each department or professional learning community. The timeline for collection would be at the end of Quarter 1, the start of Quarter 3 and the end of Quarter 4 in the secondary levels. In the primary levels, it would occur at the end of each trimester. The data will be used to confirm that individuals and departments remain on track with their goals during the year, the artifacts and reflections will be shared in the department or with the school at large to help elevate the practice of others. As part of the reflection process, teachers will complete surveys to indicate the effectiveness of the program. This will help us to determine if the the goals were met. Furthermore, PLC leaders and building administrators will have the opportunity to evaluate artifacts from each PLC to see evidence of growth and success toward the goal.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	Acquire a district supported assessment program.	Curriculum and Instruction Leader	Director of Technology, Technology Committee	09/01/2022	$6500.00
Action Step 2	Budgeting	Maintain robust library of technology tools for teachers to utilize for engagement, and differentiated/personalized instruction.	Director of Technology	Curriculum and Instruction Leader, Business Leader	06/30/2025	$30,000.00
Action Step 3	Planning	Seek out partnerships for conferences, in-services, and other learning opportunities; dedicate time and create a calendar of professional development opportunities for staff.	Curriculum and Instruction Leader	Director of Technology, Technology Committee	06/30/2025	$0.00
Action Step 4	Collaboration	PLC leaders and administrators will collaborate within their PLCs to create goals and identify PD required to meet those goals.	Curriculum and Instruction Leader	Curriculum and Instruction Leader, Technology Committee, Teachers, Administrators	06/30/2025	$0.00

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	Professional Development	Based on the goals the PLC have chosen, teachers will attend meaningful PD opportunities to help them toward their goals. At minimum they will attend 3 workshops. The first	Classroom Teacher	Director of Technology, Technology Committee, Building Administrators	06/30/2025	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		would be focused on learning, the second would focus on advancement, and the third would focus on mastery/reflection.				
Action Step 6	Collaboration	During the school year, between PD events, PLCs will meet, share their knowledge and discuss their progress toward their goals. This information will be shared with the PLC leader as well as the assigned administrator.	Classroom Teacher	Administrators, PLC Leaders	06/30/2025	(No Response)
Action Step 7	Evaluation	Collect feedback from stakeholders; analyze data about program usage, and evaluate the professional development plan. Make adjustments as required.	Director of Technology	Curriculum and Instruction Leader, Technology Committee, Teachers, Administrators	06/30/2025	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

Lewiston-Porter will provide and maintain equitable access to infrastructure and hardware to support 1:1 initiatives.

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.**

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

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

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

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

Using data collected through the Digital Equity Survey that is now required by the state, the district will be able to maintain records on the digital needs of families right in our learning management system. School administrators and social workers will have access to this information and can work with families to get the resources they require.The inventory and distribution of 1:1 devices will also be managed in Destiny, by our school library media specialists. Mobile hotspots will be inventoried and distributed at the district level. We will know that we've accomplished our goal with follow-up surveys and by adding notations to the reports that are maintained in our SMS.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Distribute and collect digital equity survey to all families both electronically and on	Director of Technology	Building Administrators	10/31/2022	$0.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		paper to assess the needs of families within the community.				
Action Step 2	Communications	Reach out to families that indicate that they have a hardship and require assistance with technology resources such as home internet service. This will be an ongoing process throughout the length of our technology plan but we would plan to have devices to families no later than the end of October each school year. .	Director of Technology	Building Administrators, Social Workers, Guidance Counselors, Classroom Teachers	06/30/2025	$0.00
Action Step 3	Community Partnerships	Work with T-Mobile annually and leverage their $0 cost Project 10 Million program to acquire mobile hotspots for families in need.	Director of Technology	N/A	06/30/2025	$0.00
Action Step 4	Implementation	Distribute mobile hotspots to families identified in action steps 1 and 2. Devices are tagged and assigned to specific families/students. This will be an ongoing process throughout the length of our technology plan but we would plan to have devices to families no later than the end of October each school year.	Director of Technology	Library Media Specialists	06/30/2025	$0.00

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Budgeting	Maintain the appropriate funding in the annual budget to support 1:1 devices in the school district. Follow the established replacement cycle and purchase devices as needed.	Business Official	Director of Technology	06/30/2025	$135,000.00
Action Step 6	Implementation	Follow our annual device cycle plan to collect and distribute devices as students and enter school from year to year.	Director of Technology	Technology Commitee	06/30/2025	(No Response)
Action Step 7	Evaluation	We will re-survey families annually to ensure we are meeting the needs of our learning community. Building administrators, counselors, and social workers will annotate students' records in our SMS when devices are distributed.	Building Principal	Director of Technology	06/30/2025	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

   No

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V. NYSED Initiatives Alignment

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

   - Technology is integrated into teaching and learning throughout the district in the following ways:
   - Using our 1:1 devices, students have access to asynchronous, synchronous, direct, and independent instruction.
   - Staff and students use technology for formative and summative assessments including universal screening
   - Our district utilizes learning management systems such as SeeSaw and Google Classroom that facilitate communication, feedback, grades, digital portfolios, and learning opportunities.
   - District technology allows for access to a variety of differentiated instructional programs and engagement tools used for formal and informal feedback.
   - Technology is used by teachers to facilitate their practice in the following ways:
   - Technology is used to allow for quicker and more comprehensive data collection from students.
   - It allows for greater, more inclusive participation of students thereby increasing engagement.
   - It allows for flexible classrooms including alternate locations.
   - Technology also allows for simpler modication to tasks to assist with differentiation/personalized learning.
   - The extent to which technology is used by students to demonstrate understanding of skills and concepts
   - Universal Screening, Summative Assessments, Digital Portfolios, Formative Assessments
   - Students at times are given a choice of product allowing for video, slideshow, written, or multimedia presentations.
   - Technology is used to provide multiple pathways to access and participate in learning in these ways:
   - Flexible locations or settings
   - Differentiation with access to multiple options for products or tasks
   - Access to multiple modalities
   - Helps to facilitate learning for students with accessibility requirements including but not limited to: text to speech, subtitles, speech recognition, translation, etc.

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.**

   Our district is in an excellent situation when it comes to providing equitable learning to our students. Our budget has been set up to sustain a predictable and reliable device cycle which will ensure our students have access to reliable devices for the long-term. Using E-Rate opportunities, the district has and will continue to keep our infrastructure updated and well-maintained. A more recent need that had come up was internet connectivity for our families at home. We have partnered with T-Mobile to provide students with mobile hotspots. This partnership through their project 10 million will last minimally through the 2026 school year but if we continue to get approvved for services, it could last through 2030. Technology requires human capacity to grow it and maintain it. Our district has committed significatn funds to enlist IT support throught Erie 1 BOCES as a managed service district. These services help to keep our technology running at peak performance and to keep our network secure. This is also managed by the Director of Technology and Data. Furthermore, the district has committed to paying two technology liaisons per building. These liaisons serve to help with instructional technology software ands hardware issues as well as troubleshoot staff and student devices. They also provide staff with instructional technology professional devleopment. In addition, the district offeres a catalog of staff development in which teachers can be paid to teach and enroll in courses. We also leverage any and all professional development opportunities offered by our software vendors.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.**

Instruction using technology is differentiated to support the individual learning needs of students with disabilities because there are countless apps and extensions available on our iPads and Chromebooks to assist with accessibility requirements including but not limited to: text to speech, subtitles, speech recognition, translation, etc.. Our students in grades K-2 primarily use iPads in our 1:1 program and students 3-12 primarily use Chromebooks. Built directly into the Chrome OS are many accessibility tools but we also utilize certain extensions including Text Help Read & Write. We also use Google Translate tools. Technology resources also assist teachers with providing differentiated tasks. This helps to meet the needs of students that operate at various levels or have the ability to demonstrate their knowledge in ways that are different from their classmates. Classroom technology provides more options for products and task completion modifications. An example of this would include allowing a student to do a presentation using a video made in WeVideo as opposed to standing in front of the class delivering an oral presenation. Another example would be allowing students to use Book Creator for a project instead of a term paper or essay. Use of digital assessment is also a huge benefit to students. Instant feedback allows for teachers to group students according to their needs and address issues as they arise. Programs such as ThinkTech, Ed Puzzle, and Castle Learning, allow teachers to collect evidence of learning very rapidly and adjust teaching accordingly. Technology also helps to facilitate universal screening through Aimsweb Plus. The data collected helps our school staff to identify at-risk students and place them accordingly.

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.**

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

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

☑ Technology to support writers in the elementary classroom	☑ Multiple ways of assessing student learning through technology
☑ Technology to support writers in the secondary classroom	☑ Electronic communication and collaboration
☑ Research, writing and technology in a digital world	☐ Promotion of model digital citizenship and responsibility
☑ Writing and technology workshop for teachers	☑ Integrating technology and curriculum across core content areas
☑ Enhancing children's vocabulary development with technology	☐ Web authoring tools
☐ Writer's workshop in the Bilingual classroom	☐ Helping students connect with the world
☑ Reading strategies for English Language Learners	☑ The interactive whiteboard and language learning
☑ Moving from learning letters to learning to read	☐ Use camera for documentation
☑ The power of technology to support language acquisition	☐ Other (please identify in Question 8a, below)
☑ Using technology to differentiate instruction in the language classroom	

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

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

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

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

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

V. NYSED Initiatives Alignment

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

☐ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ Other (please identify in Question 10a, below)

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.70
Instructional Support	0.20
Technical Support	0.10
Totals:	**1.00**

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	End User Computing Devices	Teacher Workstations	64,240	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	Combination of selected sources
2	End User Computing Devices	Student Devices	140,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	Combination of selected sources including ECF

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	Network Switches and Access Points	130,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	Combination of selected sources
4	Peripheral Devices	Interactive Displays for Classrooms	125,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	CRRSA

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**459,240**			

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

   Yes

4. **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.lew-port.com/Page/135

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

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

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

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

VII. Sharing Innovative Educational Technology Programs

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

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