2022-2025 Instructional Technology Plan - 2021

I. District LEA Information
_____

Page Last Modified: 07/07/2022

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

Eric C. Whipple

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

Superintendent

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

Page Last Modified: 07/08/2022

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

   Empowering Students for the Challenges of Tomorrow

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

   The Charlotte Valley Central School believes that it can enhance learning through effectively integrating technology throughout the academic program. It is the district's purpose to infuse its students with the requisite skills which will lead to an understanding of not only today's technology but, will also enlighten, and engage students of the possibilities of tomorrow. As part of this, teachers and students will meet the New York State Technology Standards as outline by the New York State Board of Regents. The use of technology will be incorporated within all programs to provide data-driven decisions that are utilized to ensure student success and teacher accountability.

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 district continually seeks technological resources to further develop and instruct daily learning. The use of computers, smart boards, and other advanced technologies will act to promote technological literacy throughout our Pre-kindergarten through twelfth grade school building. As part of our plan we will continue to utilize technology to assist in assessments, student achievement, and to assist with data driven decisions. We will actively pursue academic software that is relevant within the core curricula that will enable students the opportunity to expand their technological awareness. We will also upgrade and stay current with technological trends. Stakeholders include administration, teachers, paraprofessionals and office staff.

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

   The district continues to look at progressive ways to incorporate and improve technology for both students and staff. We are now 1 to 1 devices for all grade levels and we are replacing classroom technology with the latest SMART equipment. The district has upgraded the infrastructure in certain areas, and the plan is to completely redo our entire network over the next few years. This includes access points, hardware and wiring.

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

   Due to virtual learning, the district purchased new and upgraded existing Chromebooks for all students. From 2021 to 2022, the district went from 1 to 1 devices 3-12 to all students K-12. Students who were fully virtual were offered devices at home (either picked up in person or delivered via district transportation). Staff and students were offered training on G Suite, Google Classroom and eSchool access from home. The district also conducted digital equity surveys to identify gaps in connectivity throughout our region. WiFi hotspots were offered during the 20-21 school year.

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

   Yes

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

   All new staff are trained during professional development conference days or as needed. Teachers and administration meet with our Technology Coordinator throughout the year. Student Services office professionals assist staff with eSchool and fellow teachers offer professional development to their peers as needed (i.e. Castle Learning). The district is committed in promoting the use of technology where applicable, and provides coverage for staff who may need to train during the school day.
   Superintendent's Conference Days--Aug. 31st and Sept. 1st
   Faculty Meetings- 1st and 3rd Monday of every month in school year.

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

2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

Page Last Modified: 05/02/2022

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:

   > Moderately

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:

   > Significantly

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

   > Significantly

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

   > Significantly

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 07/08/2022

1. **Enter Goal 1 below:**

    Goal 1: Every student and staff member will have the opportunity to use learning technologies to access and analyze information in ways that develop higher order thinking skills, increase their ability to use technology as a tool in solving problems, and support their confident use of the technology skills they will need for success in their future study and employment.

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

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

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

    - ☑ 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 district has been, and will continue to be, working very hard at making technology ubiquitous in grades Pre K-12 for both staff and students. Software emphases will, as appropriate, be on the day-to-day applications of word processing, use of spreadsheets, use of databases and use of presentation software. The targeted vender for these software applications has been Microsoft. Apple technology will be used when appropriate Obviously, for primary age students, software applications will be purchased that will be developmentally appropriate.

    2)   Teachers will use technology, particularly the core software applications, to facilitate the most effective means to provide instructional materials through digital means.

    3)   Lesson planning will incorporate student applications of technology into the basic design.

    4)   Applications of specialized hardware and software. As needs arise, the district will analyze the viability of applications of special equipment and software. Examples could include: specific science equipment, new approaches to providing remedial services, musical applications etc.

    Data Collection: Number of technology integrated lessons will be collected on a monthly basis.

    Data Anaysis: An anaysis of the number of techonology integrated lessons will be compared to the professional development sessions provided.

    Goal Acheivement: A goal will have been met if we see a 10% or higher increase in integrated technology lessons.

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.**

Page Last Modified: 07/08/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Learning Spaces	o Understand Windows server 2010 to the extent that staff can	Instructional Technology Coach	Administration	08/31/2023	0
Action Step 2	Communications	o E-student records management software for attendance, grade book purposes and publication of grades / homework.	Instructional Technology Coach	Administration	08/31/2023	0
Action Step 3	Communications	o IEP Direct software for special education teachers to facilitate IEP development and to review student IEP information.	Teacher on Special Assignment	Administration	08/31/2023	0
Action Step 4	Implementation	o Other available software: Accelerated Reader (student), RTIm Direct (teacher), IEP Direct (teacher), Scott-Foresman Software (teacher/student), and Study Island (teacher/student/parent). Reflex Math, Castle Learning	Instructional Technology Coach	Administration	08/31/2023	0

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 07/08/2022

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

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.

Page Last Modified: 07/08/2022

1. **Enter Goal 2 below:**

   Goal 2: Learners, teachers, and administrators are proficient in the use of technology for 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	☐ 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.**

   Benchmark assessments are given quarterly for both ELA and Math (STAR testing) across all grade levels. Staff are required to be proficient in the use of eSchool and Google Classroom for all grades and teams. Regular use of email communication with parents and families is required. Chromebooks are provided to all full-time instructional staff. The district is committed to continue professional development (Castle, Google, etc.) provided through faculty meetings and/or conference days. The district also supports multiple days in the summer for ongoing technology P.D.
   Evidence: Quarterly surveys with staff will be given to guage their proficiency with various technology platforms
   Analysis: We will us a rubric to determine the level of self-assessed proficiency on these platforms.
   Goal Met: Using this data, we will determine if additional PD is necessary or if the goal has been met.

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.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementat	o Use the network,	Classroom	Administration	08/31/2	0

Page Last Modified: 07/08/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	ion	website and email system for assigning homework and receiving student projects.	Teacher		023	
Action Step 2	Planning	o Develop lesson plans that incorporate the use of spreadsheets, databases and presentation software for professional and student uses.	Classroom Teacher	Support Staff	08/31/2023	0
Action Step 3	Learning Spaces	o Bringing their classes to the library / media center for group activities that will involve internet and other media research.	Library Media Specialist	Classroom Teacher	08/31/2023	0
Action Step 4	Policy/Protocols	o Use the network, website and email system for intra-district communications and dissemination of information..	Building Principal	Superintendent	08/31/2022	0

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	Collaboration	Working collaboratively with the school's library/ media specialist to facilitate the above-referenced research.	Library Media Specialist	Principal	08/31/2023	0
Action Step 6	Planning	CVCS staff will, as appropriate, use AIS Direct, management	Classroom Teacher	Administration	08/31/2023	0

Page Last Modified: 07/08/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		software used to facilitate organization and record keeping for students participated in state and federal mandated remedial programs.				
Action Step 7	Infrastructure	Training will be item specific as new technology is phased into the overall technology infrastructure.	Instructional Technology Coach	Administration	08/31/2023	0
Action Step 8	Professional Development	Records will be maintained relative to staff member's participation in training. As new staff members are employed by the district, they will, as part of the orientation process, be trained appropriately.	Building Principal	Administration	08/31/2023	0

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.

Page Last Modified: 07/08/2022

1. **Enter Goal 3 below:**

   Goal 3: Charlotte Valley Central School District's technology infrastructure supports teaching and learning in all environments.

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

   Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

   Strategies to insure that technology will be integrated into K-12 curriculum and instruction will include the following:
   1)   Insure that applications of technology become integral to the district's strategic planning.
   2)   Insure that all professional staff have or develop basic technological skills
   3)   Insure that all professional staff employ their technology skills instructionally on two levels as follows:
   a)   Personally to the extent that technology facilitates their preparations for instruction (i.e. lesson planning using spreadsheets or databases, instruction using presentation software, etc.)
   b)   Instructionally to the extent that they require students to use technology as part of their day-to-day classroom routines (i.e. homework using a digital bulletin board, research expectations using the internet, expectations of written work being prepared and submitted using the district's internal network, etc.)
   Technology specialists from our local BOCES work with staff on campus one day per week to assess current needs. We also use online platforms such as Frontline (MyLearningPlan) for staff evaluations and record keeping.

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.**

Page Last Modified: 07/08/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Communications	The CVCS website will be restructured to access Board of Education information (i.e meeting minutes, draft agendas, etc.).	Superintendent	Building Principal	01/31/2023	0
Action Step 2	Purchasing	The Charlotte Valley Central School will replace 20-35% of its equipment each year to keep the district's hardware/software current.	Business Official	Superintendent	01/31/2023	$40,000
Action Step 3	Infrastructure	The Charlotte Valley Central School will develop long-term strategies to improve its out-of-district access to technological improvements and/or upgrades.	Instructional Technology Coach	Superintendent	01/31/2023	0
Action Step 4	Policy/Protocols	The Charlotte Valley Central School will implement a district-wide, PC based, standardized technology format	Instructional Technology Coach	Superintendent	01/31/2023	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

Page Last Modified: 07/08/2022

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

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

Yes

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.

Page Last Modified: 05/03/2022

1. **Enter Goal 4 below:**

   Goal 4: In order to support parents in monitoring and reinforcing the instruction their child receives at school, parents will have the opportunity to access web-based information about their children's learning environment, climate, and outcomes, as well as a wide range of student activities that can help them to assist their children at home.

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.**

   All parents are provided instruction on how to access eSchool from home. Students meet with counselors to review their real-time academic performance and are encouraged to check the platform regularly.
   New and veteran staff are also trained on the use of the eSchool student management system, with the assistance of our Student Services administrative professional. Teachers also use a variety of methods for communicating with parents such as Class Dojo, Remind and email. Once again, the district will conduct digital surveys with parents and families to gauge the level of engagement for the district as a whole.

6. **List the action steps that correspond to Goal #4 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.**

Page Last Modified: 05/03/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Communications	Student performance will be updated weekly(Monday's) on eSchool and will be accessible for, monitoring by parents from home.	Other (please identify in Column 5)	Student Services	01/31/2023	0
Action Step 2	N/A	N/A	N/A	N/A	05/03/2022	0
Action Step 3	N/A	N/A	N/A	N/A	05/03/2022	0
Action Step 4	N/A	N/A	N/A	N/A	05/03/2022	0

7. **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.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

   No

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 05/03/2022

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

   Records Management

   a)   E-School – Pre-K-12 electronic student records database

   b)   IEP Direct – PreK-12 Special Education and 504 student database

   c)   RTIm Direct – K-12 AIS and NCLB student database

   Strategies to insure that technology will be integrated into K-12 curriculum and instruction will include the following:

   1)   Insure that applications of technology become integral to the district's strategic planning.

   2)   Insure that all professional staff have or develop basic technological skills

   3)   Insure that all professional staff employ their technology skills instructionally on two levels as follows:

   a)   Personally to the extent that technology facilitates their preparations for instruction (i.e. lesson planning using spreadsheets or databases, instruction using presentation software, etc.)

   b)   Instructionally to the extent that they require students to use technology as part of their day-to-day classroom routines (i.e. homework using a digital bulletin board, research expectations using the internet, expectations of written work being prepared and submitted using the district's internal network, 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.**

   Access for All Learners

   A)   Minimum Infrastructure and Equipment per School

   At Charlotte Valley Central School, the issue of "access to technology" has been a priority for the past 9 years. The above mentioned goals outline the plan of implementation to ensure adequate progress for both students and staff members.

   B)   Local Area Network

   Accessibility to the local area network encompassing a single building set-up

   C)   Wide Area Network

   Not presently needed as the district is housed in a single building. Though multiple building uses are anticipated for the future (i.e. the bus garage is targeted for incorporation in the district's network). The proximity of the target venue is close enough to be accessible through a wireless interface.

   D)   Software / digital content to be available, at a minimum, for all learners.

       100% of all students and professional staff within the district have daily access to hardware and software resources. 1 on 1 grades 5-12 and PRE K -4 when applicable

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.**

   Assistive Technology and Processes to be in place.

       As students require special technology resources, they are provided pursuant to the recommendations of the appropriate multi-disciplinary committee (CSE - 504 – AIS).

   Students have access to text to speak technology, SMART interative televisions and SMART Boards. Adaptive listening devices are also available for use. Chromebooks are 1 to 1 for all students. Staff are trained on the use of G Suite to assist students with digital classwork in addition to hard copies.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 05/03/2022

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

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

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

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

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

    ☑ Assistive technology is utilized.

    ☑ Technology is used to increase options for students to demonstrate knowledge and skill.

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

    ☐ Other (please identify in Question 4a, below)

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

    ☐ 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)

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)

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

    Currently the district has no ELL students.

V. NYSED Initiatives Alignment

Page Last Modified: 05/03/2022

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.**

    No

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
    ☐ Technology to support writers in the secondary classroom
    ☐ Research, writing and technology in a digital world
    ☐ 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 of 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 8a, below)

8a. **If 'Other' was selected in Question 8 above, please explain here.**

    Currently the district has no ELL students.

Page Last Modified: 05/03/2022

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

☐ 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

Page Last Modified: 05/03/2022

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.

Page Last Modified: 05/03/2022

1. **Staff Plan**

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

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

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	N/A	40,000	Annual	☑ 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	N/A
2	N/A	N/A	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	N/A

Page Last Modified: 05/03/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	
3	N/A	N/A	0	N/A	☐ 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	N/A
4	N/A	N/A	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

Page Last Modified: 05/03/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			**40,000**			

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

Not Applicable

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.charlottevalleycs.org/

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.

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 07/08/2022

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	Eric C. Whipple	Superintendent	whipple.eric@charlottevalley.org	☑ 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

Page Last Modified: 07/08/2022

	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

Page Last Modified: 07/08/2022

	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

Page Last Modified: 07/08/2022

	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

Page Last Modified: 07/08/2022

	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

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.