

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

Section I - District LEA Information

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

Steven Wright

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

Chief Information Officer

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

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

Section II - Strategic Technology Planning**1. What is the overall district mission?**

The CCSD Mission is to provide every student with the resources & opportunities for academic success and personal growth.

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

To inspire the use of technology as a tool for learning.

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

	List Goals
Goal 1	Provide a functional 1:1 environment for every child and staff member to allow on-demand access to technology as a learning tool.
Goal 2	Create responsible and resourceful digital citizens that capitalize on the benefits of evolving technology.
Goal 3	Empower staff through professional development to enhance personal and professional learning.

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

No

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

No

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

The Cheektowaga Central District Technology Committee includes community, teachers, administrators and technology staff. The committee reviewed the previous district technology plan and smart bond plan. The committee reviewed the district vision, mission, and strategic plan. Through facilitation, collaboration, and controversy the committee identified and prioritized district areas of need based on ISTE standards, 21st Century Skills, and Future Ready Schools Framework. The committee then used an inductive learning tool to generate three core topics based on the areas of need. Each member broke into one of the three core topics based on the identified areas of need. Each group crafted a goal for their topic and then used a goal planning tool to identify the resources, action steps, stumbling blocks, and proof of completion for their goal. Once completed each group reported out, revised their goal and plan on feedback. Consensus was required of the entire committee prior to finishing each goal.

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

The focus of this Technology Plan is to implement a multi-year plan for maintaining and expanding our existing technology initiatives while at the same time introducing and establishing new essential technology strategies. As we identify the gaps in meeting 21st Century Skills and implement new strategies to close those gaps, it is essential that on a parallel track we continue to upgrade, update, and maintain advanced technology based opportunities; including not only our hardware, software, and digital resources, but our professional development strategies. These congruent activities will strengthen both our existing initiatives and our future.

It is understood that we are living in a digital age and digital experiences are an essential part of learning and teaching experiences making it imperative that technology is used appropriately; thus, acceptable use practices and training is provided to all district users. As staff members become more effective users and teachers of 21st Century Skills, it is the district's administration and District Technology Coordinator's responsibility to provide them with the necessary hardware, software, and digital resources; training with opportunity for practice and application; and to insure successful implementation of ethical, practical use. A solid infrastructure is in place and continued professional development opportunities will be provided to influence use and application of technology.

The primary responsibility of the CCSD administrative staff is to initiate, model, and support the efforts in our schools. Administrative progress, as technology leaders, will be monitored through the use of the ISTE National Educational Technology Standards (NETS) and Performance Indicators for Administrators.

The responsibility of the CCSD instructional staff is to model, facilitate, incorporate, and allow for the application of various emergent forms of technologies to create and sustain effective 21st Century instructional opportunities that will result in increased student achievement. Progress, as integrators of technology, will be monitored through the use of ISTE National Educational Technology Standards (NETS and performance indicators for Teachers.

The District Technology Plan is a significant piece of an overall District Strategic Plan designed to help the administrative and instructional staff meet and exceed the New York State Common Core Learning Standards. This document is a companion to the Professional Development Plan (PDP) and the Annual Professional Performance Review Plan (APPR) that are structured to provide a thoughtful plan of action to training, implementation, data collection, and appraisal of the effective use of technology.

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

The Plan will become public through its dissemination via the Building Technology Committees, the various building newsletters and the district newsletter, as well as at public meetings including the Board of Education. In keeping with the parallel dimensions of future planning and current implementation, it will be vitally important that The District Technology Committee (DTC), consisting of representative staff from all three buildings, will meet regularly with the Superintendent, Director of Instructional Technology, Director of Learning, and District Technology Coordinator.

Each building has a Technology Integration Integrator (a teacher Integrator) who serves on the District Technology Committee. They provide an important assessment link as they also facilitate the work of each respective Building Technology Committee. Through their close association with administrators, teachers and support staff, they are in a position to provide extensive feedback and ongoing informal evaluation.

Together this group will monitor and then adjust existing technology initiatives as well as review the bi-monthly planning meetings. They will examine current realities and/or explore new data on a continual basis. The Superintendent will require advance agendas of all committee meetings and timely minutes to insure that all goals are being met. Should the Action Plan activities need adjusting throughout the year based on input from the committee members; the Superintendent will oversee those adjustments. The Director of Learning will maintain all records, sign-in sheets, and documentation of staff development activities and materials.

Administrative staff is expected to model and support the efforts in our schools. Administrative progress as technology Integrators will be monitored through the use of the ISTE National Educational Technology Standards (NETS) and Performance Indicators for Administrators. (www.iste.org)

A primary responsibility of the teachers of CCSD is to learn how to use various emergent forms of technology to create and sustain more efficient and effective instructional programs. It is our hope that this will result in increased student achievement. Teacher progress as technology Integrators will be monitored through the use of ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers. (www.iste.org)

As staff members become more proficient with a technology tool, they are provided with the necessary hardware, software, training and the opportunity for practice. We feel that it is critical that instructional technology is used appropriately. The instructional staff is provided with customized training because of these divergent needs. Teacher performance related to technology is oftentimes reflected in the annual performance evaluations.

As we implement new strategies to reach our goals, an overarching goal of the district is to transition from traditional procedures to a complete use of technology for everyday tasks. Evidence of this is the conversion from utilizing e-mail system in dissemination of information to the inclusion of collaborative networks, as well as, applying data warehousing, telecommunications, the efficient use of cell phones and voice-mail, interactive web tools, interactive white board systems, publication media, and virtual learning; all valued 21st Century Skills and tools.

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2018-2021 Instructional Technology Plan - 2018

II. Strategic Technology Planning

2018-2021 Instructional Technology Plan - 2018**III. Action Plan - Goal 1****Section III - Action Plan**

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Provide a functional 1:1 environment for every child and staff member to allow on-demand access to technology as a learning tool.

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

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Purchasing	Purchase device for each teacher and administrator.	Superintendent	N/A	Aug. (08)	2018	80000
Action Step 2	Professional Development	Prior to the deployment of individual devices to staff, professional development will be provided in safety and care of the device, appropriate use of technology, and the use of Google Suite of tools.	Director of Technology	N/A	Sept. (09)	2018	0
Action Step 3	Professional	Weekly professional development opportunities will be used by each building to expose teachers to ways	Building Principal	N/A	June (06)	2019	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Development	technology can be integrated in their classroom.	Principal				
Action Step 4	Professional Development	Creation of Professional Learning Communities will be created to meet the individual needs and interest of teachers.	Director of Technology	N/A	June (06)	2019	0

5. This question is optional.

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Planning	Create a multi-year plan for the purchase and implementation of a district-wide 1:1 initiative.	Director of Technology	N/A	Jan. (01)	2019	0
Action Step 6							

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Create responsible and resourceful digital citizens that capitalize on the benefits of evolving technology.

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

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

3. Target Student Population(s)

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

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	The DTC will identify and differentiate the skills required for digital citizens to be resourceful.	Director of Technology	N/A	June (06)	2019	0
Action Step 2	Curriculum	Design cross-curricular resources that will be utilized by teachers in all buildings.	Curriculum and Instruction Leader	N/A	June (06)	2020	0
Action Step 3							

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Professional Development	Provide professional development for teachers to become: digital citizens, familiar with cross-curricular resources available and how to teach students to become responsible and resourceful digital citizens.	Curriculum and Instruction Leader	N/A	Aug. (08)	2020	0
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. This question is optional.

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No)	(No Response)	(No)	(No)	(No)	(No)	(No)

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Response)		Response)	Response)	Response)	Response)	Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

Empower staff through professional development to enhance personal and professional learning.

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

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

3. Target Student Population(s)

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

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Planning	Creation of a teacher "I can" statement tool to determine comfort and ability level for tools, curriculum development, summer/yearly workshops, BOCES, and peer collaboration.	Instructional Technology Coach	N/A	Oct. (10)	2018	0
Action Step 2	Research	Survey staff for professional development needs to implementing technology in the classroom.	Director of Technology	n/A	Nov. (11)	2018	0
Action Step 3							

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Professional Development	Creation of professional development workshops based on teacher survey and a calendar created for dissemination to staff.	Curriculum and Instruction Leader	n/a	Nov. (11)	2018	0
Action Step 4	Professional Development	Provide professional development to all staff on the SAMR model (or equivalent) for the purposes of evaluating the effectiveness of technology.	Director of Technology	n/a	Dec. (12)	2018	0

5. This question is optional.

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Res)	(No Response)	(No Res)	(No Respons	(No Res	(No Res	(No Respons

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	ponse)		ponse)	e)	ponse)	ponse)	e)
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment**

Section IV - NYSED Initiatives Alignment

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

Cheektowaga Central is committed to providing CCSD staff and students with 21st Century technology applications and skills. The overall goal of the district is to allow all technology users the opportunity to develop important technology understandings and skills to be combined with affective proficiency skill experiences and tools; preparing all users to communicate in the 21st Century. The use of Global Connect, email, data warehousing, telecommunication, interactive boards, social networking communication, digital resources, and web tools has emerged as effective tools to provide these experiences. With new implementations, the administrative staff is prepared and expected to take the lead. We will:

- Meet the learning needs of students by providing high-quality, technology-enriched learning opportunities, and access to digital 21st Century content and tools for students and staff during and beyond the school environment.
- Maintain and establish connections with local and global community partners in the teaching and learning processes of 21st Century Learning Skills.
- Incorporate and maintain school and classroom cultures that engage and motivate students, honor individual differences, support innovation, and endeavor to meet the learning needs of all students.
- Provide for student use of multiple technologies and transliteracies in the acquisition of information and in the creation of projects addressing issues that have meaning beyond the classroom.
- Prepare educators with tools to integrate technology into learning, teaching, and assessment across the curriculum.
- Ensure that technology becomes an integral part of a rich and flexible learning environment that prepares students academically and as life-long 21st Century learners, problem solvers, and communicators.

- 2. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Special Education teachers use various software programs such as Lexia, PROPEL, and Reading A-Z to supplement reading and math instruction. For example, PROPEL (an instructional platform that provides supplemental resources for teaching English Language Arts and Math) is used in various self contained classrooms specifically in grades K-4.

- 3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☐ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Assistive technology is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☐ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 3a, below)

2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment**

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

- | | |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 4a, below) |

- 5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☐ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Home language dictionaries and translation programs are provided through technology.
- ☒ Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify, in Question 5a, below)

- 6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

No

2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment**

- 7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

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

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

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

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2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional support	1.00
Technical Support	3.00
Totals:	6.00

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Professional Development	N/A	17,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	End User Computing Devices	N/A	80,000	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	N/A

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
Totals:			97,000			

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

Not Applicable (There are no non-public schools in the district)

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

The district has a public website.

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

www.cheektowagak12.org

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

Yes

- 5a.

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

Director of Technology

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

Yes

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

Director of Technology

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

No

8. **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

Yes

9. **Does the school district provide for educating minors about cyberbullying awareness and response?**

Yes

10. **Does the district have an Internet Safety Policy?**

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

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

http://www.cheektowagak12.org/cms/lib/NY01913578/Centricity/Domain/4/Cheektowaga%20Central%20Policy%20Manual_NOTES_WEBSITE.pdf

11. **Does the district have a Cyberbullying Policy?**

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

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

http://www.cheektowagak12.org/cms/lib/NY01913578/Centricity/Domain/4/Cheektowaga%20Central%20Policy%20Manual_NOTES_WEBSITE.pdf

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

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

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

2016

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

<http://www.cheektowagak12.org/Page/718>

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

Yes, and I will upload the policy.

13a. Please upload the policy that addresses the district's planned response to an information breach.

DOC051519.pdf

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

<http://www.cheektowagak12.org/Page/835>

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

2018-2021 Instructional Technology Plan - 2018**VI - Sharing Innovative Educational Technology Programs****Sharing Innovative Educational Technology Programs**

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

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

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

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

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

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VI - Sharing Innovative Educational Technology Programs

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

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

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

2018-2021 Instructional Technology Plan - 2018VI - Sharing Innovative Educational Technology Programs

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

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