

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/31/2021

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

Maureen George

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

Other

- 2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Director of Learning

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

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1. What is the overall district mission?

The CCSD mission is to inspire a high level of learning for all students.

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

To create a more engaging and effective education process.

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.

Beginning in October 2021, the CCSD District Technology Committee which includes community members, teachers, administrators [building level and district level] and technology staff, reviewed the previous district technology plan and smart bond plan. The committee reviewed the district vision, mission, District Comprehensive Improvement Plan [DCIP], School Comprehensive Education Plans [SCEPs] and Professional Learning Plan. Through facilitation, collaboration, and controversy the committee identified and prioritized district areas of need based on ISTE standards, 21st Century Skills, and experiences over the past two years during the pandemic.

Due to substitute shortages, the committee was challenged with finding opportunities to meet during the school day. Therefore, our district tech integrators facilitated meetings within their buildings to review the past plan, survey results by building, student achievement data. Instructional Technology surveys were sent to students in grades 5-12 and district staff. We used the data from the DTSDE Survey and Technology Survey which were both sent to households for district and school improvement plans. We reviewed the goals from the 18-21 Technology Plan and identified the action steps that were not completed in the plan. Survey and focus group results revealed that teachers routinely communicate using technology with other professionals within their building and with students on a daily basis. Due to the pandemic, they increased the use of digital tools for lesson delivery/student instruction. Most instructors and administrators recognized the benefits technology can have in the classroom—whether that be preparing students for a technology-driven world or helping to simplify course, school, and district management. The majority of teachers reported success in "integrating the use of a device" into their instruction. Most did not report they purposefully blend technology, content, and pedagogy to design engaging and rigorous lessons. After the data analysis by each building and a review of the previous plans goals, building level meetings were completed and the DTC re-evaluated the areas that may require additional time and support. We developed the goals and action steps for the new plan.

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

Our goal for developing the 2022-2025 Instructional Technology Plan was to include additional stakeholders in the planning process. Through various conversations with community partners, in focus group meetings with parents, students and staff, and reflections of our virtual learning experiences during the pandemic, we identified that as a district we must take an education-first approach to digital innovation that focuses on *improved educational outcomes*. In our previous plan one of our goals was to provide a functional 1:1 environment for every child and staff member. Building off of that in this new plan, we need to make sense of digital technologies and identify what makes learning happen best in our particular context. Empowering teachers and instructors with the freedom to explore and take risks with technology is key to fostering a culture of innovation in schools. We need to identify and plan for new ways to engage, teach, assess, and personalize educational experiences while addressing the challenges of developing new skills, expectation and responsibilities with the goal of engaging digital-dirst students.

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

The district has developed a plan for Remote Learning that outlines the expectations for all stakeholders to access and engage in lessons while working remotely

The district surveyed families regarding internet connectivity and purchased mobile hotspots for students in need and the district communicates with families information about public internet access.

The district increased its inventory of devices and replaced ipads with chromebooks at the lower grade levels.

All teachers were required to use Google Classroom or Seesaw as a learning platform.

Ongoing professional learning opportunities are provided to teachers based on identified need. BOCES Tech Integrators work with teachers to integrate technology and instructional programs.

Online tutorials and resources are provided to parents and students to assist with use of district technology resources and online curriculum.

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

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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.

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 the 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 learning opportunities will be provided to influence use and application of technology.

Annually, the district surveys instructional staff, administrators and students with regards to their technology skills, usage, interests and experiences. A professional development survey and DTSDE survey are also completed by district stakeholders. The District Technology Committee, the District Improvement Planning Committee and the Building Level School Improvement teams use the results of all surveys and student achievement data to identify professional development needs. A variety of approaches are used for Professional Learning during the year to build capacity of educators, administrators, and other employees. The goal is always to personalize professional learning but also to build the capacity of ALL staff. As a district, we will provide:

- Online trainings on various topics are made available teachers and administrators
- Formal training on various applications used across the agency to include targeted training for new teachers as they join CCSD throughout the school year
- BOCES Tech Integrators in-district 3 days a week to provide training and on-going support
- Monthly Building Technology Sub-committee meetings to determine professional development needs for educational programs
- Quarterly District Technology Committee meetings that involve all stakeholders
- On-site instruction for reinforcing the usage of existing technologies and incorporating new technologies and equipment
- Training on specific software for course work, and provide a systematic procedure for identifying and requesting new software applications
- Professional development will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase student language and content learning through the use of technology.
- Professional development will be provided to increase student digital citizenship and responsibility to safely support students' connection with the world.

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 - 2021III. Goal Attainment

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

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
The district has met this goal:
Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:
Moderately
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:
Significantly
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
The district has met this goal:
Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
The district has met this goal:
Moderately

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

To identify and implement the use of new digital applications (software, app, website) that meet the unique needs of our students to improve teaching and learning.

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

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

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

- All students
- 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.

- Usage reports from vendors for each of the three new applications including number of teachers, classrooms, and students impacted annually. Usage reports will be compared from one year to the next to see whether or not usage is increasing or declining
- Surveys, questionnaires, interviews, and online response forms sent to all stakeholders annually
- Access information for each of the three new applications shared with all stakeholders in multiple ways bi-annually
- What is the percentage of use of each of three new applications annually?
- Annual professional Learning on each of the three applications
- Meet with Curriculum and Instructional leaders three times a year to collaborate on new purchases
- Classroom observations of teachers & students utilizing the digital applications

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.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1						

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Collaboration	Identify needs	Curriculum and Instruction Leader	NA	06/30/2025	\$0
Action Step 2	Research	Create a multi-year plan for the purpose of researching at least 3 new applications	Director of Technology	School Librarian	06/30/2025	\$0
Action Step 3	Purchasing	Purchase at least three new applications	Curriculum and Instruction Leader	School Business Official	06/30/2023	30000
Action Step 4	Implementation	Professional development will be provided in each new application	Director of Technology	NA	06/30/2025	\$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	Evaluation	Create a multi-year plan for the evaluation of newly purchased applications	Director of Technology	School Librarian	06/30/2025	\$0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

To support the use of technology as a learning tool across the entire agency through targeted professional development.

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

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

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

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

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

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

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

We will continue our practice of measuring the effectiveness and evaluating the implementation of technology through collecting surveys, review of usage data, analysis of student achievement data, and gathering qualitative information. We will survey teachers after professional learning sessions. The Technology sub-committees will review data for their buildings and report at the quarterly committee meetings to help inform future professional development offerings.

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	Professional Developme	Provide job embedded training for the new	Instructional Technology	BOCES Tech Integrator	12/30/2022	20000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	SmartBoards and Document Cameras.	Coach			
Action Step 2	Collaboration	Technology Integrators and Technology Administrators work with all agency departments to identify professional development needs	Curriculum and Instruction Leader	Technology Integrators	12/30/2022	5000
Action Step 3	Planning	Develop PD opportunities such as summer workshops, online workshops and development camps to provide opportunities for horizontal and vertical planning to support consistent approaches to technology integration.	Curriculum and Instruction Leader	Instructional PD/Coach	06/30/2022	5000
Action Step 4	Research	Identify specific technology needs of teachers, based on survey results, to drive creation of new professional development opportunities.	Curriculum and Instruction Leader	Technology Integrators	06/30/2023	2000

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	Evaluation	Evaluate the effectiveness of training and determine additional and ongoing needs.	Curriculum and Instruction Leader	Technology Integrators	06/30/2023	16000
Action Step 6						

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Professional Development	Provide PD to teachers of English Language Learners that will enable them to differentiate learning to increase student language and content learning through the use of technology	Other (please identify in Column 5)	BOCES Tech Integrators	06/30/2023	15000
Action Step 7	Professional Development	Provide PD to new teachers, substitutes, for ALL technology programs, digital curricula and devices provided by the district.	Instructional Technology Coach	BOCES Tech Integrators	06/30/2025	10000
Action Step 8	Planning	By Building, develop a process to onboard any instructional staff to prepare them to use technology programs, digital curricula and devices provided by the district.	Building Principal	Curriculum Leaders	06/30/2025	6000

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

To enable district-wide integration of technology and digital learning through a conceptual framework aligned with TPACK, ISTE NETS-D and NYSED Computer Science and Digital Fluency Standards.

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.

We will continue our practice of measuring the effectiveness and evaluating the implementation of technology through collecting surveys, review of usage data, analysis of student achievement data, and gathering qualitative information. We will survey teachers after professional learning sessions. The Technology sub-committees will review data for their buildings and report at the quarterly committee meetings to help inform future professional development offerings. Additionally, our district is partnering with an outside consultant, Sun Associates, to evaluate our current programs related to the use, support, and integration of instructional technology. Sun Associates specializes in helping organizations plan for and evaluate the impact of digital learning. We will develop an action plan based on the July 2022 report of findings and follow-up in Spring of 2023 with an additional evaluation from Sun Associates to monitor our progress.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Use TPACK model to	Instructional	Technology	06/30/2	10000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		determine when, how, and why technology is used. Reflect on the impact of technology on learning.	Technology Coach	Integrators	023	
Action Step 2	Professional Development	Provide professional development resources for teachers to expand their learning independently. These can include reading materials, online tutorials, webinars and more.	Instructional Technology Coach	Technology Integrators	06/30/2023	10000
Action Step 3	Professional Development	Build teacher capacity in the area of TPACK [technology integration & use of digital teaching tools]. Identify and recognize the expertise within the school and greater community by finding mentors and role models to support our Technology Goals.	Curriculum and Instruction Leader	Technology Integrators	06/30/2024	10000
Action Step 4	Implementation	Share the ISTE Standards and NYSED Computer Science and Digital Fluency Standards for Students to help student reflect on the purpose of classroom technology.	Curriculum and Instruction Leader	Library Media Specialists	06/30/2023	10000

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Research	Identify and recognize the expertise within the school and greater community by finding mentors and role models to support our Technology Goals.	Director of Technology	(No Response)	01/30/2024	10000
Action Step 6	Research	Identify models of technology-enhanced learning spaces for optimal use.	Building Principal	Classroom Teachers	06/30/2023	10000
Action Step 7	Purchasing	Furniture that supports flexible grouping, collaboration, communication and models of technology-enhanced learning spaces.	Building Principal	School Business Official	06/30/2025	30000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

The district will place a strong focus on utilizing technology to address the needs of our students experiencing homelessness and/or lack of resources in order to ensure equitable access to instruction and learning at all times. In addition to building level

- * Wifi hot spots will be provided to families with an identified need
- *Online registration is available and offered in multiple languages
- *The district provides an enrollment station for families who don't have access to computer technology
- *Every student has a device that will be kept in working order at all times through the use of the school district help desk
- *Technology support and service is available for families
- *Professional development will focus on addressing the needs of our English Language Learners to ensure equitable access.
- *Step by Step instructions are provided on the website for use of Google Suite, Seesaw and parent/student portal
- *An online 24/7 high dosage tutoring program is available for students grades 5-12
- *A Digital Equity Survey will be issued annually in September to serve as a source of data to help address the needs and to provide equitable learning "everywhere, all the time."

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V. NYSED Initiatives Alignment

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

All students are provided with a touch Chromebook that supports the district use of Google Apps for Education. Chromebooks and Google apps support the use of assistive technology (AT) that help students with special needs access curriculum and information. 1:1 mobile devices allow students to access curriculum to avoid triggers that may derail focus and intervention. Google Apps and Extensions in the Chrome Web provide many supports to students with learning challenges. Chromebooks allow students to access additional resources to support their learning and address their individual needs. There are specialized web apps including: screen readers, text-to-speech and speech-to-text, and screen magnifiers. The Chrome browser also allows high contrast color settings and supports voice commands. Any additional individual needs as identified in a student's IEP is provided by the district.

Special Education teachers use various software programs such as Lexia, Unique Curriculum, and myOn to supplement reading and math instruction. In several of our self-contained classrooms K-12, we have implemented the Unique Learning System which is a one of a kind learning platform designed specifically to help students with special learning needs master their state's extended standards. From the cloud based platform, educators are able to deliver differentiated, standards aligned content enhanced by powerful assessments, data tools, and evidence based instructional support. As students transition from grade-to-grade, they have the advantage of consistent, high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence. Students can chart their own course to academic success with access to extended learning standards and the same concepts as their peers in general education and they gain pride and confidence through differentiated lessons that enable each to participate in rigorous daily instruction at the appropriate level with evidence based supports.

- 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)

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V. NYSED Initiatives Alignment

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

- | | |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input 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 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)

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

Through the International Institute, digital dictionaries and text-to-speech Google Translation tools, all teachers have the ability to translate documents sent home to families, utilize both in-person and phone interpreters for communication with families, and provide resources to students in multiple languages. Communication with our families as they enroll in the district, participate in CSE meetings, or parent-teacher interactions is translated as needed and requested by all parties.

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input 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 world | <input type="checkbox"/> Promotion of 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 8a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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V. NYSED Initiatives Alignment

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

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

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

- a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	2.60
Totals:	4.60

2. Investment Plan

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

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

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Professional Development	N/A	60,000	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	Chromebooks/iPads	241,500	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input checked="" 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	
3	Network and Infrastructure	Server equipment	60,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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
4	Network and Infrastructure	WiFi equipment	110,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<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	
Totals:			471,500			

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.cheektowagak12.org/Page/835>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Maureen George	Director of Learning	mgeorge@ccsd-k12.net	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	TBD	Director of PPS	TBD	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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

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

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