

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

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Section I - District LEA Information

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

Kathy Skeals

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

Deputy Superintendent

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II. Strategic Technology Planning

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Section II - Strategic Technology Planning

1. What is the overall district mission?

All students are provided the opportunity and necessary support to engage in relevant, challenging work which contributes to their academic and social growth and development. All staff, teachers and administrators are part of a larger learning community working together to build collective capacity in order to provide a high-quality, relevant, equitable education for all.

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

Technology is a means for our entire educational community to participate in learning experiences that are interactive, visual, differentiated, and experientially based and that foster higher level thinking skills. Within the context of the overall mission, we believe that technology can be a tool for learning that enhances our classrooms, expanding our instructional repertoire while maximizing the relevance of opportunities for our learners.

In the 21st century, understanding and using technology is an integral part of daily life. If we accept the fact that it is the school system’s responsibility to prepare students for their futures, every classroom must be equipped with diverse technologies to support teaching and learning. Every teacher must be knowledgeable and skilled in the use of these technologies in daily instruction. Every student must have the opportunity to engage with technology in school in ways that mirror how they will engage with technology in the world beyond school.

The use of technology has the capacity to change the structure of the classroom. No longer does the teacher have to rely solely on the traditional lecture and seat work method of instruction. Through technology, teachers and students can access a wealth of materials, services and networks throughout the state, nation and world. In a technology-rich, learner-centered classroom, the teacher can serve not only as an expert, but also as a facilitator of learning experiences, a thought-provoking mentor, and a supportive coach. Technology does not replace the teacher, nor exist as a need in itself, but rather supports and enhances the quality of the overall educational environment.

When integrated into instruction, technology can support new strategies for teaching and learning by:

- Addressing diverse learning styles
- Accommodating individual learning rates
- Encouraging cooperative learning
- Refining critical thinking skills
- Fostering creativity
- Providing the means to communicate globally
- Increasing student engagement, independence and responsibility

It is our intention that this vision will remain constant over the course of our plan and that it will guide the day-to-day and year- to year implementation of technology across the North Colonie Central School District. The purpose of this technology plan is to outline strategies that will move the district closer to this vision.

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

	List Goals
Goal 1	Based on research, identify best practices for technology integration that align with the ISTE Standards and incorporate these practices into the district’s K-12 curricula across disciplines in order to provide innovative learning experiences for all students by 2021.
Goal 2	Develop and provide ongoing, rigorous, and personalized professional development that will establish a base level of technical proficiency for all District’s teachers and will support the development of technology-

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	List Goals
	based practices that create transformative instructional changes across disciplines.
Goal 3	Increase equitable access to technology by providing 1:1 devices for students in grades 3-12, providing 1 device for every 3 students in grades k-2, and expanding and maintaining the network infrastructure to support this initiative.

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 Instructional Technology Plan was developed with input from a diverse group of administrators, teachers, students, and technology staff including the district Instructional Technology Resource Teachers Team, the Instructional Innovation Team, the Inquiry Incubator, and the Instructional Couches meeting bi-monthly. The process began with:

- goal setting
- information technology skills assessment
- assessment of the use of technology for teaching and learning
- hardware and network needs assessment
- assessment of professional development needs.

The information derived from the above assessments was used to develop a three-year action plan which was reviewed, revised, and adopted by the BOE in August 2018.

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

To support technology integration, the District will provide multiple layers of professional development to research, develop, and model best practices of using technology in classroom instruction:

- The District will support a year-long training program for eight teachers to become ISTE certified. As part of their portfolio preparation, these teachers will provide professional development to our faculty.
- Technology Resource Teachers will continue to research new technologies and best instructional practices to introduce and model them at district workshops and in-service courses.
- HR department will report an instructional technology professional development summary annually to administrators for each teacher under their supervision.
- Grade level meetings, department meetings, and faculty meetings will be used to introduce new technologies and applications to staff.
- Technology Resource teachers will continue to create online focused tutorials to provide flexibility in accessing resources.
- The District will continue to support teacher-led in service courses.
- District Technology Specialist will continue to offer 1 to 1 and small groups coaching tailored to individual skill levels and needs.
- Extended department meetings and collaboration time will be utilized to develop technology-based activities that enhance classroom instruction.
- Summer Academy program will offer technical training, large and small group instructions, and time for teachers to collaborate on technology-based activities, projects, and assessment.

The effectiveness of professional development will be assessed via the following methods:

1. Teacher evaluations of technology-based professional development opportunities (surveys).
2. Teacher recommendations for future instructional technology related workshops.

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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 District Director of Teaching, Learning, and Innovation will monitor all district initiatives and serve as a conduit for feedback and constructive criticism from teachers and administrators throughout the district.

- Utilize curriculum mapping software to analyze integration of ISTE standards into content area curriculum maps.
- Administrative review of completed portfolios of ISTE certified teachers.
- Site visits will be made by the District Director of Teaching, Learning, and Innovation, the Director of Technology, and the Lead Instructional Technology Teacher for the specific purpose of gaining feedback and constructive criticism related to instructional technology issues and initiatives.
- At the completion of all in-service courses, teachers will evaluate the training and be asked to submit suggestions for further training opportunities.
- Administrators will reflect on the integration of instructional technology in classroom observations when appropriate.
- An annual program evaluation will be completed at the close of every school year. Annual objectives are a critical component of this evaluation and will provide one metric for measurement of progress. These objectives are designed to support our technology plan while providing guidance as we explore new applications and instructional strategies.
- Regular meeting with the building Instructional Technology Resource teachers will provide a means for a forum on instructional program needs as well as for planning to meet these needs.
- The Director of Technology will complete an annual evaluation of the 1:1 Chromebook initiative providing a report summarizing the quantity, distribution, and cost of the Initiative.

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III. Action Plan - Goal 1

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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

Based on research, identify best practices for technology integration that align with the ISTE Standards and incorporate these practices into the district's K-12 curricula across disciplines in order to provide innovative learning experiences for all students by 2021.

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

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation	Conduct a curriculum audit in all content areas with a focus on technology integration. The audit will identify existing technology-infused instructional practices and assess their effectiveness.	Curriculum and Instruction Leader	N/A	September (09)	2019	0
Action Step 2	Research	Research and develop new best instructional practices that result in	Teacher	N/A	September	2020	\$17380

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III. Action Plan - Goal 1

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	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
	h	deeper technology integration for each content area with the focus on learning and innovation.	on Special Assignment		(09)		
Action Step 3	Curriculum	Integrate at least one innovative technology-based instructional practice that aligns with the ISTE Standards into each curriculum unit in all content areas.	Curriculum and Instruction Leader	N/A	June (06)	2021	\$10000
Action Step 4	Evaluation	Evaluate the results of technology integration by reviewing updated curriculum maps in all content areas for technology-infused practices and assessments and by analyzing district assessments to measure gains in student achievement as they relate to technology integration.	Other (please identify in next column, to the right)	Director of Teaching, Learning, and Innovation	Aug. (08)	2021	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.

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III. Action Plan - Goal 1

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	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 Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

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Section III - Action Plan

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

1. Goal #2

Develop and provide ongoing, rigorous, and personalized professional development that will establish a base level of technical proficiency for all District teachers and will also support the development of technology-based practices that create transformative instructional changes across disciplines.

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

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

3. Target Student Population(s)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation	Administer a district-wide technology use survey to establish a baseline.	Teacher on Special Assignment	N/A	Oct. (10)	2018	0
Action Step 2	Evaluation	Based on the survey, determine professional development needs for	Assistant	N/A	Nov. (11)	2018	0

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III. Action Plan - Goal 2

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	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
	on	2018-2021	t Superintendent				
Action Step 3	Research	Utilize District Technology Resource Teachers and Instructional Innovation Team members to research in response to needs identified in the professional development survey, new technologies and technology applications through professional journals, conferences, workshops, and learning networks.	Teacher on Special Assignment	N/A	March (03)	2019	\$20,000
Action Step 4	Communications	Present newly researched technologies and technology applications at Technology resource Teachers monthly meetings for review and turnkey training	Teacher on Special Assignment	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 #2 from your answer to Question 1, above.

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III. Action Plan - Goal 2

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	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	Professional Development	Utilize staff members to offer in-service courses and workshops on the effective use of new technologies and technology applications at an annual cost of \$5,000.	Assistant Superintendent	N/A	Sept. (09)	2019	15,000
Action Step 6	Professional Development	Use bimonthly extended department meetings to provide training that is based on department, school, or individual needs.	Curriculum and Instruction Leader	N/A	May (05)	2020	0
Action Step 7	Evaluation	Assess the effectiveness of the technology professional development component by using workshop evaluation forms, teacher feedback, classroom observation and walk-through results, and by comparing the results of the baseline and exit technology use surveys at the end of the three-year period.	Other (please identify in next column, to the right)	Director of Teaching, Learning, and Innovation	Aug. (08)	2020	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

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Section III - Action Plan

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

1. Goal #3

Increase equitable access to technology by providing 1:1 devices for students in grades 3-12, providing 1 device for every 3 students in grades k-2, and expanding and maintaining the network infrastructure to support this initiative.

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 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	Purchasing	Purchase 1:1 Chromebooks for students in grades 5,6, and 7.	Director of Technology	N/A	July (07)	2018	370000
Action Step 2	Implementation	Redistribute existing Chromebooks in the high school to provide 1:1 Chromebooks for students in grades 10-12	Director of Technology	N/A	Sept. (09)	2018	0
Action Step 3							

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III. Action Plan - Goal 3

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	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
	Infrastructure	Install new wireless controllers to increase the maximum number of access points that can be supported.	Other (please identify in next column, to the right)	Network Administrator	Dec. (12)	2018	60000
Action Step 4	Evaluation	Evaluate the need for increased internet bandwidth on a monthly basis. Budget and plan for anticipated increases on a yearly basis. Purchase additional bandwidth as needed.	Director of Technology	N/A	July (07)	2019	370000

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.

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III. Action Plan - Goal 3

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	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	Infrastructure	Evaluate the need for additional wifi coverage and capacity on an annual basis to support additional Chromebooks, and purchase additional access points as needed	Director of Technology	N/A	July (07)	2019	180000
Action Step 6	Purchasing	Purchase 1:1 Chromebooks for incoming students Grades 3-5.	Director of Technology	N/A	July (07)	2019	400000
Action Step 7	Purchasing	Purchase Chromebooks for 3 more grade levels of students	Director of Technology	N/A	July (07)	2020	400000
Action Step 8	Infrastructure	Replace all 802.11n standard access points by 2021 with either 802.11ac or 802.11ax access points	Director of Technology	N/A	Oct. (10)	2021	180000

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

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

The District recognizes that technology integration is a critical component in developing learning and innovation skills that all students will need in order to succeed in a global economy. These skills that are aligned with the ISTE Standards include: critical thinking and problem solving, communication, collaboration, and creativity and innovation.

As a result of technology integration into District's curricula across subject areas, levels, and programs students will:

- further develop their critical thinking skills by exploring and evaluating information through different forms of interactive technology and by applying what they have learned in a classroom in a real world context.
- increase their levels of engagement and improve their collaboration skills while regularly participating in a variety of student-centered technology rich activities and projects in their classroom.
- extend their educational experiences beyond the walls of the classroom by participating in virtual field trips and other real world simulations.
- apply existing knowledge to generate new ideas and create original work by using a variety of digital tools.

In addition, teachers will be able to use technology regularly to address different learning styles and to provide differentiated instruction and blended learning environments.

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.

It has been a priority of the District to ensure that students with disabilities get equitable access to instruction, materials, and assessments. We provide these supports in multiple ways, and we continue to incorporate new technology as a way of responding to the growing and varying needs of our special education students. As we think about the technology needs of all of our students, we begin with asking two fundamental questions. One, what are the students' disabilities? Two, how can technology help them grow and become more independent? This drives our decisions for technology use and professional development for our teachers.

One of the most widely spread uses of technology has been utilizing speech to text software programs on our 1:1 Chromebooks to help our students who have reading, writing, and speaking deficiencies access technology to produce a more accurate representation of their knowledge and skills. For example, students who are diagnosed with ADHD can now get their thinking down on paper in multiple ways. This allows the students to just focus on what they want to say instead of adding the step of writing it down. Specifically, we have been utilizing the Google Read & Write software along with Dragon Dictation. Being able to speak their thoughts and have it quickly reflected in a document proved to be extremely helpful to our students. We have been also using software programs to accommodate students who receive "test read" as an accommodation. The main technology programs that we have used to provide this accommodation have been Kurzweil and Screencastomatic. In addition, we have been using Snaptyping as a tool that helps students through handwriting challenges. Teaching students how to use these programs provide them with the ability to access technology resources that can further support them in college and in their careers.

Lastly, we have effectively utilized the Google platform to better communicate and collect important data on our most challenging students. Google forms have allowed us to create both formal and informal behavior plans for our students in need. With the ability to share these forms with all of the student's teachers, we can receive pertinent information in real time. This permits us to quickly intervene and potentially make changes to students' plans to help them continue to grow.

The use of technology has been very effective and we will continue to assess our needs and utilize technology in order to further support our students' growth and independence.

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IV. NYSED Initiatives Alignment

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

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

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

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

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

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

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

Yes

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IV. NYSED Initiatives Alignment

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6a. If Yes, check one.

In the 15 most spoken languages in the district

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

(No Response)

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

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

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

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

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V. Administrative Management Plan

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Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	1.00
Technical Support	13.00
Totals:	15.00

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	End User Computing Devices	N/A	950,000	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
2	Network and Infrastructure	N/A	225,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	N/A

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V. Administrative Management Plan

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> 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	Professional Development	N/A	80,000	Annual	<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 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	N/A
4	Internet Connectivity	N/A	48,000	Annual	<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 Bond Act <input type="checkbox"/> Other (please identify in next	N/A

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V. Administrative Management Plan

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	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."
					column, to the right) <input type="checkbox"/> N/A	
Totals:			1,303,000			

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

Yes

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.

<https://www.northcolonie.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.

Chief Information Officer

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.

Chief Information Officer

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 upload the policy.

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V. Administrative Management Plan

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10a. Please upload the district's Internet Safety Policy.

4560InternetSafety.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

11a. Please upload the district's Cyberbullying Policy.

4560InternetSafety.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?

2015

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

<https://www.northcolonie.org/parents-bill-rights-data-privacy-security/>

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

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

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

<https://www.northcolonie.org/wp-content/uploads/2015/04/1125BreachofConfidentialityPolicy.pdf>

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

<https://www.northcolonie.org/wp-content/uploads/2015/02/2015-16TechPlan.pdf>

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

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

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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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	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

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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"/> 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 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

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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

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