I. District LEA Information

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

   Carrie Davenport

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 Curriculum and Special Education

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II. Strategic Technology Planning

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

To prepare all students to be college and career ready as lifelong learners, instilled with the intrinsic values of:

• Integrity
 • Perseverance
 • Responsibility
 • Curiosity
 • Community Service

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

Our District Vision Statement is to provide an education that grows tomorrow's leaders who are fully aware of and able to act upon any and all opportunities. Pine Valley Central School District views technology as the way to prepare our students for a world that is ever-changing by ensuring that our students are able to utilize technology in a way that supports higher level thinking and inquiry. This aligns with our mission and our vision becuase it builds upon the tenets of perseverance, curiosity, and responsbility. With the use of technology we can arm our students with the necessary skills to be college, career and civic ready. Technology enhances our instructional program by providing unique learning opportunities to students that in a small rural district wouldn't normally have. It opens our district up to unlimited resources to meet the challenging needs of all of our learners, especially because our students live in areas where high speed internet is not yet available. The effective use of instructional technology encompasses our district initiative of providing a differentiated instructional experience for all students. With our 1:1 device implementation, teachers use formative & summative assessment tools to group and provide students with the necessary instruction aligned to their educational needs. Students can access materials on their independent and instructional levels, moving through material at their own pace while working towards mastery. Students use their devices to research, create and share their understanding to an authentic audience while learning the importance of digital citizenship, student ownership, and reflection.

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.**

During the 2020-2021 school year we met monthly as a team to reflect on the current practices within the district and begin discussing next steps as it relates to the questions contained in the upcoming Instructional Technology Plan.

Our Team consisted of:

•Administrators (Principals, Director of Curriculum/Special Education)
•Classroom Teachers
•IT Specialists
•IT Secretary
•Parents
•Teacher Aides
•Special Area Teachers (Art and Music)
•Community Members
•Technology integrators from BOCES
In August of 2021 we met as a large group where we focused on the technology skills, devices, and curriculum used to teach digital literacy. The Coordinator of Technology took this information and met weekly during the month of September and October to review the feedback and continue developing the plan. During the 2021-2022 school year the Technology Coordinator meets biweekly with the District Administrators (Superintendent, Business Official, Elementary Principal , High School Principal, Director fo Special Education & Curriculum, Director of Transportation, and Buildings and Grounds) to share the work on the plan and to gather input from the district wide team. The Director of Special Eduacation and Curriculum and The Coordinator of Technology meet weekly to further develop the plan and input the necessary information into the business portal.

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

The planning process looks different due to COVID-19. Many of the planning meetings were held virtually. Input was often provided in writing via email, surveys, zoom meetings or via phone calls due to the social distancing requirements for on campus activities. Becuase of COVID-19 and the implementation of EdLaw2-d our district did not completely meet the previous three goals that were established in our prior technology plan. Goal 1 was met and will continue to be built upon and goal 2 and 3 will need to be analyzed and built upon to collaboratively work together to meet them. Instead much of the attention in the district was shifted to how to best provide remote instruction to a rural community with limited digital infrastructure. Becuase of this the work around our previous three goals still needs to be done as we strive to use technololgy as a tool for inquiry and creation.

The committee has identified strengths and needs for improvement by discusssing each goal individually. During these discussions the committee followed the following steps:

1. Review the extent to which the goal was met
 2. Identify the evidence that proved that the goal was met or not met
 3. What aspects of the work was deemed to have a positive impact on the learning that occured?
 4. How will these positive aspects be capitalized upon as we move forward?
 5. What aspects could improved upon during future implementation?

This plan will address goals 2 and 3 from our previous plan as they were not fully met.

These goals were:
 Goal 2-To engage students by integrating technology into classroom instruction and assessment while enhancing learning and productivity in a personalized learning environment.

We plan to address Goal 2 by:

•Utilize platforms such as iReady to integrate technology into instruction and assessment
•Participate in the NYS assessments using the questar platform
•Utilize American Reading Company's Schoolpace platform to promote teacher use of data and tracing software
•Develop a RtI data tracking tool to ensure all students are getting the instruction, interventions, and resources within the RtI model.
•Teaching Strategies Gold is a digital tool that will be used to develop student portfolios for our youngest learners
•Promote technoogy integration through both in person, virtual, and passive programming provided by our BOCES Technology
 integrators
•Attend conferences such as NYSCATE to bring back innovative ideas to promote higher level thinking through the use of technology in
 all content areas.
Goal 3-The district will showcase student and teacher achievements through a variety of innovative digital applications providing them with an venue to share their voice, learning and talent.

We plan to addresss Goal 3 by:

•Utilize social media to share student accomplishements
•Feature student and teacher celebrations as they relate to technology integration on the school website.
•Showcase the work of students at at least one board of education meeting
•Promote the safe use of work sharing that complies with all Ed-Law 2D regulations
•Utilize Remind 101 and SeeSaw to share student work and celebrations with parents and family members.
•Capitalize on the use of Hudl for sporting events as well as other streamed events to engage more family and community members at
 student events and activites (Events, graduations, moving up ceremonies, art shows, board meetings, theater (only with permission
 from the production company)
•Support creative solutions to Open House and Parent teacher conferences that highlight student work (IE- imovie, garageband,
 PowerPoints, etc)
•Promote technoogy integration through both in person, virtual, and passive programming provided by our BOCES Technology
 integrators

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•Attend conferences such as NYSCATE to bring back innovative ideas to promote higher level thinking through the use of technology in all content areas.

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

Lessons from the Pandemic:
 Pine Valley learned alot about our community's digital infrastructure during the Pandemic. Much of our community does not have access to high speed internet or even access to cellular data. This makes utilizing hot spots less reliable than many other areas of the state. The lack of access is not due to financial reasons, but many times due to a lack of cable for high speed internet or cellular towers due to our remote,hilly, farming community. Becuase of this we did not engage in online or blended learning during the COVID-19 pandemic. Instead we relied on a system that capitalized on flash drives where teacher videos could be loaded on devices and shared with students. We also relied on personal phone calls to clarify content and expectations. This has lead to us exploring the need for more flashdrives, exploring Kajeet to create bus hot spots (but this is limited due to the infrastructure). We rely heavily on laptops instead of chromebooks becuase they have more offline capabiities and we utilize Microsoft teams so that students can work on assignments while ofline and have the device sync when it is connected to our internet at school.

Professional Development:
 Initially our school was in session for all students Monday - THursday. This allowed for professional development to occur on Fridays for teachers virutally . Our BOCES technology integrators developed workshops and sessions to bolster teacher abilities when using the Microsoft suite of products. When the district was in person for learning, coaching was provided in district with teachers getting support as they implemented new strategies and used new technology tools within their classrooms.

related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)

Instructional changes:
 Because alot of information was gained during the pandemic related to the strengths of our students and the needs of our students as it relates to technology a clear vision was established as we began the academic school year in September of 2021. The technology team is working very closely with the newly hired Digital Literacy teacher to ensure that the standards are met. They are also providing insight into the ares where students struggled when attempting to use technology independently. The BOCES technology integrators are sending out a weekly tips and tricks email to all teachers so that they can best support student technology use as well. Throughout the summer, afterschool and during inservice days the BOCES technology integrators and the BOCES Instructional Education Services (IES) team will provide learning opportunities and side by side coaching opportuntities for teachers.

Parent and community stakeholder engagement:
 Due to the high of COVID-19 cases in the community zoom meetings will be heavily relied on to be able to gain input from the stakeholders. In the spring of 2019 and the fall of the 2019/2020 school year a technology survey was distributed through social media and student backpacks. Any families that did not include input on this survey were contacted by a secretary in the district to ensure that their voice was included in the results. This survey focused on connectivity, types of devices they have in their homes, Needs as it relates to technology, and solicited ways the school and the technology team can better support them. Information was also gathered at regularly scheduled Board of Education Meetings. These meetings were in person and socially distanced, while other stakeholders participated via zoom.

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

   Yes

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

Alignment to District Overall Goals:
 Professional development is one of the cornerstones in this district's technology plan. We provide on-the-spot training, in classroom coaching as well as formal training that is offered during in-service days, afterschool, and over the summer. Many district teachers are proficient in technology and are willing to share their talent, assist or mentor others with technology integration in the classroom. These teachers demonstrate awareness, use of, and basic troubleshooting strategies of district hardware, software, and peripherals, as well as best practices models, web 2.0 tools, multimedia, and Internet safety. It is our goal to encourage more teachers to provide turnkey training in technology integration so that technology can be used in creative and engaging ways. This aligns to our district goals becuase want to promote technology use in a way that supports Curiousity through inquiry based learning. The tools and lessons captured in our K-12 digital literacy plan also promote student responsibility both with their 1:1 devices and with their safe use of technology and online presence.

Determining Capacity:
 Through self assessments, administrative feedback, and teacher driven technology requests we have been able to identify the current capacity of teachers, while also illuminating the individual and collective needs of the educators in our district. To support this growth and development. our district also offers professional development through BOCES CSLO Model Schools. Each year we send two representatives from each building to participate in the required 3-day regional model school workshop. By doing so, we are awarded 4 days of technology integration instruction for professional development that can be used in either building. The district also participates in Co-ser 566 with Erie 2 BOCES, with that district personnel have the ability to attend regional workshops and receives 3 additional days of in district support with a technology integrator. As our district continues to move standardize and create a cohesive district wide technology plan that includes as systematic replacement cycle for current devices, and output peripherals. We have elminated the outdated desktops in each building and have replaced them with a docking system that will allow teachers to utilize their laptops and student devices with the projectors. This transition included professional development in person as well as training videos online to support teachers as they connected in their classroom and relied on cloud storage rather than device storage for their materials.

Personalized Professional Development:
 Along with these outside sources, PVCSD Board of Education supported the creation of a new position to assist our teachers with the day to day challenges of technology integration. PVCSD has a Technology Integration support team from Erie 1 Boces (WNYRIC). These positions collaborate with our teachers and administrators on any edtech endeavors that will positively impact student achievement and teacher productivity. These learning opportunities take place during participants planning and release times, afterschool, and during the summer. Monthly ed-tech professional development activities are scheduled afterschool as well as are embedded in our yearly superintendent conference days. Teachers can submit professsional development requests, conference requests, or proposals for curriculum development to a committee who then reviews the requests and discusses the personalized support and resources needed to support the teacher.

Effectiveness of Professional Development:
 As PD opportunities are provided teachers complete evaluations of the Professional Development. In this evaluation they include information about how this will impact their current practice and what additional information, resources or support will they need to be successful. This allows the district to evaluate the implmenetation of professional development and drive the Professional development plan forward for future activities. These evaluations will also identify any areas that might need to be addressed again and how we might move forward to expand the information provided to others.

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III. Goal Attainment

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

1.   Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

   The district has met this goal:

   Significantly

2.   Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

   The district has met this goal:

   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:

   Minimally

4.   Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

   The district has met this goal:

   Moderately

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

   The district has met this goal:

   Significantly

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1. **Enter Goal 1 below:**

   To enhance learning and productivity through the promotion of inquiry based instruction that is individualized based on student needs by integrating technology into classroom instruction and assessment..

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

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

Evidence Collection:
 As we continue to strengthen our technology integration skills, we will collect data and monitor the use of technology in 3 main categories through a variety of methods.

Instructional Practices will be monitored by:

•Professional Development
•Tracking of attendance
•Teachers will be encouraged to attend opportunities that align with the data gathered using other means
•Technology Integration specialists will provide onsite coaching within the classrooms
•Professional Development will be aligned with district goals
•Administrative committee will analyze PD feedback and make decisions on follow up PD to ensure that the support is ongoing
•Exit surveys
• Inservice days
•Afterschool professional development
•post conference attendance meetings with administrators
•Teacher observations
•The Danielson Observation Rubric will demonstrate the effectiveness of instructional practices and use of technology on a scale of 0-4.
•The domains that will monitor this use will include Domain1 (specifically 1e & 1d), Domain 3 (Specifically 3c, 3b, & 3e) and Domain 4 (specifically 4b, 4c, & 4e).
•Administration will meet to review trends in evaluation data
•Professional development will be sought out that meets the needs of teachers in the areas noted.
•Informal classroom visits
•Checklists will be used to note effective and ineffective use of technology integration
•emails will be sent as a follow up to information classroom visits by the administration team
Assessment use will be monitored by:

•Department meetings
•Develop assessments
•Provide the opportunity for team reflection with guided questions provided by the administration team
•Collect data on student Response To Intervention (RtI)
•Computer Based Testing
• Monitor academic progress and digital fluency in Computer Based Testing
•Online platforms for assessments throughout the year will be used to build student fluency in digital assessments
•Examples: Microsoft teams, Microsoft Forms, Castle Learning, iReady, eDoctrina.
Student use of technology will be monitored in the following ways-

•Monitoring software will be used such as
•ClassLink
•iBoss webfilter
•Wifi reporting
•District Protocols for EdLaw 2-D compliance
•Student portfolios
•collect digital artifacts that students have used to create as part of assignments
•Student developed assignments where technology is used to create the final project
•See Saw
•Computer Assisted Design
•PowerPoints
•Adobe products for art classes

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•Garageband for music classes
•iMovie
Evidence Analysis:

•The evidence collected in each of these three sub categories will be analyzed using a rubric.
•The NYS Computer Science and Digital Fluency Learning Standards will be the foundation of the rubric used to evaluate student work.
•http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards
•Teachers will evaluate student work individually before discussing trends with grade level/department colleagues.
•Teachers will share progress quarterly with administrators so that additional resources and training can be secured as needed.
•Resources will be shared with teachers and families from our Technology Integrator and Technology team
Goal Completion:

We will know that this goal has been accomplished when

1. Teachers score a 3-4 on the Danielson rubric in the identified Domains/subdomains for instruction
2. Professional Development opportunities are timely and well attended
3. Teachers are integrating technology in a way that is inquiry based and not as a passive way to share information as evident through observations, checklists, and student achievement
4. The NYS Computer Science and Digital Fluency Learning Standards are incorporated into daily lesson planning 85% of the time.
5. Team meeting minutes demonstrate a use of technology for assessment development and data tracking
6. Effective Technology Use Rubrics have been used to evaluate student use

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	Planning	The Director of Curriculum and the Coordinator of Technology alongside the Technology Integration Specialists will move forward with planning and facilitating a district professional development plan to support teachers in both their learning and implementation of district technologies, instructional strategies and supporting the achievement of all students.	Curriculum and Instruction Leader	Coordinator of Technology	06/30/2025	0
Action Step 2	Implementation	Technology Integration Specialists will collaborate with	Curriculum and Instruction	Instructional Technology Integrator	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		teachers to create personalized technology integration projects to enhance student learning and productivity. Teachers will: 1. * identity area of curricular focus (2. * discuss their tech readiness and (entry point (3. * evaluate available technologies (4. * set a goal (5. * action plan next steps (6. * Learn more about a tech tool (7. * Move forward with implementation (in a co-taught model (8. * Plan for in class support day (9. * Share evidence of success (10. * Plan how to sustain this practice (11. * Identify your next steps (	Leader			
Action Step 3	Evaluation	Technology Integration Specialists will share their summary of findings and recommendations, along with workshop evaluations with the Director of Curriculum & Instructional Technology and Building Principals to identify district themes around strengths and areas of growth. Together, with the district technology committee, they will make changes to the professional development plan, technology software	Instructional Technology Coach	District Administrators	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and hardware replacement cycles in alignments with the direction of the districts vision.				
Action Step 4	Purchasing	District Technology Committee with move forward purchasing the decided upon best Peripheral & End User Computing devices to replace the districts current outdated resources in order to meet our students instructional needs. Some items will result in writing a Smart Schools Bond Investment Plan while others we will use ECF Grant Funds, Grant Funds, BOCES or General Funds.	Other (please identify in Column 5)	District Technology Committee	06/30/2025	900,000

7. **This question is optional.**

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

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	

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1. **Enter Goal 2 below:**

The district will promote student and teacher innovations within digital platforms that are Ed Law 2D compliant by ensuring that the successfully use of technology in ways that promote inquiry and higher level thinking is highlighted, celebrated, and modeled for others to learn from.

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

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

Evidence Collection:
 As we continue to strengthen our technology integration skills, we will collect data and monitor the way in which we highlight the use of technology, the methods in which the technology use positively impacts learning, and the collaboration and sharing of ideas through professional development.

Positive Impact on Learning will be monitored by:

•Professional Development
•attendance will be tracked
•teachers will be encouraged to attend opportunities that align with the data gathered using other means
•Exit surveys
•Inservice days
•afterschool professional development
•post conference attendance meetings with administrators
•Teacher observations
•The Danielson Observation Rubric will demonstrate the effectiveness of instructional practices and use of technology on a scale of 0-4.
•The domains that will monitor this use will include Domain1 (specifically 1b, 1e & 1d), Domain 3 (Specifically 3c, 3b, 3d, & 3e) and
 Domain 4 (specifically 4b, 4c, & 4e).
•Administration will meet to review trends in evaluation data
•Professional development will be sought out that meets the needs of teachers in the areas noted.
•Informal classroom visits
•Checklists will be used to note effective and ineffective use of technology integration
•emails will be sent as a follow up to information classroom visits by the administration team
•Local and State assessments
•Teacher developed rubrics will be used to promote student reflection on their use of technology. These rubrics will allow teachers and
 students to identify areas where further instruction needs to occur and where technology is successfully being utilized.
•Higher level thinking employed through technology integration should improve student outcomes on assessments on the NYS 3-8 math,
 ELA, and science assessments.
Collaborative use/Professional Development will be monitored by:

•Department meetings
•Informal sharing of ideas.
•Administrative team showcases successful use that is being seen in the classroom.
•Technology integrators provide tips for integration.
•Teacher Self Reflection
• Time will be provided for teachers to participate in a guided self-reflection on their use of technology at the beginning, middle and end
 of the year.
•Professional Development attendance will be monitored
•Those in attendance will be followed up with to support and challenge them to try the integration techniques shared
•Those not in attendance will be targeted for future PD needs through informal conversations and digital surveys.
•Teacher observations
•The Danielson Observation Rubric will demonstrate the effectiveness of instructional practices and use of technology on a scale of 0-4.
•The domain that will monitor this use will be Domain 4 (specifically 4d, & 4e).
•Administration will meet to review trends in evaluation data
•Professional development will be sought out that meets the needs of teachers in the areas noted.
•Informal classroom visits
•Checklists will be used to note effective and ineffective use of technology integration
•emails will be sent as a follow up to information classroom visits by the administration team
Highlight the use of technology will be monitored in the following ways-

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•Utilize social media platforms to highlight the successful use of students, teachers, and Alumni
•Facebook
•Twitter
•Podcasts
•Monitor social media successes through engagements and views.
•Highlight Teacher achievements through a faculty and staff promotion series of "Behind the Panther"
•Announcements, highlights, and spotlights will be utilized on our School District website.
•Student portfolios
•collect digital artifacts that students have used to create as part of assignments
•Student developed assignments where technology is used to create the final project
•See Saw
•Computer Assisted Design
•PowerPoints
•Adobe products for art classes
•Garageband for music classes
•iMovie
Evidence Analysis:

•The evidence collected in each of these three sub categories will be analyzed using a rubric.
•The NYS Computer Science and Digital Fluency Learning Standards will be the foundation of the rubric used to evaluate student work.
•http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards.
•Monitor social media and website's ability to successfully reach our school community through the tracking of engagements and views.
•Teachers will share progress quarterly with administrators so that additional resources and training can be secured as needed.
•Resources will be shared with teachers and families from our Technology Integrator and Technology team
•Opportunities to share successful technology integration through regional meetings, trainings, and professional development.
•Sharing/collaborating at BOCES regional forums and professional learning communities.
Goal Completion:

We will know that this goal has been accomplished when:

1. Teachers score a 3-4 on the Danielson rubric in the identified Domains/subdomains for instruction
2. Teachers are integrating technology in a way that is inquiry based and not as a passive way to share information as evident through observations, checklists, and student achievement
3. Effective Technology Use Rubrics have been used to evaluate student technology use
4. Observations and administrator walk throughs note technology use that promotes higher level thinking and student engagement 85% of the time on the rubrics and checklists provided.
5. Students are not seen engaging in mindless gaming, distracting use of technology or passive watching of content on their devices.

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	Planning	Develop a system for timely posts on social media that result in a stream of content that highlights use.	Instructional Technology Coach	n/a	07/30/2022	0
Action Step 2						

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Collaboration	Create a means in which to collaborate with teachers to accurately highlight the work being done in their classrooms so that it can be synthesized into social media content.	Other (please identify in Column 5)	Secretary, technology integrator, teachers, principals	06/30/2025	0
Action Step 3	Community Partnerships	Students will work with technology specialists and library media specialist to create content that will be shared on the district website and social media platforms.	Library Media Specialist	Technology Integrator	06/30/2025	0
Action Step 4	Infrastructure	work with BOCES to ensure network can sustain the technology demands of this goal.	Director of Technology	n/a	07/30/2022	140,000

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	Data Privacy	the technology team will work with teachers and students to ensure that the content created and information shared is compliant with Ed-Law 2D	Other (please identify in Column 5)	Data Protection Officer	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)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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 3

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1. **Enter Goal 3 below:**

   To continue to improve upon the infrastructure required to operate and manage an instructional technology environment.

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

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

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

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

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

   ☑ Teachers/Teacher Aides

   ☑ Administrators

   ☐ Parents/Guardians/Families/School Community

   ☐ Technology Integration Specialists

   ☐ Other

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

Evidence Collection:

We will collect evidence on the following aspects of our digital infrastructure to ensure that teachers and students can best utilize the many elements of instructional technology we have available in the district. Some of the evidence that will be collected includes:

•Network Server information
•Switches (age, capacity)
•Wireless accesspoints
•Network Security
•Network Backups
Evidence Analyzation and Utilization:

The information collected will then be reviewed by a committee. The commitee will explore the quantity, the age, and capacity of the equipment and aspects related to the network as described above. The technology department will then work with our local BOCES to ensure that our equipment and network peripherals align with the industry standards and their recommendations. After completing the audit, the technology committee will meet with district administration to discuss next steps to ensure that the district is able to support this goal with both an investment of human capital and financial capital.

Goal Achievement:

The goal will be achieved when each of the categories has been analyzed, discussed, and purchases or changes made to ensure that the district network meets the network performance and security standards as outlined by BOCES. It will also be achieved when an ongoing timeline for maintaince and network performance and security checks have been established so that the district can ensure that instructional technology can be used without interruption for years to come.

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	Infrastructure	The team will analyze the components of our network infrastructure to ensure it meets the needs of the district	Director of Technology	Technology Department	09/01/2022	0
Action Step 2	Collaboration	The technology Department will work with boxes to analyze the current equipment and network performance to gain insight into next steps.	Director of Technology	BOCES, Director of Curriculum / Special Education	12/01/2022	0
Action Step 3	Budgeting	The technology committee and	Director of Technology	Administration Team, Business Official	01/03/2023	74,000

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
		administration team will review the current needs of the network and what purchases might need to be made.				
Action Step 4	Implementation	Items, upgrades, and training will be purchased and implemented to ensure improvements that are necessary are made.	Director of Technology	administration team, technology department	06/30/2025	150,000

7. **This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Technology Committee will make a plan for timely audits, replacement cycles related to network infrastructure, and ongoing training provided to ensure success.	Director of Technology	Technology committee, Director of Curriculum and Special Education	06/13/2025	5,000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

    No

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V. NYSED Initiatives Alignment

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

   Technology Integration:

   Our District Board of Education's vision is to provide an education that grows tomorrow's leaders who are fully aware of and able to act upon any and all opportunities. In order to grow tomorrow's leaders they need to be able to be successful in their use of technology and be able to access rigorous content. Technology can be the key to opening the door for lessons that incorporate higher level thinking, inquiry, and discussion. With this at the forefront of our planning for Professional development, the deployment of our technology integrators, and the content developed to share with stakeholders within the community this plan will help us achieve this vision. Through the focus of inquiry based instruction that is filled with various opportunities of technology integration our students will be able to improve their academic performance both in the classroom, on standardized assessments, and when entering either colleges or their careers.

   Measuring Technology Use:

   The extent to which technology is used by students to demonstrate understanding of skills and concepts is often linked to their teacher's personal comfort with technology. We have been working to increase this comfort level by offering ongoing professional development and working with the technology integrator through a BOCES Coser. The district's view of technology includes ensuring that it aides in rigorous academic standards and improved student performance because it is used as a tool to promote inquiry, student engagement, higher level thinking, and creation. Technology is also used by teachers to promote collaboration between teachers, staff members, and buildings. This results in opportunities for improved academic rigor and a deeper understanding of the academic standards.

   Differentiated use of Technology:

   Technology is used to allow students to demonstrate their knowledge in a variety of ways. Students are also provided with a variety of uses of technology to learn. Technology provides teachers with the ability to match the delivery of instruction to the student learning. Teachers have been using technology such as nearpod, flipgrid, Microsoft Teams, Zoom, and various engagement strategies to facilitate learning with technology. These platforms allow teachers to develop lessons that support the diverse student needs and allow for a variety of methods to be used both during instruction and assessment.

   Sustained Efforts:

   Overall, technology will be continually evaluated to ensure that it is supporting rigorous academic standards and improved academic performance through continual professional development, self reflection on technology use, and through input from the technology committee. Technology will also support our districts ability to provide instruction safely to students and help improve student and teacher safety by providing a VOIP devices and PA systems that integrate emergency communication systems.

   Students use their devices to research, create and share their understanding to an authentic audience while learning the importance of digital citizenship, student ownership, and reflection. Our students will engage in Computer Based Testing for grades 3 - 8 in both English Language Arts and Mathematics. Having daily access to the technology, using software programs like IXL that support our students utility with the equation editor, Microsoft Office 365 for word processing and Learning.com for digital productivity skills, provide our students with learning activities that have them apply the necessary skills to be successful digital consumers and creators,not just work with them in isolation for the testing environment. We believe that the effective use of technology in the classroom supports our implementation of personalized learning and will greatly impact the achievement of our students. Since our implementation, we have seen an increase in our students academic achievements and look forward to what's to come.

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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.**

Equitable Learning Short Term Solutions:

•Internet access
•Our short term solution for internet access for those who might not have internet in their homes is to ensure that students have access to the internet at the school after hours and in the parking lot. We are also collaborating with local businesses to provide students in the community to access internet outside of the traditional shool day. We also have utilized USB flash drives to provide students content outside of the school.
•Human Capacity
•We are utilizing our BOCES technology integrator and our technology department to support students and teachers use of technology for instructional purposes.
•Infrastructure
•We will be inventorying our components and analyzing the capacity of the network against our usage during peak times. We will be advocating for our community to get a better digital infrastructure so that more homes have access to high speed internet.
•Partnerships
•We will work with BOCES and vendors to ensure that we are supporting equitable services.
Equitable Learning Long Term Solutions:

•Internet access
•We plan to install Kajeet hotspots to utilize our buses to provide wifi to students both while on the bus. If we were to need to shfit to remote learning the buses could then be stationed throughout the community to provide more localized internet access.
•Human Capacity
•We will be utilizing BOCES to help us audit our network infrastructure. We will also be training our para professionals on basic troubleshooting and support for students and staff. By expanding these skill sets we will be able to reduce the demand on the technology department and free them up for bigger more involved projects or needs.
•Infrastructure
•Long term we will collaborate with outside vendors, BOCES, and our technology department to ensure that the entwork is secure and working at its optimum potential. We will also be developing our timeline for routine checks and replacement cycles.
•Partnerships
•We will be working school districts with similar systems and network needs so that we can learn different ways to support our students and our teachers.

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 of our students in PVCSD has access to a personal device. In our 12:1:1 classes, our students are actually 2:1, as they have access to both a laptop and an ipad. These students have access to applications on their ipads that are unique to their own learning need to practice skills independently. Students who have OT needs are provided ipads as an easier mode for our students to create and construct responses. We support students across the district with IEPs that require text to speech, as well as speech to text programs to access grade level material and express their understanding in writing. We have FM systems in each classroom to support our students with hearing loss as well . Dell laptops are provided to studentswith disabilities to create responses on , engage in learning with, and to utilize Microsoft Office suite of products. Teachers use the ipad apps to differentiate and the requests for different apps on different computers allows them to customize their independent work to be at their level.

V. NYSED Initiatives Alignment

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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)

    4a. **If 'Other' was selected in Question 4 above, please explain here.**

Technology will also support our districts ability to provide instruction safely to students and help improve student and teacher safety by providing a VOIP devices and PA systems that integrate emergency communication systems. This will ensure that all students, including students with disabilities will be able to safely access instruction, materials, and assessments during the day. This will allow students to feel safe at school and thus, but ready to learn.

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☐ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

V. NYSED Initiatives Alignment

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

V. 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.**

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☐ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☑ Helping students connect with the world

☐ The interactive whiteboard and language learning

☑ Use camera for documentation

☐ Other (please identify in Question 8a, below)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Technology is used to

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

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

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

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

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

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)

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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	1.25
Instructional Support	2.40
Technical Support	1.00
Totals:	**4.65**

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	Network and Infrastructure	n/a	150,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column,	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
					to the right) ☐ N/A	
2	Professional Development	n/a	75,000	Both	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
3	Internet Connectivity	n/a	5,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources 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
					☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Instructional and Administrative Software	n/a	70,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	/a
Totals:			300,000			

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?**

   No

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.pval.org/Page/1675

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

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

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

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	Teri Tenpas	Coordinator of Technology	ttenpas@pval.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A

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

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/17/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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