2022-2025 Instructional Technology Plan - 2021

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?**

Michael Healey

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

Superintendent

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

    It is the mission of Argyle Central School to provide a program which will enable its students to acquire the skills, knowledge, and values necessary to become responsible citizens. In a positive atmosphere conducive to creative and critical thinking, each student is provided with sound educational experiences which will foster the development of a strong moral character and self-concept.

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

    The Argyle CSD will create an environment where students, faculty, and staff are empowered to improve learning outcomes through the ethical and purposeful use of technology.

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

    The district technology committee consists of group of representatives from the district, incluidng administrators, elementary ann secondary teachers, reading teachers, library media specialists, and IT coordinators. The district technology committee met multiple times over the 2021-22 school year. The Tech committe discussed technology availablility and usage both in the district and within the Argyle community, evaluated the current and future needs of technology in the context of how it related to the COVID pandemic and and reviewed and recommended technology changes in the district as they fit within the district's mission statement and district goal. This information was used to create this technology plan.

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

    The goals identified in the district technology plan align with NYS initiatives as well current district goals. Building from the goals included in the previous three year plan and the progress achieved over that time, the district identified three goals: improving student engagement & achievement through technology integration that meets the needs of each learner, providing seamless, equitable access to technology & resources for staff, students, and community, and making improvements to the cybersecurity and posture of the district computer network to safeguard student and teacher data. These goals connect with our previous three-year plan's goals which focused on improving student grade level/academic subject area performance in identified standard(s) by using technology to ensure student growth; using technology to improve opportunities for enhanced student school and/or community connection; and utilizing technology to meet the educational needs of students and staff through Professional Development. Evaluting progress in the above areas and considering district needs post-covid, the goals contained in this plan better address the current instructional technology needs of the district. As the district moves forward, we will continue to assess and adjust the steps we need to take in order to achieve these goals.

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

    The district's goals include improving student achievement, district access to technology, and community connection and collaboration. Considering this, Argyle CSD had already, prior to COVID, implemented a 1:1 model. Our faculty and our students quickly adapted to the on-line environment and taught remote instruction for the duration of COVID closure in 2020. Argyle was one of the few schools able to re-open for all students K-12, every school day, during the 2021-22 school year. Despite being open for all, we did have 30-40 students opt to remain on remote instruction for all or at least some portion of the 2021-22 school year.   Our faculty adapted instruction and used technology to include a variety of ways to provide instruction to students both in person and those remaining on remote instruction, including Google meets, collaborative projects using live and remote students, a variety of synchronous and asynchronous learning, on-line instructional programs, and even a collaborative Google meet distance learning science course shared with a neighboring school district. In addition, we leased a number of mi-fi, making them available to any family who need internet services at home. We continue to use these, providing them to students/families upon request. Temperature scanners and a digital attestation form were purchased and implemented. The district upgraded our phone system to VoIP for greater functionality and communication with the community. We also began utilizing the school website, social media and calling/text system to keep the community informed of events and changes. We utilized funds to supply teachers and staff with laptops, turn our media center into a large instructional space, and order interactive touchscreens for Jr/Sr high classrooms - allowing greater access and utilization through district-issued 2-1 surface pros for faculty and chromebooks for students. In addition, we began to transition our primary learners from Ipads to Chromebooks, supplying classroom sets of each device to our second grade teachers. The district also transitioned to digital meetings, including staff, board, and community and parent conferences and forums, allowing us to gather feedback from those unable to attend in person.. We also began broadcasting school events more such as graduations, athletic events, and open house over social media (Youtube/Facebook) and other digital platforms. The district worked with BOCES on the ongoing process of integrating Edlaw 2D vetting, policy, and procedures to keep student data secure.

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II. Strategic Technology Planning

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

    Yes

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

Professional development at Argyle CSD is ongoing, sustained, and specifically aligned with New York State's school and district goals, including, but not limited to, technology goals. The district looks at multiple factors in determining professional development needs. An analysis of these needs assists in planning activities for the year. Goals and needs are aligned with the New York State Professional Development Standards, and District and Building Goals. This plan includes, but is not limited to, technology goals and professional development. The district considers current research, as well as input from the professional staff and BOCES, in the design and development of technology-based professional development . The Argyle Central School District recognizes that quality professional development is essential to the continuous improvement of the educational process. The district has ldemonstrated an ongoing commitment to connecting professional development to the improvement of student results and will continue to promote and assure the ongoing development and growth of its professional staff. District-provided professional development that encompasses technology initiatives targets curriculum, pedagogy, instructional technology, and equitable access and support the district mission and vision. PD is designed to be fluid and adaptive in order to meet the needs of our faculty, staff, and students. Evaluation of the district's current PD and technology goals will be ongoing. This evaluation, described in sections of this plan will be used to revise actions and planning to better target staff needs. Annual analysis and reflection of district needs are based on survey of all stakeholders for professional development needs, NYS/local testing data, NYS School Report Cards, NYS regulations and mandates and district goals focused on student growth. Professional opportunities are made available to all stakeholders to support continued professional growth and learning as it pertains to students' academic/social and emotional learning. Learning opportunities will be offered through in-service, out of district, after school, summer PD and online. The Argyle CSD ensures all certified professionals have opportunities to participate in approved professional development. Recognized professional learning and leadership activities are developed in collaboration with faculty, staff, and administrators and district partnerships with WSWHE BOCES, Capital Region BOCES, CASDA, Questar IIIl, and the Washington Collaborative.

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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:**

   Significantly

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments. The district has met this goal:**

   Fully

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

   Fully

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:**

   Student Achievement: Argyle CSD will improve student engagement & achievement through technology integration that meets the needs of each learner.

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

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

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

   ☑ All students
   ☐ Early Learning (Pre-K -3)
   ☐ Elementary/intermediate
   ☐ Middle School
   ☐ High School
   ☐ Students with Disabilities
   ☐ English Language Learners
   ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   ☐ Students experiencing homelessness and/or housing insecurity

   ☐ Economically disadvantaged students
   ☐ Students between the ages of 18-21
   ☐ Students who are targeted for dropout prevention or credit recovery programs
   ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   ☐ Students who do not have internet access at their place of residence
   ☐ Students in foster care
   ☐ Students in juvenile justice system settings
   ☐ Vulnerable populations/vulnerable students
   ☐ Other (please identify in Question 3a, below)

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

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

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

   Evaluation of this goal will be ongoing and through multiple methods. The district will continue providing professional development for faculty/staff through BOCES model schools and in-house teacher experts. These PD offerings will expand knowledge and serve to further adoption and integration of the NYS Computer Science and Digital Flency Satandars. Professional development opportunities will include survey opportunities to assess and indentify additional faculty/staff follow up and indifvidual training. Technology PD will also be assessed and organzied by teh District's Technology Committee.

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	Budgeting	Continue to identify grants and/or	Superintendent	Admin, BOCES, Technology committee	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		programs to facilitate device and software acquisition				
Action Step 2	Professional Development	Create a PD schedule and use BOCES and Model Schools resources. Evaluate progress, process, and additional/future needs.	Superintendent	Admin, Staff, BOCES, Technology committee	06/30/2023	8,000
Action Step 3	Implementation	Implement NYS Computer Science and Digital Fluency Standards	Superintendent	Admin, Staff	06/30/2023	10,000
Action Step 4	Curriculum	Align existing curriculum for keyboarding skills and digital citizenship with NYS Computer Science and Digital Fluency Standards	Superintendent	Admin, Staff	06/30/2023	5,000

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 Response)	(No Response)

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1. **Enter Goal 2 below:**

   Argyle CSD will provide seamless, equitable access to technology & resources for staff, students, and community.

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

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

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

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

   Goal evaluation will be ongoing and through multiple methods. This goal was developed to be fluid and allow the district to adapt and adjust as we progress. This goal, and measured progress during and after implementation, will be largely dependent on the hardware/software audits/findings with the districts ongoing monitoring and feedback from involved stakeholders. The district has implemented a series of tools for virtual learning, inventory, and monitoring, but needs to implement better tools to provide live data on devices and network performcance. Ongoing evaluation of Goal #1 will be necessary to be sure that access aligns and supports our additional technology goals. This goal has been intentionally expanded to include the Argyle community based on the impact of COVID and the evaluation of progress.

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	Evaluation	Continuously review current instructional technology,	Superintendent	IT Coordinator, Technology Committee, Whitehall	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		infrastructure, and physical/virtual learning environments		Staff,BOCES, Vendors		
Action Step 2	Budgeting	Continue to implement comprehnsive technology replacement pan and update as needed	Superintendent	IT Coordinator, BOCES, Vendors	06/30/2025	300,000
Action Step 3	Research	Continue to identify current digital resources and introduce to faculty, staff, and students	Superintendent	IT Coordinator, BOCES, Vendors	06/30/2025	0
Action Step 4	Professional Development	Continuously assess need and offer high quality professional development	Superintendent	Argyle Admin, IT Coordinator, Tech Committee, Argyle CSD staff, BOCES, Vendors	06/30/2025	30,000

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	Cybersecurity	Continuously assess cybersecurity threat and adjust NIST incident response plan to ensure minimal disruption to instructional/education	Superintendent	Argyle Admins, IT Coordinator, Tech Committee, Argyle CSD staff, BOCES, Vendors	06/30/2025	30,000
Action Step 6	Data Privacy	Continue to review/update data privacy procedure to ensure educational resoucres are accessible to staff, students, and community	Superintendent	Argyle Admins, IT Coordinator, Tech Committee, Argyle CSD staff, BOCES, Vendors	06/30/2025	30,000
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo	(No Response)

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IV. Action Plan - Goal 2

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

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1. **Enter Goal 3 below:**

Argyle CSD will make improvements to the cybersecurity and posture of the district computer network to safeguard student and teacher data.

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

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

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

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

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

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

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

Initial goals and improvements will be based on the baseline results of a recently conducted K-12 Cybersecurity Self-Assessment based on the NIST Cybersecurity Framework. These results and the goals to improving shortcomings are laid out in our NIST Action Plan. Further self-assessments will be conducted at least annually to see what goals have been met and in what areas improvements still need to be made.

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	Evaluation	Complete NIST incident response plan	Superintendent	IT coordinator, BOCES	08/30/2022	0
Action Step 2	Implementation	Research and implement MFA for district systems (eg. Google workspace,	Superintendent	IT coordinator, BOCES	06/30/2023	5,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Windows)				
Action Step 3	Implementation	Research and implement next generation security solutions that provide real-time ransomware/malware protection	Superintendent	IT coordinator, BOCES	06/30/2024	8,000
Action Step 4	Data Privacy	Continue to review/update data privacy procedures to ensure educational resources are safely accessible to staff and students	Superintendent	IT coordinator, BOCES	06/30/2025	0

7. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #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	Professional Development	Phishing tests and ongoing user training on Data Privacy and Security	Superintendent	IT coordinator, BOCES, Vendor, Technology Committee	06/30/2023	3,000
Action Step 6	Curriculum	Continue incorporating digital citizenship and online safety education into daily curriculum	Superintendent	IT coordinator, Admin, Teachers, BOCES, Vendor, Technology Committee	06/30/2025	0
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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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.**

   The District Technology Plan is viewed as a fluid document that is evaluated and adapted by key stakeholders within the school community, including superintendent, administrators, faculty and staff, and the district technology committee. This plan focuses on evaluating, developing, supporting,and enhancing technology instruction by connecting to the district goals and professional development plans. The main goals of the District's Technology Plan is to provide a positive impact on student achievement by enhancing, personalizing, strengthening student information and communication technology skills and enhancing district cybersecurity and data privacy. The goals were created to improve student engagement & achievement through technology integration, provide seamless, equitable access to technology & resources for staff, students, and community, make improvements to the cybersecurity and posture of the district computer network to safeguard student and teacher data. and employ on-going evaluation to adjust the plan to be as successful as possible. The district technology committee will continue to work with the district staff and the community to analyze technology needs in educational materials, software, and hardware and district systems/network options. The stakeholder group is focused on enhancing technology leadership within the district, while improving student access and achievement, ensuring enhanced digital safety and security. The stakeholder group will also continue to assist with, and be responsible for infusing the NYS Computer Science & Digital Literacy Standards into district curriculum to ensure that all students have the 21st Century Technology Skills needed to compete in today's ever changing global society.

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

   The Argyle CSD's technology goals align to meet this objective. THe district's goals will continually evaluate infrastructure and student and community access to technology and resources. Through audits, digital communications, and other various methods of data collections (including exit surveys and social media interactions) the district will continuously adapt the actions steps for our three goals in order to support equitable learning for all.

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.**

   The Special Education faculty and staff of Argyle CSD use instructional technology as well as assistive technology devices and services to ensure students with disabilities access to and participation in the general curriculum, including, but not limited to:
   - RAZ Kids (Online guided reading program with interactive eBooks, downloadable books, and reading quizzes.) to differentiate materials to identified reading levels for individual students with disabilities and to assess comprehension skills to guide student instruction
   - Epic to differentiate student reading levels and to build intrinsic motivation for reading through the use of student choice for individual students with disabilities
   - Word Wizard for for individual students with disabilities to create words to practice phonics skills
   - IXL to practice needed reading skills or target specific skills at each individual student level for for individual students with disabilities
   - Smart board and related technology allow students with disabilities to manipulate sight words, number sets, and to incorporate music, videos, and movement into lessons.
   - Reading A-Z provides access to literature and readings that are aligned with reading lessons and leveled for individual reading levels for individual students with disabilities.

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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)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

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

☑ Using technology to differentiate instruction in the special education classroom

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

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

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

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

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

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

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

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

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

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

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

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

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

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V. NYSED Initiatives Alignment

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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:**

Other (please explain in Question 7b, below)

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

The district does not currently have ELL/Multilingual Learners. Should this change, the district will re-evaluate and plan to utilize technology to address the needs of ELL/Multilingual Learners to ensure equitable access to instruction, materials, and assessments.

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.

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

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V. NYSED Initiatives Alignment

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

☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ Other (please identify in Question 10a, below)

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	1.00
Totals:	**2.00**

2. **Investment Plan Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	425,000	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
2	Network and Infrastructure	N/A	125,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate	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
					☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	N/A	10,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Instructional and Administrative Software	N/A	73,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	N/A

VI. Administrative Management Plan

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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
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**633,000**			

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

   Not Applicable

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

   www.Argylecsd.org

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Dean McWhorter	IT Director	Mcwhorter_D@Argylecsd.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

VII. Sharing Innovative Educational Technology Programs

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

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