

**2018-2021 Instructional Technology Plan - Annually - 2018**

I. District LEA Information

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**Section I - District LEA Information**

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

John Dodds

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

Director of Technology

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

**2018-2021 Instructional Technology Plan - Annually - 2018****II. Strategic Technology Planning****Section II - Strategic Technology Planning****1. What is the overall district mission?**

Taconic Hills Central School District students will be supported and graduate with the technology skills necessary to allow them to be competitive in an ever changing world regardless of the career path they choose.

Staff will model to students the benefits of best practices for technology use. Staff development in the use of technology tools will continue to be available to every staff member, and focused increasingly on how to integrate technology into the curriculum. There must be a seamless integration with teaching and learning. Faculty and staff will be challenged to learn how to use all the resources available and look to best practices for incorporating technology into their classes. Classes in the 21st century will be paperless; discussions, assignments and work products will be completed and shared digitally.

Technology will be used to continually evaluate and improve curriculum, instruction and assessment practices.

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

We envision an environment in which the adoption and use of current technologies will serve as tools to fulfill the instructional, administrative, communications and operations functions necessary to achieve the mission of the Taconic Hills School District. Technology will be an essential tool to:

- create a diverse, enriched learning experience for all students
- enable students to flourish in an increasingly complex society
- nurture and enhance the natural talents of students
- enable all students to become lifelong learners
- enable staff to utilize existing and emerging technologies to support their job function in the school setting
- promote parent engagement

Technology will be used to efficiently implement and improve business functions.

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

	List Goals
Goal 1	<b>Staff Technology Professional Development</b> During the 2018-2019 school year, there will be an increase of technology professional development opportunities offered during our staff development days. We will continue to offer optional technology integration PD sessions weekly for all staff. Another example of the many offerings will be utilizing KnowBe4 to train all employees on how to detect malicious emails. These goals will be measured by monitoring the quantity and types of technology related work order requests. In addition, we will be implementing a micro-credentialing system using digital badges to signify the acquisition of technology-related skills. This system will encourage lifelong learning and assist staff in keeping up to date with the exciting and ever-changing world of technology integration in our classrooms.
Goal 2	<b>Student Laptop Deployment/Use</b> We will be extending our 1:1 initiative so that all students will be offered a device in grades 3-12. Access to a devices allow students to use the real world as a constantly available resource to enhance their learning. We can easily monitor the number of students who are issued a laptop/chromebook. Additional laptops will be available to be signed out as needed from the Jr/Sr High School library for students who have chosen not to receive a school laptop. Desktop computers are also strategically placed in classrooms as options for students without laptops as well. Through these measures, all students will have access to devices to be used during their classes.
Goal 3	<b>Google Classroom Use</b> Google Classroom creates an easy to use interface for students and teachers to conduct daily class activities. Google Admin data will be used to track the use of Google Classroom from year to year. Through the access of student devices and the use of Google Classroom, our students will be learning through tools that will prepare them for the ever-changing world that they will be employees, consumers, and facilitators in.

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

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

No

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

No

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

Blanket email to all faculty and staff, students in grades 9 through 12 and parents provided no interest. PD Committee discussed at two meetings providing some feed back. Tech Committee had on agenda for 6 meetings since December 2017, providing the most input. Tech Committee consisted of five teachers and two administrators. All our thoughts on technology fell into three groups: training (goal 1) deployment (goal 2) and use (goal 3).

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

Current atmosphere has everyone looking to Director of Tech and Tech Specialist for answers one on one. We are seeing a larger and larger gap between the tech savvy and tech challenged staff. We are encouraging teachers educating teachers more in small groups. Having a more positive atmosphere for the tech challenged staff not be afraid to ask questions and also realize they can't "break" it. Incentives for teaching technology and asking questions in form of prizes and restructured time.

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

-Microcredentials/Digital Badges - for staff and students

-data on students issued a laptop, students borrowing laptops from library, desktops available in classrooms, and computer labs that have been dissolved

-Google Admin Data comparison for Google Classroom use from year to year

-rubrics to accurately and consistently measure Microcredentials/Digital Badges

-surveys on tech needs and presenter evaluations

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

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

**1. Goal #1****Staff Technology Professional Development**

During the 2018-2019 school year, there will be an increase of technology professional development opportunities offered during our staff development days. We will continue to offer optional technology integration PD sessions weekly for all staff. Another type of the many offerings will be utilizing KnowBe4 to train all employees on how to detect malicious emails. These goals will be measured by monitoring the quantity and types of technology related work order requests. In addition, we will be implementing a micro-credentialing system using digital badges to signify the acquisition of technology-related skills. This system will encourage life long learning and assist staff in keeping up to date with the exciting and ever-changing world of technology integration in our classrooms.

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

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation	Listing current programs and service offered. Surveying employees needs to provide appropriate training and then constantly reevaluating	Instructional/ PD Coach	PD Committee	Sept. (09)	2019	0
Action Step 2	Planning	delegating how and when training will be run	Instructional	PD Committee	Sept.	2019	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			Principal/ PD Coach	See	(09)		
Action Step 3	Professional Development	Providing the training whether via classes, one on one, meetings or independent study	Instructional/ PD Coach	PD Committee	Oct. (10)	2019	0
Action Step 4	Evaluation	Via Badges, survey or data numbers (number of teachers participating, student participation, questions answered or asked)	Curriculum and Instruction Leader	n/a	Feb. (02)	2020	0

5. This question is optional.

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

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Professional Development	KnowBe4 has been purchased, currently being setup and will be functional for 2018-2019 school year. It will teach and track progress of participants.	Director of Technology	(No Response)	Aug. (08)	2019	2000 yearly
Action Step 6	Professional Development	Badge system for independent studies. System will train independently awarding badges upon completion via rubric of tasks setup by Administrators	Director of Technology	Instructional/PD coach	Sept. (09)	2020	not sure yet
Action Step 7	Professional Development	Summer sessions like a Google's week long boot camp provided by internal staff also Lexia and eDoctrina training by vendors.	Curriculum and Instruction Leader	PD Committee	Sept. (09)	2020	86000 for summer 2019
Action Step 8	Professional Development	Training during Superintendence Day's, monthly Staff Meeting and vendor meetings. We will then evaluate based on increased used of training subject.	Instructional/PD Coach	PD Committee	Sept. (09)	2020	0

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## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

## Section III - Action Plan

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

## 1. Goal #2

## Student Laptop Deployment/Use

We will be extending our 1:1 initiative so that all students will be offered a device in grades 3-12. Access to a device allows students to use the real world as a constantly available resource to enhance their learning. We can easily monitor the number of students who are issued a laptop/chromebook. Additional laptops will be available to be signed out as needed from the Jr/Sr High School library for students who have chosen not to receive a school laptop. Desktop computers are also strategically placed in classrooms as options for students without laptops as well. Through these measures, all students will have access to devices to be used during their classes.

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

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

## 3. Target Student Population(s)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Budgeting	Purchase Chrome and Windows OS laptops in an orderly fashion by mainly using general budget line. But will also include grants and SSIP. Replacing on a rotation every 5 to 7 years dependent on OS.	Director of Technology	n/a	Aug. (08)	2019	220000
Action Step 2	Infrastructure	Making sure wireless system and switches can handle increased device load.	Director of Technology	n/a	Sept. (09)	2019	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			ogy				
Action Step 3	Implementation	Deploy at student/parent/teacher meeting before start of school. Going over cyberbullying, internet use and care of hardware for students and parents.	Director of Technology	n/a	September (09)	2019	may need to pay teachers to participate at meeting
Action Step 4	Evaluation	Monitoring web use and traffic for use and improper activities. Collecting and repairing devices at end of school year	Director of Technology	n/a	June (06)	2019	not sure

## 5. This question is optional.

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

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



## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	ponse)		ponse)	e)	ponse)	ponse)	e)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

## Section III - Action Plan

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

## 1. Goal #3

## Google Classroom Use

Google Classroom creates an easy to use interface for students and teachers to conduct daily class activities. Google Admin data will be used to track the use of Google Classroom from year to year. Through the access of student devices and the use of Google Classroom, our students will be learning through tools that will prepare them for the ever-changing world that they will be employees, consumers, and facilitators in.

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

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

## 3. Target Student Population(s)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Implementation	Showing time saving techniques and fun activities to teachers via meetings and emails.	Other (please identify in next column, to the right)	Technology integration teacher	Dec. (12)	2020	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
			)				
Action Step 2	Communications	Providing tech tips and quick tutorials randomly throughout the school year	Instructional/PD Coach	Director of Tech	June (06)	2019	0
Action Step 3	Evaluation	Monitor teacher participation. Using Google Admin tools to see who, what and how much Google Classroom is utilized	Curriculum and Instruction Leader	Director of Tech	September (09)	2019	0
Action Step 4	Evaluation	Steps 1 through 3 will be done yearly to increase use and continuity	Curriculum and Instruction Leader	Director of Tech	June (06)	2021	0

## 5. This question is optional.

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

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

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**Section IV - NYSED Initiatives Alignment**

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

smartboards - interactive presentations that will utilize student laptops that have been tailored to assist with student weaknesses (text to speech, speech to text, site impairments)

Document cameras for the last minute paper idea to be shown, or magnifying objects to view

1:1 devices for mobility, tailored to individual students special needs, working anywhere on school grounds (inside/outside)

Google classroom to promote and monitor class participation, collaborating, communicating

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

The laptops purchased with SSBA funds will be used in the elementary by all students. The added units will cover the ever growing need for accessing the internet. Giving more student more time on devices for learning with uninterrupted teaching.

By providing students with 1:1 devices we can tailor settings on devices for specific user's needs. Examples are for ESL students making default language Spanish to help in transitioning; sight impaired having default setting for high contrast and/or magnification; having text to speech on for students with IEPs requesting such. Or speech to text on for students with disabilities.

We currently have a few teachers utilizing a "flipped classroom". More devices covering more grade levels can expand this style of teaching.

Allowing student to replay lecture as many times as needed to grasp concept, or go back to a past lesson to refresh for upcoming test.

Encouraging independent studies and/or virtual collaboration.

If student is absent from school and has access to internet they can use school issued device to virtually be in class. We have done this for students that have been expelled or in hospital for extended periods of time.

With a 1:1 device students can take devices outside to the greenhouse or school grounds and ID plant and animal life. Students can research, take pictures and write reports in the moment.

With 1:1 devices and Google Classroom teachers can breakup homework into many steps allowing students to work at their own pace. Students can get teacher notes, communicate with classmates and/or teacher whether they are in school or at home to meet the deadline set by teacher

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

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

## 2018-2021 Instructional Technology Plan - Annually - 2018

## IV. NYSED Initiatives Alignment

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

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

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

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

- 5a. If 'Other' was selected in Question 5 above, please explain here.

We currently only have spanish as an additional language

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

Yes

- 6a. If Yes, check one.

In the 5 most spoken languages in the district

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

(No Response)

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

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

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

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

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

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## 2018-2021 Instructional Technology Plan - Annually - 2018

## V. Administrative Management Plan

## Section V - Administrative Management Plan

## 1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional support	1.75
Technical Support	1.75
<b>Totals:</b>	<b>4.00</b>

## 2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Professional Development	Summer Classes	80,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	End User Computing Devices	Laptops and carts	750,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools	N/A



## 2018-2021 Instructional Technology Plan - Annually - 2018

## V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Instructional and Administrative Software	KnowBe4, badge system	60,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	wireless, switches	500,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
<b>Totals:</b>			<b>1,390,000</b>			

**2018-2021 Instructional Technology Plan - Annually - 2018**V. Administrative Management Plan

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

Yes

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

The district has a public website.

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

<https://www.taconichills.k12.ny.us>

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

Yes

- 5a.

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

Coordinator of Computer Technology

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

Yes

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

Director of Instruction & Staff Development

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

No

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

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

4526BOEPolicy.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

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

5000BOEPolicyCyberBullying.pdf

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

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

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

2018

**2018-2021 Instructional Technology Plan - Annually - 2018**V. Administrative Management Plan

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

<https://www.taconichills.k12.ny.us/Page/1471>

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

Yes, and I will upload the policy.

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

8635BOEPolicy.pdf

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

From our main page click on *District tab* in upper left corner, then *Board of Education*. From that page click on *Policies & Codes* on left side. At bottom under *BOE Plans* is the ***Tech Plan***

<https://www.taconichills.k12.ny.us/cms/lib/NY02205628/Centricity/Domain/54/THCSD%20Technology%20Plan%2015.pdf>

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

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

## Sharing Innovative Educational Technology Programs

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

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

- 1a. If you selected 'Other Topic A' above, please describe in a few words the topic of your district's innovative program.

Augmented Reality Sandbox

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

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

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Ryan Proper	Technology Integration Specialist	rproper@taconichills.k12.ny.us	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input checked="" type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	John Dodds	Coordinator of Computer Technology	jdodds@taconichills.k12.ny.us	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

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

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

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

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

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

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