

Roxbury Central School Instructional Technology Plan 2022-2025

Section I - District LEA Information

1. Name of the district administrator responsible for entering the Instructional Technology Plan data: Jeffrey Bennett

2. Title: Other
 - a. Superintendent

Section II- Strategic Technology Planning

1. District Mission:

Our vision is to provide a safe and caring environment in which our students can develop academically, creatively, and socially. Each member of the school community will demonstrate personal integrity, a commitment to learning, and an appreciation for cultural diversity.

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

The vision of the Roxbury Central School district is to increase student achievement by incorporating instructional technology into the curriculum through effective communication in a digital society.

3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan.

-Stakeholders:
Jeffrey Bennett- Superintendent
Brenda Hill- IT Coordinator
Jo Hinkley- Dean of Students, Roxbury Collaborative Team
Mary Hinkley- CSE Chairman, Roxbury Collaborative Team
Karen Bramley- Elementary Teacher, Roxbury Collaborative Team
Cathy Schuman- Instructional Technology Teacher, Parent
Brian Kuhnau- Middle/High School Teacher

Jane Ware- Community Member
 Calleigh Porter- Student

-Timeline of the planning process:

Date	Purpose	Participants	Outcome
January 2022/February 2022	Development/Review Technology Plan.	Technology Committee	Update Technology Plan
March 2022	Present Technology Plan to Board of Education and parents	Public Hearing for all stakeholders	Inform the community on the RCS Technology Plan
April 2022	Board of Education vote of approval of the Technology Plan	Public Hearing for all stakeholders BoE	Approval of Technology Plan
June 2022	Submit Technology Plan to NYSED	RCS Technology Committee	Submit and implement Technology Plan
Summer 2022	Place NYSED approved Technology Plan on RCS website	Internet Audience	Post Technology Plan on RCS Website
Annually In January	Review Technology Plan	RCS Technology Committee	Review Technology Plan
Annually in May	Evaluate Technology Plan	RCS Technology Committee	Evaluate Plan
Annually in June	Present Technology Plan Revision (if any changes were made) to Board of Education and parents	Public Hearing for all stakeholders	Inform the community of any changes made to the RCS Technology Plan

-Frequency of Meetings: 6 times a year

The outcome of the plan development is to develop a comprehensive instructional technology plan which meets NYS and district standards and goals.

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

The planning process hasn't changed much since our last plan. New committee members joined the committee to help review our previous goals, identifying which goals were achieved and which were not. One of our previous goals was achieved, however, two goals were not due to the onset of the COVID pandemic.

Our goal to increase the perception of overall safety was achieved with the installation of a state of the art security camera system as part of the district Smart School Bond plan in 2019. High school students were surveyed with the outcome of increased perception of physical safety while on district property.

Although the district had started to address our two other goals,

- Implement Instructional technology curriculum map to reflect ISTE and district goals and initiatives by June 30, 2021,

- Increase preparedness of 4th grade one to one device state assessments by June 30, 2020,

the goals were not achieved due to the onset of the pandemic. These goals will be re-incorporate into new goals on this Instructional Technology plan.

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

During the pandemic Roxbury utilized technology in a blended learning environment, offering students the ability to video conference into in-school classes through the use of Zoom. Parent and community members were surveyed by the district to help identify gaps in the change of our learning environment. To assure students and teachers had reliable devices to connect to Zoom sessions, the district used Smart School Bonds funds to purchase laptops for all faculty members and touch screen chromebooks for students. Along with the purchase of devices, the district continued the subscription with OTIS, a professional development platform, which provided a wealth of resources for educators, students and parents in their transition to a blended learning environment. Roxbury had applied for and been granted funds to purchase Kajeet Wifi routers through the USAC Emergency Connectivity Fund Program for all district school buses to help fill internet connectivity gaps in our community. The goals of our plan reflect our continued need to support our blended learning environment that we have adapted,

along with giving us the opportunity to modify and adapt to any future changes during the pandemic.

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

7. 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. (Also see SSIP-8)

Instructional technology professional development is an ongoing effort in our district. We subscribe to several professional development programs that target multiple topic areas in Instructional Technology. For Cybersecurity and Internet Safety we utilized KnowBe4 Cybersecurity/Awareness Training and National Center for Missing & Exploited Children. These programs help teachers identify potential threats of cyber attacks used against our students and our district as a whole. Roxbury regularly sends a cohort of teachers to NYSCATE statewide and regional conferences. NYSCATE also offers content specific Virtual/Online instructional technology training courses that are utilized by our teachers. Additionally, Roxbury uses Teq OTIS for a variety of instructional technology courses which may not be covered by other programs including but not limited to interactive display, Google, and Microsoft courses to enhance teacher's day to day instruction in their classrooms. Finally, Roxbury uses Renaissance Learning to offer an individual student assessment tool which allows the teachers to evaluate individual student skill levels and differential instruction even during the pandemic.

Section III- Goal Attainment

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

Response: 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.

Response: The district has met this goal.

Significantly

3. Digital Capacity and Access- The District's technology infrastructure supports learning and teaching in all the District's environments.

Response: The district has met this goal
Significantly

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

Response: The district has met this goal
Significantly

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

Response: The district has met this goal
Moderately

Section IV- Action Plan

Goal 1: By June 20, 2025 grades PK-12 will implement instructional technology curriculum maps to reflect ISTE and district goals and initiatives. The measurement is a creation of a vertically and horizontally aligned curriculum map PK-12 as approved by the district.

Action Step Number	Action Step-Category	Action Step-Description	Responsible Stakeholder	If Other	Anticipated date of completion	Anticipated Cost
1	Curriculum	Create document	Classroom teachers	n/a	June 2023	n/a
2	Evaluation	Review document	Superintendent Principal Classroom Teachers	n/a	December 2023	n/a
3	Policy/Protocols	Approve document	Superintendent Principal Other	BoE	June 2024	n/a
5	Implementation	Implement and update as needed	Classroom Teacher	n/a	June 2025	n/a

Goal 2: By June 30, 2025 increase RCS instructional staff proficiency in standards based, accessible digital content that supports all curriculums for all learners. This will be measured by a pre, interim, and post survey.

Action Step Number	Action Step-Category	Action Step-Description	Responsible Stakeholder	If Other	Anticipated date of completion	Anticipated Cost
1	Evaluation	Survey instructional staff, teachers and LTAs	Other	Technology Committee	October 2022	n/a
2	Purchasing	Purchase Professional Development- OTIS	Director of Technology Business Office		October 2022	\$5000
3	Professional Development	Self-paced instructional technology Professional Development for target group	Classroom Teachers Others	LTAs	October 2022	n/a
4	Evaluation	Interim survey	Other	Technology Committee	February 2023	n/a
5	Staffing	Hire a full time Instructional Technology Specialist	Superintendent Principal	n/a	June 2023	\$45,000
6	Professional Development	Instructional Technology Specialist work one-on-one with instructional staff to integrate technology into the classroom	Instructional/ PD Coach	n/a	June 2025	n/a
7	Evaluation	Post Survey	Other	Technology Committee	June 2025	n/a

Goal 3: By June 30 2025 the student cohort group of 2031 will demonstrate digital proficiency in accessing and utilizing digital resources and technology rich learning experiences. This will be measured by yearly assessment of each year.

Action Step Number	Action Step-Category	Action Step-Description	Responsible Stakeholder	If Other	Anticipated date of completion	Anticipated Cost
1	Evaluation	Digital assessment of 2031 cohort, yearly	Instructional Technology Coach Classroom Teacher	n/a	September 2025	n/a
2	Curriculum	Minimal 2 classes per week, Instructional technology and STEM classes for Pk-6, yearly	Instructional Technology Coach Classroom Teacher Tech/STEM Teachers	n/a	June 2025	n/a
3	Purchasing	Purchase replacement devices and new devices as needed	Director of Technology Business Office	n/a	June 2025	\$105,000
4	Purchasing	Purchase replacement network and devices and license as needed	Director of Technology Business Office	n/a	June 2025	\$30,000
5	Evaluation	Students in the 2031 cohort will demonstrate digital proficiency a digital project	Instructional Technology Coach Classroom Teacher	n/a	June 2025	n/a

Section V- 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. (look at SSIP)

The district's plan is to utilize digital connectivity and technology to increase district wide communication and facilitate educational opportunities in and outside the classroom. This includes, but is not limited to, incorporating Google Ed, Castle Learning, Distance Learning, Virtual Field Trips, Online Databases, etc. The infrastructure upgrade has created the backbone platform which allows us to support all instructional components. The WiFi upgrade allows us to increase the number of "one-on-one" devices available for student research, collaboration and instruction by providing an "always on" access to technology.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time."

Students are provided with Chromebooks which they use in school and at home. This gives them access to email, Kami, and Google Classroom. At the beginning of the school year teachers are to provide a list of the alternate formats they will be using throughout the year. The school also has Playaways and Overdrive for an alternative format that can be accessed anywhere at any time.

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.

Students with disabilities have 1:1 device access. This allows them to use Read and Write to differentiate how students access the information and how they show mastery of the content. Other programs that are accessible are Bookshare, our online vocabulary program, and textbooks online.

4. 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.

- 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 languages.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skills.
- Learning games and other interactive software are used to supplement instruction.

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.

- Using technology as a way for students with disabilities to demonstrate their knowledge and skills.
- Multiple ways of assessing student learning through technology.

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

- Technology is used to provide additional ways to access key content, such as providing video 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.

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. Other. District currently has one language most commonly spoken in the district.

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. Check all that apply

- 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.

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? Check all that apply

- Create a survey to obtain information about students' living situations, contact information, access to the internet and devices for all students in the enrollment processes so the district can communicate effectively and evaluate their needs.
- Provide students a way to protect and charge any device they are provided with by the district
- Replace devices that are damaged or stolen as needed.
- 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.
- 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.
- Other. District has a McKinney-Vento liaison.

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Check all that apply

- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

Section VI- Administrative Management Plan

1. Staff Plan

Title	Full-time Equivalent (FTE)
District Technology Leadership	.50
Instructional Support	.10
Technical Support	.40

2. Investment Plan

Anticipated Item or Service	If "Other" Item or Service, please identify	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Sources	If you chose "Other" Funding Source, please identify
End User Computing Devices		\$105,000	Annual	BOCES Co-Ser Purchase District Operating Budget	
Network and Infrastructure		\$30,000	Annual	eRate	
Professional Development		\$15,000	Annual	District Operating Budget	

				Instructional Resources Aid	
Staffing		\$135,000	Annual	District Operating Budget	
Internet Connectivity		\$45,000	Annual	eRate District Operating Budget Grants	

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?

N/A

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all the elements in the survey. Provide url

www.roxburycs.org Website is currently being redeveloped. Actual url will be provided in the near future.