



**RYE NECK SCHOOLS
INSTRUCTIONAL TECHNOLOGY
PLAN
2022-2025**

Section I – District LEA Information

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

Mary Lanza

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

Director of Technology and Communications

Section II – Strategic Technology Planning

What is the overall district mission?

The mission of the Rye Neck School Community is to develop active, critical-thinking, creative, responsible citizens with high values, morals and ethics. These citizens will respect, accept and appreciate others in a multicultural world and be committed to lifelong academic and personal achievement in a supportive learning environment. Students will acquire a suitable educational foundation, mastery of the English language and analytic skills which will help them deal with challenges in their personal and professional lives.

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

We envision instructional technology providing an environment where our community fosters digital citizenship and leadership, as we become more proficient in the use of technology; understand its potential; and use it to achieve our personal, professional and academic goals.

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

A voluntary committee was convened to assess the 2018-2021 Instructional Technology Plan and develop the 2022-2025 version. Participating stakeholders included the Superintendent, Assistant Superintendent, Technology Coordinator, building principals, ENL teachers, special services teachers, K-12 classroom teachers, and members of the Professional Development Committee. The committee, some of whom were returning members from our 2018 plan, brought a wide range of opinions and skill levels to our discussions.

In the first of our 6 monthly meetings, the committee started by reviewing the 2018 Instructional Technology Plan, including the vision for technology and every goal set

forth in that plan. This allowed us to reflect on our vision statement in relation to where we see ourselves four years later. The committee also assessed our previous goals to determine if we had met them, how we can improve on them, and if any new goals were necessary.

After our goals were updated to align with our new vision statement, the committee broke into small groups to work on the action plan for each goal. This allowed members to invest their time and knowledge in areas of interest and where they felt they could best contribute. Groups included representatives from each of the participating stakeholder groups to ensure every type of learner was considered.

Once the action plans were developed, the committee reconvened as a large group to evaluate the changes and discuss areas for improvement. Through this unified collaboration, we developed goals and action plans that are accessible for both students and teachers.

Finally, we worked with our network and infrastructure company to develop a goal that reflects the necessary changes to support our new plan.

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

We used this opportunity to reassess every aspect of our previous plan. By reevaluating our 2018 vision statement, the committee realized the limitations of the idea behind “grow from digital citizens to digital leaders.” This statement assumed all of our students were already digital citizens; however, the past four years have taught us that many of our students could not be labeled as such. These students were starting at a disadvantage. Changing the intention behind our vision to “foster digital citizenship and leadership” encourages us to recognize our students’ wide range of abilities and allows us to meet their needs based on their individual starting point.

While reflecting on our previous goals, the committee saw their foundational importance, despite having met the action plan steps outlined. They committed to furthering our work in these goals, with slight changes made to the wording to specify our intentions. The previous action plans needed more points for growth measurement and specific methods of assessing if these goals were achieved.

The exception to this approach was our networking and infrastructure goal. With the adoption of New York’s Education Law 2-d, we needed to address our compliance to the NIST framework and commitment to protecting our students’ data.

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

The COVID pandemic taught us the importance of “everywhere, all the time” learning environments. The needs of our community were apparent when we went remote in March 2020 and the requests for at-home devices and hotspots continued through June 2020. At that time, we made the decision to introduce a 1:1 initiative in grades 3-12 due to the increased integration of technology in our classrooms and the need to adjust to a remote learning environment at a moment’s notice. We’ve changed to a cloud-based whiteboard program that allows students to access the classroom lesson and notes regardless of location; and we’ve introduced more instructional technology programs to

give our students and teachers as many tools as possible to reach their educational goals. We realize the importance of introducing aspects of technology earlier in our students' education and the professional development necessary to achieve our technology goals. Since then, we've seen teachers use technology where they hadn't previously done so. We've expanded our use of Google Education to enhance virtual learning and collaborative opportunities, as well as its advanced network features. We have increased access points and expanded our bandwidth to meet the demands of the increased users in our buildings.

Our 2022-2025 Instructional Technology Plan builds on the lessons we learned during the pandemic and ensures our instructional technology vision and goals meets the needs of our students.

Is your district currently fully 1:1?

No

a. What are your plans to become a fully 1:1 District?

We are currently 1:1 in grades 3-12. We have enough devices in our K-2 building to assist student learning when needed. However, we do not feel it necessary for these students to bring devices to and from school. Devices are offered to families in financial need and/or students who have IEPs. Additionally, devices are offered to families on a limited basis if students are quarantined or on homebound instruction due to COVID 19.

b. When will the District become fully 1:1?

Unknown

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.

The district plans on building the capacity of its educators in three specific ways. First, the district has created a new administrative position with oversight of educational technology and input into both the Technology Plan and PDP. The Director of Technology and Communications will facilitate the integration of the Technology Plan into the PDC structure, liaise with our IT partners to ensure the appropriate provision of resources, and coordinate training. The DTC has tapped into district staff members, many of whom are members of the PDC, to complete the District Technology Plan. Second, our Professional Development Committee members represent all schools and job titles across the district, including our administrative team and collective bargaining unit. The PDC follows the guidance of the Rye Neck Professional Development Plan (PDP): the third of its five goals states "Continue to support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom."

To accomplish this, the committee does a needs analysis based on the contribution of its members. Through that information, it creates and offers coursework to the staff. The meetings often result in brainstorming ideas for ways it can assist our staff. Results include PD on tools (e.g. Kami, Annotate, Google Meet) and peer support regarding the changing dynamics of the classroom environment. For example, merged goals of UDL (particularly in action and expression) and post-pandemic instruction have resulted in broader acceptance and use of technology to create, submit, and assess student work. Third, PDC has been restructured to create standing subgroups representing each goal of the PDP. In this way, Goal 3/Technology will have equal standing with other committee goals and receive regular attention throughout the school year.

Section III – Goal Attainment Overview:

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

Fully

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

Fully

Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.

Fully

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

Fully

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.

Fully

Section IV – Action Plan Overview:

Action Plan: Goal #1

Further develop and broaden the purposeful integration of web-based and software tools to provide pathways for student collaboration, transfer of knowledge, discovery, critical thinking, and problem solving to cultivate their individual quest for knowledge.

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;

Target Student Population(s).

All students

Additional Target Populations.

Teachers/Teacher Aides

How will this instructional technology goal be measured and evaluated during and after implementation?

What evidence and/or data will be collected, how will it be collected, and which benchmarks will be utilized?

- Survey staff about technology use and purpose. Questions might include:
 - Frequency of use (quantified)
 - How do you use it? (purposeful integration)
 - Accessibility for students (what is the student response to technology?);
 - Who does this program work best for (measure of student groups)
 - What programs do teachers feel they need more support in?
 - What technologies do you wish your students used more?
 - Is there a difference between digitized material versus digital resources to enhance student learning?
- Develop vertical and horizontal goals for students -
 - Teachers will know what skills their students come with.
 - Grade/dept/team discussions about purposeful integration of technology by level
 - Use ISTE standards to assist skill goals
- Survey students for input on course offerings and choices of technology for learning
 - What is their response to technology?
 - What skills do they see themselves using or are there skills they wish they had been exposed to earlier?
 - What classes can the school offer to enhance their use or technology?

How will the evidence be analyzed and utilized?

- Staff and student surveys will
 - Drive technology purchases and PD for staff in Goal 4

- Assist in developing benchmarks for students' development.
 - Drive curriculum development to meet student interests and need
- Vertical and horizontal alignment will create a list of specific technologies used at different levels

How will you know if the goal has been accomplished?

- Anecdotal information:
 - conversations with teachers about student performance with tools and their proficiency in strategies.
- Student progression across grades
- Participation in course offerings
- Students meeting benchmarks
- Enrollment, trends and student performance

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

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Description	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion (Dropdown)	Anticipated Cost
1.	Evaluation	Annual Survey of staff	Technology Director	N/A	Annually	0
2.	Evaluation	Survey students needs and interests to drive choices	Classroom teachers	N/A	Annually	0
3.	Planning	Define digital leader at various grade/building levels	Other	All stakeholders	Sept. 2022	0
4.	Curriculum	Determine skill/performance expectations by building to develop standards specific to Rye Neck students	Other	All stakeholders	June 2023	0
5.	Collaboration	Horizontal and vertical alignment for strategies/tools/student feedback	Classroom teachers	N/A	Sept. 2023	0
6.	Curriculum	Develop student advisory groups to help determine course offerings	Asst. Superintendent	N/A	June 2023	0
7.	Implementation	Embed student-driven opportunities catered to individual interests and supports student choice of the instructional technology for successful outcomes	Other	All stakeholders	Annually	0
8.	Data Privacy	Commitment to adhering to New York's Ed Law 2-d by vetting companies for data compliance.	Technology Director	N/A	Annually	0

Action Plan: Goal #2

Provide an equitable and inclusive learning environment for all students in order to make connections and access learning through the use of technology.

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

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

Target Student Population(s).

All students

Additional Target Populations.

- Teachers/Teacher Aides
- Parents/Guardians/Families/School Community

How will this instructional technology goal be measured and evaluated during and after implementation?

What evidence and/or data will be collected, how will it be collected, and which benchmarks will be utilized?

- Surveys will provide important information about families' background
 - offer options for input: digital as well as physical copies
- Classroom assessments/standardized test scores/data reports from programs will show student growth
 - Usage reports will show frequency of use, as well as student growth, to determine need

How will the evidence be analyzed and utilized?

- Survey results will indicate the needs of community
 - Language supports needed
 - Input options and responses will provide information on access to technology
 - Data will indicate areas for improvement and where we're meeting our goals
- Support goals of DEI initiative
 - How well are we meeting the needs of our students?
 - Are we providing an equitable and inclusive environment for all students?
- Data will inform use of education applications:
 - Google Classroom, Online libraries, how-to videos (Screencastify, EdPuzzle); CommonLit (data, translations, lexile); Dreambox Math; RazKids; iReady; Castle Learning; Delta Math; GoFormative;
 - Personalized to the student's culture, learning needs, home environment
- Use data to help inform curriculum and necessary professional development
- Develop parent workshops on technology integration/basics
- Data team will use assessments to measure student growth and benchmark achievement.

How you will know if the goal has been accomplished.

- Anecdotal feedback from parents and students
 - input to create opportunities for families and reflection of our initiatives.
- Student progression through grades
 - Are students meeting grade-level expectations?
 - Track enrollment and completion
- Usage of the programs
- Equipment needs are met when there are no more requests
- Track participation in trainings for staff development

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

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Description	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion (Dropdown)	Anticipated Cost
1.	Evaluation	Survey faculty and families in their preferred language to determine social and academic needs	Other	Technology Director/Social worker	September 2022	0
2.	Purchasing	Use survey responses to ensure purchasing decisions meet the needs of our families	Technology Director	N/A	June 2023	\$100,000
3.	Curriculum	Provide modified and scaffolded assignments in students' preferred language to maximize learning potential	Classroom teachers	N/A	Annually	0
4.	Research	Explore technology programs to support language translation for course materials	Technology Director	N/A	Sept. 2022	0
5.	Curriculum	Create a learning environment that fosters personalized learning and access to information through technology	Classroom teachers	N/A/	Annually	0
6.	Curriculum	Utilize technology and resources to initiate student autonomy and advocacy while supporting executive functioning	Classroom teachers	N/A	Annually	0
7.	Community Partnerships	Provide opportunities to include parents and community members in program development or school activities to support the diverse needs of our students	Assistant Superintendent	N/A	Annually	0
8.	Community Partnerships	Ensure training on how to use devices, websites, and other available technology for students and parents	Other	Technology Director/Social worker	Annually	0

Action Plan: Goal #3

Support network infrastructure and compliance with the NIST framework for cybersecurity and NYSED's Ed Law 2-d., while strengthening inventory mechanisms to ensure the longevity of district devices.

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; and

Target Student Population(s).

All students

Additional Target Populations.

- o Teachers/Teacher Aides
- o Administrators
- o Parents/Guardians/Families/School Community
- o Technology Integration Specialists

How will this instructional technology goal be measured and evaluated during and after implementation?

The district will work with a contracted IT consultant to ensure network procedures and systems are aligned with the NIST Cybersecurity Framework as outlined by the state. Annual reviews will be held to audit procedures in place and identify areas that need further adjustment. Additionally, tools will be employed to monitor network security settings to ensure compliance and identify vulnerabilities. These will provide reports to key stakeholders, including the Director of Technology as well as the IT support team. Further annual audits of the inventory will be performed to ensure district equipment is properly identified and secured according to the established network procedures.

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

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Description	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion (Dropdown)	Anticipated Cost
1.	Evaluation	Evaluate the current network performance and identify potential security vulnerabilities	Other	Network Administrator	April 2022	0
2.	Planning	Plan necessary infrastructure upgrades and adjustments to address issues identified during step 1	Other	Network Administrator	May 2022	0
3.	Implementation	Utilize annual budget to implement tools and systems to further strengthen network security	Other	Network Administrator/ Technology Director	Annually	\$165,000
4.	Implementation	Work with consultants to transition current network procedure documents to NIST compliant format	Other	Network Administrator/ Technology Director	Annually	\$10,000
5.	Professional Development	Schedule routine cybersecurity awareness training for users	Technology Director	N/A	Annually	0
6.	Cybersecurity	Audit systems and inventory to ensure compliance with established procedures	Other	Network Administrator	Annually	0

Action Plan: Goal #4

Support staff in the integration of instructional technology applications to improve instruction and assessment practices, as well as enhance student engagement and outcomes.

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

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

Target Student Population(s).

All students

Additional Target Populations.

- o Teachers/Teacher Aides
- o Administrators

How will this instructional technology goal be measured and evaluated during and after implementation?

What evidence and/or data will be collected, how will it be collected, and which benchmarks will be utilized?

- Survey from Goal 1 plus an additional survey about additional needs, if necessary.
Questions might include:
 - Alternate uses for things you already use
 - Are there components the resources we have don't do?
 - Do we need additional resources to support our students?
 - Are we using all of the programs we have? Are there ones we can get rid of?
- Tech programs and PD needs
- Staff input
 - formally through survey or informally based on team/dept conversations

How will the evidence be analyzed and utilized?

- Responses will determine if we need new resources and inform purchasing
- Expand knowledge of current resources
- Develop PD programs/offerings to support goals
 - Opportunities to develop lessons with tech
 - PDC discussions for course offerings
- Develop an online library/resource bank
- Identify turn-key trainers on programs to support staff role
- Determine time for staff to work on goals or provide training (faculty meetings, conferences days)

How will you know if the goal has been accomplished?

- Use views for online videos to see how many people access them
- Collaboration of teams/dept to develop resources/lessons

- Demonstration of products (showcase of lessons by school)
- Continuation of use after training/time (refine lessons)

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

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Description	Responsible Stakeholder: Select one from the drop-down menu	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated date of completion (Dropdown)	Anticipated Cost
1.	Professional Development	Use the data from the staff survey in Goal 1 to drive and develop professional development topics and programming	Other	Technology Director/PDC	Annually	0
2.	Professional Development	Hold workshops on technology and best practices focused on grade level/subject. Extended training and application of the technology and allow for reflection.	Other	Technology Director/Building Principals/PDC/Library Media Specialists	Annually	0
3.	Implementation	Develop a district-wide resource bank where teachers can match programs with students' needs. Organized by target audience, subject area and building.	Technology Director	N/A	June 2025	0
4.	Planning	Expand and maintain an online professional development video library for staff training and continued support on using different technologies.	Technology Director	N/A	Annually	0
5.	Research	Continue to explore new programs/strategies to reach all learners through technology	Other	All Stakeholders	Annually	0

Section V – NYSED Initiatives Alignment

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’s use of instructional technology will support our effort to maintain rigorous academic standards and improved student performance in several ways:

- The collaboration between staff who helped shape our technology plan has created a group of stakeholders invested in the use of instructional technology to support pre-existing instructional goals.
- The encouragement of creative uses of technology and an exploratory mindset will empower general education students and staff, as well as provide opportunities for diverse learners.
- The partnership between our networking company and our Director of Technology will ensure the infrastructure, hardware, and staff training necessary to provide for and sustain our academic goals.
- The collection and use of data will be facilitated by time- and user-friendly means of student assessment.

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

- Train staff in UDL strategies to engage all learners
- Augment daily instruction with opportunities for extra support after school
- Engage families to better support student learning
 - Provide high quality translated communications to engage families in partnership to support student learning
 - Provide parental training in various platforms to support student learning
 - Maintain our district's 1:1 chromebook initiative and provide hot spots for families in need of wifi
- Implement the regular use of student surveys to increase student voice about their learning experiences
- Creation of DEI committee (includes parents, students, staff)
 - Analysis of digital equity survey
 - parents/community on committee
- District social worker hired to liaise with families

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.

- Apps, extensions, programs will be used to differentiate instruction through technology. Examples of this include Google Classroom, Castle Learning, YouTube, Kahoot, Annotate, GoFormative, EdPuzzle, Padlet, Dreambox Math, RazKids, Delta Math, Jamboard, and iReady.

- Strategies and lesson planning that feature differentiated technology for individual students' needs will be employed. Examples include the use of student-created assessments, annotation software, progressive music and artistic technology, home-to-school connectivity, and the allowance of voice-to-text assistance. Co-teaching preparation for both general and special education students includes the use of student surveys and station planning, for example, to provide diverse opportunities for learning and achievement.
- The pedagogical exercise of differentiated technology has enhanced the value of instruction for students typically outside the category of “diverse learner.” The focus on the individual student made possible by available educational technology has illuminated the qualities of all students instead of merely assisting a subgroup.

How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

- 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.

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.

- 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

- o Integrating technology and curriculum across core content areas
- o Helping students with disabilities to connect with the world

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

- o 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).
- o 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.
- o Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- o Home language dictionaries and translation programs are provided through technology.
- o Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- o 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.
- o Learning games and other interactive software are used to supplement instruction.

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.

- o Yes, In the 5 languages most commonly spoken in the district

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.

- o Technology to support writers in the elementary classroom
- o Technology to support writers in the secondary classroom
- o Writing and technology workshop for teachers
- o Enhancing children's vocabulary development with technology
- o Reading strategies for English Language Learners
- o Moving from learning letters to learning to read
- o The power of technology to support language acquisition
- o Using technology to differentiate instruction in the language classroom
- o Multiple ways of assessing student learning through technology
- o Electronic communication and collaboration
- o Promotion of model digital citizenship and responsibility
- o Integrating technology and curriculum across core content areas
- o The interactive whiteboard and language learning
- o Use camera for documentation

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?

- McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- 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.
- 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).
- 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.

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 facilitate collaborative classroom projects among heterogeneous student groups.

Section VI – Administrative Management Plan

Staff Plan

Title	Full Time Equivalent (FTE)
District Technology Leadership	0.7
Instructional Support	1.0
Technical Support	0

Investment Plan

Anticipated Item or Service Drop Down Menu. 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."
Other	Equipment	\$1,144,184	Both	District Operating Budget, E-Rate	N/A
Other	Services	\$559,098	Annual	District Operating Budget, BOCES Co-Ser Purchase	N/A
Instructional and Administrative Software	N/A	\$228,000	Annual	District Operating Budget	N/A
Other	Network Vendor - Edutek	\$1,554,357	Annual	District Operating Budget	N/A

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