CCS Tech Plan 2022 - 2025

### Strategic Technology Planning

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

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| Cincinnatus School is a rural school of approximately 700 students (UPK-12), located in Cortland County, where our mission is to “*Strive to meet the children’s needs, awaken their minds, and touch their hearts*.” Our student’s school environment and technology enhanced setting helps prepare all students to reach their fullest potential in becoming life-long learners and successful contributing members of the society they choose to live in. |

1. **What is the vision statement that guides instructional technology use in the district?**
   * *The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?*

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| Technology shall be implemented to enhance, improve, engage and stimulate the learning environment for all students to enhance and advance their educational experience and skills level in order to prepare them to live and work in a global community. |

1. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**
   * *The instructional technology planning process should align with the district’s strategic planning process. The district level technology committee should include multiple stakeholder participants in order to build advocacy for district programs and financial plans.*
   * *Responses should include a description of the following:* 
     + *The stakeholder groups that worked on this plan*
     + *A timeline of the planning process*
     + *The frequency of meetings*
     + *The outcomes of the plan development*
     + *Any additional aspects of the planning process that the district wishes to share.*

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| Our Technology Planning Group is ongoing all year long and is lead by the Director of Technology. Goals and plans come from the students themselves and especially the work student tech crew grades 9-12, the Superintendent, the Director of Special Education, the High School/Middle School and Elementary Principals, the Teacher Center Director, three parents (1 high school, 1 middle, and 1 elementary), and the Student Senate President. We regularly work with the local community college to match our curriculum with their con-current enrollment courses so students have the opportunity to earn college as well as local class credit to get a step up on their future.  As our planning is always changing much like technology tools, we have ongoing and flexible planning. In addition, we talk and plan before each semester, staff days three times a year, and at budget time in January. Anyone is welcome to request changes or offer recommendations or knowledge tips at any time throughout the school year. In the summers the student tech crew works every week to configure and set up the newest learning tools and upgrades for the existing technology. This allows student5s to have access to the most powerful technology which is possible in great running condition and at a fast pace. Oftentimes the planning turns into new courses and ways to transform the learning for students, such as Drones and Robotics and eSports for this current tech plan 2022 - 2025.  The district will maintain sufficient staff resources to ensure the continuous operation of academic and administrative computing services. The current staff consists of (1) Director of Technology, (1) Local Area Technician, (6) student help desk and user support Computer Technicians |

1. **How does the district’s Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?**
   * *Responses should include a description of the following:* 
     + *How this planning process was different than previous years*
     + *How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan*
     + *How this plan intends to address any goals from the previous plan that may not have been fully met*

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| Planning has actually become more feasible to include people from more places and at more flexible times with the ability to do virtual meetings where everyone is familiar with this type of video chats.  The role of the Director of Technology is dedicated to improving results for all youth by taking what is brought about by talking with the stakeholders and making sure the technology leases and proposed technology projects are what is budgeted for and then up and running for the entire school year.  The biggest strength behind all of this is having the students themselves help with every aspect including setting up the technology and offering tech support to end users including the teachers, staff, administrators, and their fellow students. It is a community run technology program in every aspect. In response to COVID-19’s impact on state and local educational agencies, students, families, staff, and communities. Our tech crew of staff and students has made it possible for 1:1 devices schoolwide. All students and teachers have a technology device to do their work and to communicate from anywhere via video calls, including devices for special needs such as larger fonts and dictation software.  We met the goals of the previous 3- year technology plan. We added more options to meet the needs of students who were learning from home and did not have means for Internet access by providing hot spots to families in rural areas. This was possible with the use of phone networks like AT&T as opposed to cable networks like Spectrum where service did not reach their home locations.  One major improvement to our previous technology plan was the ability to collaborate and share files. We became a G-Suite school one month prior to the Coronavirus pandemic and including newly ordered Chromebooks already arriving the week middle and high school students went virtual. Gmail accounts were issued to all, and we pushed out class rosters via Google Classroom to keep classes going on. |

1. **How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?**
   * *Responses should include a description of the following, where applicable:* 
     + *Online or blended learning options (changes or additions)*
     + *Need to address internet connectivity, to the extent practicable, at students’ places of residence*
     + *Device purchases (any increases, changes in quantity or type, etc.)*
     + *Device deployment (changes, if applicable)*
     + *Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)*
     + *Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students)*
     + *Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)*

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| Virtual teaching was borne out of a need during the coronavirus pandemic for our school like many across the globe. We have adopted this new way of learning, and although we are mainly back in person learning, we still use online learning and blend it into our curriculum even after the main pandemic. Remote Working Technology came out of the pandemic for us and we are keeping it as a learning tool. This ensures our students are also more technology proficient. What we did at our school is parallel to what small and large businesses have done for their employees in opening the doors to working from home. We have also increased our contact between parents and teachers. It naturally happens when students are in class and an adult walks by or sits and watches the class in progress. It has closed a gap for reaching parents to where it just happens authentically and parents can see what their child is learning, doing well at, or in need of extra help with. This includes the social/emotional component, with each call to action happening during school during their day. We have also opened up the grading portal to parents so they may log on to the school tool system and see their child’s progress and reach out to teachers regularly.  Professional development has also increased. There are more opportunities for teachers and staff with virtual webinars. Before, most options included getting a substitute to travel to a workshop or stay late for a presenter to come visit in person. Our professional development, mainly through our New York State Teacher Center is now 24/7 with ease of access to attend live via Zoom or watch a pre-recorded video on their own time. Technology workshops are among the most popular especially, the G-Suite, with the next most attended being are mental health workshops. As for technology, we are now able to offer training at your own pace for new devices found right in their classrooms like Promethean Interactive Displays that are replacing Smart Boards. |

1. **Is your district currently fully 1:1?**
   * *For the purposes of this survey, “1:1” implies that each student enrolled in the district, grades K-12 (as applicable), has a dedicated device provided by the District for their use both in school and their place of residence.*

* **~~Yes~~**
* **No**

1. **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.** 
   * *If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district’s response to any related question(s) in the SSIP, specifically question 8 in the Classroom Learning Technology section.*
   * *As a best practice, the instructional technology professional development plan should be a subset of the district Professional Development Plan for Teaching and Learning (PDP).*

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| Professional development is strongly encouraged for all persons in contact with students in the classroom to help advance student’s educational experience and skills in order to prepare them to live and work in a global community. To follow what is set forth in our Smart Schools Bond Act which provided our high school students 1:1 Chromebooks, we offer G-Suite and specifically Google Classroom training in person through our on site New York State Teacher Center and have funds set aside for Google workshops and certifications on demand.  In addition, we are fortunate to have our own place in-house New York State Teacher Center with a Teacher Center Director where in-person and online trainings are offered at all times during the school year as well as summers. These include a majority of technology skills workshops and online safety tips as Cybersecurity becomes even more important in the world. |

### Goal Attainment

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
   * The district has met this goal:
     + Minimally
     + Moderately
     + Significantly
     + ~~Fully~~
2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
   * The district has met this goal:
     + Minimally
     + Moderately
     + ~~Significantly~~
     + Fully
3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.** 
   * The district has met this goal:
     + Minimally
     + Moderately
     + Significantly
     + ~~Fully~~
4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.** 
   * The district has met this goal:
     + Minimally
     + Moderately
     + Significantly
     + ~~Fully~~
5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
   * The district has met this goal:
     + Minimally
     + Moderately
     + ~~Significantly~~
     + Fully

### Action Plan - Goal 1

*In this section the district is required to list a* ***minimum of three goals. The plan allows up to five goals.*** *This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:*

* *Which NYSED goal best aligns with the district goal?*
* *What is the target student population(s)?*
* *What are the additional target populations, if any?*
* *How will the goal be measured and evaluated?*
* *What are the action steps necessary to attain the goal?*
* *What is the timeline for attainment of the goal?*
* *What stakeholder type will be responsible for ensuring that the action steps are complete?*

1. **Enter Goal 1 below:**

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| To have the digital capacity and access through the technology infrastructure and 1:1 devices that supports learning and teaching in all school environments for all students to improve student achievement and the development of lifelong learners through the application of a technology-enhanced culture. |

1. **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.
* ~~Provide technology-enhanced, culturally-and linguistically-responsive learning environments to support improved teaching and learning.~~
* Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.
* Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.
* Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

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

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

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

* ~~Teachers/Teacher Aides~~
* ~~Administrators~~
* ~~Parents/Guardians/Families/School Community~~
* Technology Integration Specialists
* Other

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

* *The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.*
* *How the evidence will be analyzed and utilized.*
* *How you will know if the goal has been accomplished.*

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| Student and Staff surveys  Student and Teacher presentations to the BOE demonstrating technology programs successes and goals for improvement  Teacher Center Workshop registration lists to see teachers are attending the technology workshops that correspond with the new technologies in their classrooms  Classroom observations by building principals  Lesson plans submitted by teachers  Software registration and usage logs, logs that show student progress and increase in levels of learning  Work study programs in technology where students are assisting staff in the use of technology to know extra features and capabilities to then pass along to students in their classrooms  NYS state testing results  Competitions outside the school for our various academic areas such as - art, drone flying, science, debate and eSports programs  IEPs noting what technologies are best for enhanced learning  Parents input over Zoom and in person |

1. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table. The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. If you selected ‘Other’ Responsible Stakeholder in column 5, please identify the title in column 6. Otherwise, write "N/A."** 
   * + The list of action steps may extend across the three-year time frame of the technology plan.

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| Goal 1 | Action Step | Description | Responsible Stakeholder | “Other” Res. Stake. | Antic. Date completion | Antic. Cost |
| Action Step 1 | Replace older Chromebooks for grades 1-6 with newer, faster models, and touch screen capabilities.  Replace older Chromebooks for grades 7-12. | Students and teachers were asked what they could do better and more productive with their current older Chromebooks. Better displays and touch screen capabilities were the most important. Also the charge was not working as well. So better batteries that last longer one charge. | DOT, LAN Tech | Classroom Teachers | August 2022, again August 2025 (Grades 1-6)  August 2023 (Grades 9-12) | $175,000 |
| Action Step 2 | Provide 1:1 new iPads in grades UPK - K | 1:1 iPads in the hands of all UPK - K students. Currently they share at times. We are short a few and they are also in year 3 of life. The shortage is due to inventory not being on backorder with Apple. | DOT, LAN Tech | Classroom teachers to attend training on grade level educational apps. | July 2022 | $48,000 |
| Action Step 3 |  | Meet with two vendors to compare Chromebooks and get the best ones within budget.  Select iPads from state bid. Talk with other district DOTs and teachers to see what devices work best for their students. Ask industry leaders and read in Tech & Learning Magazine what is in demand and why. | DOT, LAN Tech | N/A | May 2022  May 2023  May 2024 | N/A |
| Action Step 4 |  | Have a group of students demonstrate how they use their Chromebooks now and what features/models are the most productive. Such as clam shell, touch screen, quality of the camera and what projects require them to need on their devices to succeed. | DOT, LAN Tech | N/A | May 2022  May 2023  May 2024 | N/A |

*Possible Action Steps (drop down menu): Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning, Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other*

### Action Plan - Goal 2

*In this section the district is required to list a* ***minimum of three goals. The plan allows up to five goals.*** *This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:*

* *Which NYSED goal best aligns with the district goal?*
* *What is the target student population(s)?*
* *What are the additional target populations, if any?*
* *How will the goal be measured and evaluated?*
* *What are the action steps necessary to attain the goal?*
* *What is the timeline for attainment of the goal?*
* *What stakeholder type will be responsible for ensuring that the action steps are complete?*

1. **Enter Goal 2 below:**

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| Increase equitable access to high-quality Internet access at home through hot spots and services for families who do not have the means to support learning to improve student achievement and the development of lifelong learners through the application of a technology-enhanced culture. |

1. **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.
   * Provide technology-enhanced, culturally-and linguistically-responsive learning environments to support improved teaching and learning.
   * ~~Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.~~
   * Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.
   * Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
2. **Target Student Population(s). Check all that apply.**
   * ~~All students~~
   * ~~Early Learning (Pre-K -3)~~
   * ~~Elementary/intermediate~~
   * ~~Middle School~~
   * ~~High School~~
   * ~~Students with Disabilities~~
   * ~~English Language Learners~~
   * ~~Students who are migratory or seasonal farmworkers, or children of such workers~~
   * ~~Students experiencing homelessness and/or housing insecurity~~
   * ~~Economically disadvantaged students~~
   * Students between the ages of 18-21
   * ~~Students who are targeted for dropout prevention or credit recovery programs~~
   * ~~Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence~~
   * ~~Students who do not have internet access at their place of residence~~
   * ~~Students in foster care~~
   * Students in juvenile justice system settings
   * ~~Vulnerable populations/vulnerable students~~
   * Other (please identify in Question 3a, below)
3. **Additional Target Population(s). Check all that apply.**

* ~~Teachers/Teacher Aides~~
* Administrators
* ~~Parents/Guardians/Families/School Community~~
* Technology Integration Specialists
* Other

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

* *The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.*
* *How the evidence will be analyzed and utilized.*
* *How you will know if the goal has been accomplished.*

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| Run speed tests in all townships and consult the data maps online to confirm there is a provider to family’s homes, including DSL, AT&T, Spectrum, Verizon, Frontier, and any other possible providers. We do have some zones with no coverage but it is increasingly changing for the better. We stay on top of this by communicating with the vendors to know ahead of time when fiber is being run. We know many of the drivers and representatives from years of experience so this is a positive community and vendor effort to make sure all families are included.Get on the networks (with permission) ourselves and verify the speed.Check [Broadband.gov](http://broadband.gov/) and [Speedtest.net](http://speedtest.net/) ongoing to confirm services are at the speed promised or report to have repairs done.Survey students to know they are able to get their school work and research done to be successful in school and be learning how to make a better life for themselves through access the technology provides. |

1. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table. The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. If you selected ‘Other’ Responsible Stakeholder in column 5, please identify the title in column 6. Otherwise, write "N/A."** 
   * + *The list of action steps may extend across the three-year time frame of the technology plan.*

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| Goal 2 | Action Step | Description | Responsible Stakeholder | “Other” Res. Stake. | Antic. Date completion | Antic. Cost |
| Action Step 1 | Ride the school bus routes and test the WiFi availability along the route with cell phones and Chromebooks. | Like an increasing number of Americans, people including students work from home, meaning that it’s vital that we help provide a reliable high-speed Internet connection at all times.  There are times students are virtual learners, home for disabilities or illnesses, and doing additional homework to complete their work.  That’s why before we even start the school year or a new semester, we contact Spectrum and At&T mainly to confirm that we can get service to students' potential addresses that do not already have WiFi connections by other means*.* | DOT, LAN Tech | N/A | Ongoing | Monthly service cost per location, averages $30 a month. 23 hotspots are budgeted with federal enrichment funds (ECF) for the next two years. The most requested so far have been 18 total at one given time. |
| Action Step 2 | Install new permanent WiFi boxes on four or more school buses so students can do homework on routes home, to BOCES, and on long school trips. | Work with the CradlePoint vendor to order and install bus hotspots and routers. | DOT, LAN Tech | N/A | July 2022 | Federal enrichment monies (ECF) from the pandemic have been reserved for install summer 2022. $16,000 for four. |
| Action Step 3 | Check [Broadband.gov](http://broadband.gov/) and [Speedtest.net](http://speedtest.net/) ongoing to confirm services are at the speed promised or report to have repairs done. | Work with Spectrum and AT&T mostly, and Frontier and DSL in a few other locations for new fiber runs. | DOT, LAN Tech | N/A | Ongoing | N/A |
| Action Step 4 | Survey students to know they are able to get their school work and research done to be successful in school and be learning how to make a better life for themselves through access the technology provides. | This is part of the computer work study students' job to work with the network administrator (DOT) to see what is happening with Internet service in students homes and on the go, can they get their work done successfully and have access to the Internet to research and grow their own future plans and career goals. | DOT, LAN Tech, Student Tech Crew | N/A | Ongoing during the school year and especially in June to prepare for the following school year. | N/A |

*Possible Action Steps (drop down menu): Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning, Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other*

### Action Plan - Goal 3

*In this section the district is required to list a* ***minimum of three goals. The plan allows up to five goals.*** *This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:*

* *Which NYSED goal best aligns with the district goal?*
* *What is the target student population(s)?*
* *What are the additional target populations, if any?*
* *How will the goal be measured and evaluated?*
* *What are the action steps necessary to attain the goal?*
* *What is the timeline for attainment of the goal?*
* *What stakeholder type will be responsible for ensuring that the action steps are complete?*

1. **Enter Goal 3 below:**

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| Students are given opportunities to be exposed and proficient with the newest technology and newest fields in technology, including Drone piloting, eSports Leagues, and programming and Robotics and working in collaborative modern work spaces. |

1. **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.
   * ~~Provide technology-enhanced, culturally-and linguistically-responsive learning environments to support improved teaching and learning.~~
   * Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.
   * Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.
   * Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
2. **Target Student Population(s). Check all that apply.**
   * All students
   * Early Learning (Pre-K -3)
   * Elementary/intermediate
   * Middle School
   * ~~High School~~
   * ~~Students with Disabilities~~
   * ~~English Language Learners~~
   * ~~Students who are migratory or seasonal farmworkers, or children of such workers~~
   * Students experiencing homelessness and/or housing insecurity
   * ~~Economically disadvantaged students~~
   * Students between the ages of 18-21
   * Students who are targeted for dropout prevention or credit recovery programs
   * ~~Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence~~
   * Students who do not have internet access at their place of residence
   * ~~Students in foster care~~
   * Students in juvenile justice system settings
   * ~~Vulnerable populations/vulnerable students~~
   * Other (please identify in Question 3a, below)
3. **Additional Target Population(s). Check all that apply.**

* ~~Teachers/Teacher Aides~~
* Administrators
* ~~Parents/Guardians/Families/School Community~~
* Technology Integration Specialists
* Other

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

* *The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.*
* *How the evidence will be analyzed and utilized.*
* *How you will know if the goal has been accomplished.*

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| Cincinnatus Central School District strongly values the use of technology to support student instruction. Our current inventory contains over 600 mobile devices, 330 client station computers, supporting 4 dedicated computer labs and two computers in all classrooms. With our student enrollment of about 530, this provides an excellent ratio of students to computers (1:1) plus the labs, but more importantly offers consistent technology access to all students.  Our technology program is dynamically changing as new technologies become available. Two of our labs were converted this year from a traditional lab setting to Drone stations and eSports gaming machines. Structures exist within the district to support new initiatives that may improve learning. We continue to integrate technology deeper and deeper into all curricula to the point where we no longer isolate technology skills but infuse them within the core curriculum of each discipline. Periodic review of each curriculum occurs through the subject area teachers under the guidance of the Office of Instruction and Evaluation.  As part of our next building project in the summer of 2022, our three main computer labs will be designed as modern collaboration centers like you would find in a college or “Google Like” work space where you sit in small groups on comfy furniture, low to the ground and elevated from the ground, very ergonomic and big screens and docking stations to bring your own device. Everything is movable on wheels to form small or large groups with soft lighting and interactive brainstorming tools like interactive boards and displaying your work options with pens to all write and add notes instantly. |

1. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table. The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. If you selected ‘Other’ Responsible Stakeholder in column 5, please identify the title in column 6. Otherwise, write "N/A."** 
   * + *The list of action steps may extend across the three-year time frame of the technology plan.*

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| Goal 3 | Action Step | Description | Responsible Stakeholder | “Other” Res. Stake. | Antic. Date completion | Antic. Cost |
| Action Step 1 | **DRONES**: Enroll students interested in the Drone classes annually. The drone equipment and curriculum was obtained and started for the 2021 - 2022 school year as a pilot. Keep the program going for the next 3 years 2022- 2025.  Students who excel more in a hands-on setting can excel in a class with Drones and obstacle courses to challenge them. Also interest ways in more than being | Students will learn to fly drones and become certified in Drone flying with successful completion of the course. Year two students may compete in the CNY- Drones competition to test their skills against other students in the region.  This lab is one of the rooms also included in the building project to be modernized for collaborative learning. . | DOT | Drone Teacher who is certified in flying. | Ongoing  Pilot 2022  Year 2 & 3  Drone classes continue (40 weeks per year earning 1 credit and certification), this is a trending class and offers many unique career opportunities. Syracuse, NY and places up North just miles from our school are known for being leaders in Drone technologies and looking for skilled students and workers. | $32,000 (Federal enrichment funding (ECF) , Curriculum will be purchased through the Regional Information Center (OCM BOCES) each year from the state aid BOCES program. The 76% return from the pilot year one will cover the cost per student each year to follow. |
| Action Step 2 | **eSports**:  Enroll students interested in the eSports classes annually. The eSports equipment and curriculum was obtained and started for the 2021 - 2022 school year as a pilot. Keep the program going for the next 3 years 2022- 2025.  A senior at Cincinnatus wrote the proposal to the Superintendent and High School Principal and gained approval to build an eSports lab. The school board then also approved the students' plan.  eSports gives opportunity to students to participate in a team style activity without having to be physically adept like on a soccer or football field. It is athletics using your mind on a computer with the same sportsmanlike skills. Students with disabilities can use devices that work for them to participate. In addition, introverts can feel quite a bit involved in this setting. There is plenty of encouragement to communicate through the game and safe chat features. | Students build a team in a business-like setting where the teacher is the coach, and then the students are interviewed for captain and player roles. The students then run the class through teamwork and endurance. Students then compete through the High School eSports League with other members and teams from NYS schools and beyond. Our lab has 10 seats with gaming machines and neon lights. Overflow to play is done through an after school club to get seat time. Students can also play from home using their own PCs, gaming consoles, and Xboxes. They sign out district hotspots if their WiFi is not fast enough.  This lab is one of the rooms also included in the building project to be modernized for collaborative learning. . | DOT | eSports Teacher and Coach | Ongoing  Pilot 2022  Year 2 & 3  eSports - continue (40 weeks per year earning 1 credit and certification)  Trending and eSports offers many college scholarships and opportunities for college enrollment. It is a growing field with unique jobs. | $34,000 (Federal enrichment funding (ECF) , Curriculum will be purchased through the Regional Information Center (OCM BOCES) each year from the state aid BOCES program. The 76% return from the pilot year one will cover the cost per student each year to follow. |
| Action Step 3 | Programming and Robotics | We currently teach Lego Robotics and work with circuit boards to operate devices and light activated devices, like electronics. Programming led lights is just one small example. We are looking to hire a technology teacher to teach computer science to add programming to our curriculum. | Superintendent | Computer Science Teacher (TBD) | Starting the 2022 - 2023 school year. This treacher would also cover the current computer work study program for enrolled tech crew interns. | District funds |
| Action Step 4 | We are fortunate to have a 3D printing lab and are using the tools and printers to make optical courses and devices to enhance our Drone and eSports labs to make them better with hand crafted parts. | Rings and stands to fly drones through are being created by the teacher and students for an obstacle course from plastics and recycles. | DOT | Drone Teacher | Summer construction 2022 | Capital project NYS funds |
| Action Step 5 | Routine annual software renewals;  Routine annual hardware replacements; | Staff are surveyed for what software they would like renewed each year. We also pilot new programs and select the ones to purchase to stay up with the most enhanced packages with the most student engagement.  We lease through the NYSED - computers, interactive boards, printers, and other technology so it may be replaced every 3 - 4 years as it comes to the end of life. This is one of our most successful ways to put technology that works and at a fast pace in the hands of all students, teachers, and staff. | DOT, LAN Tech | Approved annual by the school Board | The technology list is presented to the BOE each winter and once the budget vote passes in May the leases are renewed. | District budget and New York State Aid for technology. |

*Possible Action Steps (drop down menu: Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning, Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other*

### NYSED Initiatives Alignment

1. **Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.** 
   * *Responses should include a description of the following:* 
     + *How technology is integrated into teaching and learning throughout the district*
     + *Explain the extent to which technology is used by teachers to facilitate their practice*
     + *The extent to which technology is used by students to demonstrate understanding of skills and concepts*
     + *The extent to which technology is used to provide multiple pathways to access and participate in learning.*

*If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district’s response to any related question(s) in the SSIP, specifically question 4 in the School Connectivity section*.

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| Maintain effective communication among students, teachers, parents, administration, and the community using technology by maintaining and expanding web presence. The plan is to work with a professional web site group through our BOCES to tie together our site and social media sites where our community members spend more time getting their information and interacting. Such as Instagram, Twitter, and Facebook to maintain an active presence on social networks and maintain current information on the district website.  Make grade reports, homework assignments, etc. available to secondary students and their families electronically. Provide parent access to their child’s records online through the parent portal in SchoolTool. We are piloting three grade levels currently.  During school closures from the COVID-19 pandemic, most students in our community participate in school activities from home, including attending virtual classes, using online learning programs, or completing traditional paper-and-pencil assignments at home and submitting them to teachers electronically. It has continued after hours or days off in the same manner. Parents and families are asked to take on a new role in supporting their children’s education at this time. This situation presents challenges for all families and particularly for families of students with disabilities who often must take on a significant role in supporting their children in virtual learning and distance instruction. Implementing Parent Square for teachers and administrators to provide general and specific information about the building, classroom and students to students, parents and community is planned for fall 2022 to improve this collaboration. To make communicating organized in all one place, like a landing page that lends itself to linking all other platforms by students, parents, teachers, and community members. Everyone can still use the platforms of their choice, Parent Square makes it safer and easier to do it all from one starting point.  Equip and maintain all buildings with connectivity, hardware, software, digital resources, instructional/learning materials, and facilities. Many software titles have been added also to make instruction more interactive and available 24/7, a few examples are WeVideo, Adobe Creative Cloud logins from home, the High School eSports League, and Kami.  Maintain classrooms and common areas with effective technology for information and instruction.  Provide mechanisms for teachers to request and/or test new technologies.  Maintain system stability, security and reliability while minimizing downtime.  Maintain and expand a robust wired and wireless infrastructure.  Provide digital resources and texts accessible to the learning community.  Plan and budget for maintenance / replacement of technology so that technology is current to meet instructional and learning needs.  Promote equitable access to learning technology and skills instruction for all students.  Provide continuous staff training opportunities at varied levels throughout the district.  Use current technologies to enhance learning beyond the classroom.  Promote increased student access and use of the technologies in the curriculum.  Cultivate a culture that recognizes and values technology literacy as a critical component to education.  Ensure equitable access to adaptive technologies.  Annually audit building technologies to ensure equitability in access and use.  Deploy technologies to stream district events (and information) to the web including live streaming events like the school play, athletics, and competitions.  Expand classroom technologies supporting instruction in existing and emerging curricula.  Develop and share activities aligned with curriculum involving technology.  Identify curriculum mentors to support innovation and teaching techniques.  Promote the support of diverse learning styles with emerging technologies.  Improve student collaboration as well as experiential hands-on learning.  New technologies should be demonstrated to staff, for example Promethean interactive displays will replace Smart Boards and a training series will be offered to introduce all features and get teachers also using more G-Suite and Google Classroom approaches.  Provide staff with technologies, technology training and/or data analysis to effectively align curriculum, instruction and assessment. Such as the features that come with software titles like IXL Math, Amplify Reading, and iReady for student reports.  Very import, to continue to collaborate with BOCES and other entities that investigate emerging technologies that perform valuable data analysis  Promote access to diverse curriculum resources, online professional development, and new Continue a supportive environment to enable teachers to pilot new technologies that increase student learning.  Seek methodologies and technologies that help teachers become more effective in addressing individual needs. |

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

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| 1:1 devices and hot spots are provided to all in need. Our strategy is to go directly to the homes of the students in need. Our DOT and Superintendent are well known for doing this and our bus monitors are also great at delivering devices right to the front doors of students in mind to help our school community. If tech issues come up, our DOT does house calls. We are a small community willing to go out and about. We also have a crew of 6 tech students:” the geek squad” who also do tech support over video or help friends in person at their homes; it all works out well for individual support. This increased during the pandemic and became our new norm. |

1. **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.** 
   * *If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district’s response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.*
   * *This question is referring to the intentional application of technologies and instructional strategies that are specifically used for students with disabilities. The response should address specifically the various technologies and instructional strategies that are used.*
   * *Example: A district who has a 1:1 program should include how those devices are specifically being used with students with disabilities; not simply that they have access to the same devices as all students.*
   * *Response should include a description of the following:* 
     + *Specific technology, applications, and/or devices that the district uses to serve students with disabilities.*
     + *How teachers use technology to address accessibility and to differentiate, modify, and accommodate the instruction of students with disabilities.*

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| Devices and software are purchased to address the needs noted in a student’s Individual Education Plan (IEP). When a student, teacher, or parent requests assistance, we provide the best possible resources. For example, iPads with age level apps and large fonts and headphones, large size keys on keyboards, Dragon Dictation software, touch screen Chromebooks, larger screen Chromebooks, hotspots so they have broadband to themselves for extra time outside of school to work at their own pace. We set up software and devices to have books read to students at school and home. These are just a few examples of how the district as a whole as well as individual teachers use technology to modify curriculum for students. |

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

* ~~Class lesson plans, materials, and assignment instructions are available to students and families for~~
* Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
* ~~Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.~~
* ~~Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.~~
* ~~Assistive technology is utilized.~~
* ~~Technology is used to increase options for students to demonstrate knowledge and skill.~~
* ~~Learning games and other interactive software are used to supplement instruction.~~
* Other (please identify in Question 4a, below)

*If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district’s response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.*

1. **Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**
   * ~~Technology to support writers in the elementary classroom~~
   * ~~Technology to support writers in the secondary classroom~~
   * ~~Research, writing and technology in a digital world~~
   * ~~Enhancing children's vocabulary development with technology~~
   * ~~Reading strategies through technology for students with disabilities~~
   * ~~Choosing assistive technology for instructional purposes in the special education classroom~~
   * ~~Using technology to differentiate instruction in the special education classroom~~
   * ~~Using technology as a way for students with disabilities to demonstrate their knowledge and skills~~
   * ~~Multiple ways of assessing student learning through technology~~
   * ~~Electronic communication and collaboration~~
   * ~~Promotion of model digital citizenship and responsibility~~
   * ~~Integrating technology and curriculum across core content areas~~
   * Helping students with disabilities to connect with the world
   * Other (please identify in Question 5a, below)
2. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**
   * ~~Class lesson plans, materials, and assignment instructions are available to students and families for~~
   * Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
   * ~~Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.~~
   * ~~Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.~~
   * ~~Home language dictionaries and translation programs are provided through technology.~~
   * ~~Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.~~
   * ~~Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.~~
   * ~~Learning games and other interactive software are used to supplement instruction.~~
   * Other (Please identify in Question 6a, below)
3. **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~~
   * No
4. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.** 
   * ~~Technology to support writers in the elementary classroom~~
   * ~~Technology to support writers in the secondary classroom~~
   * ~~Research, writing and technology in a digital world~~
   * ~~Writing and technology workshop for teachers~~
   * ~~Enhancing children's vocabulary development with technology~~
   * ~~Writer's workshop in the Bilingual classroom~~
   * ~~Reading strategies for English Language Learners~~
   * ~~Moving from learning letters to learning to read~~
   * ~~The power of technology to support language acquisition~~
   * ~~Using technology to differentiate instruction in the language classroom~~
   * ~~Multiple ways of assessing student learning through technology~~
   * ~~Electronic communication and collaboration~~
   * ~~Promotion of model digital citizenship and responsibility~~
   * ~~Integrating technology and curriculum across core content areas~~
   * Web authoring tools
   * ~~Helping students connect with the world~~
   * The interactive whiteboard and language learning
   * ~~Use camera for documentation~~
   * Other (please identify in Question 8a, below)
5. **How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**
   * McKinney-Vento information is prominently located on individual school websites, as well as the district website.
   * If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
   * ~~Offer/phone/enrollment as an alternative to/in-person/enrollment.~~
   * Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
   * Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.
   * Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
   * Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
   * ~~Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.~~
   * ~~Provide students a way to protect and charge any devices they are provided/with/by the district.~~
   * ~~Replace devices that are damaged or stolen/as needed.~~
   * Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
   * ~~Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.~~
   * Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.
   * ~~Class lesson plans, materials, and assignment instructions are available to students and families for~~
   * Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./
   * ~~Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.~~
   * ~~Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.~~
   * ~~Adjust assignments/to be completed successfully using/only/the/resources students have available./~~
   * Provide online mentoring programs.
   * ~~Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.~~
   * ~~Offer a technology/support hotline during flexible hours.~~
   * Make sure technology/support is offered in multiple languages.
   * Other (Please identify in Question 9a, below)
6. **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.** 
   * ~~The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.~~
   * ~~The district uses instructional technology to facilitate classroom projects that involve the community.~~
   * ~~The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.~~
   * ~~The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.~~
   * ~~The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.~~
   * ~~The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.~~
   * ~~Other (please identify in Question 10a, below)~~

The District has a student tech group as part of the work study program made up of grade 9 - 12 students who offer tech support through help desk and user support calls and also are enrolled in hardware and software building. Both the hands-on work and the curriculum also earn College Credit through Tompkins Cortland Community College.