

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Lori Newell

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

Other (please identify in Question 2a, below)

2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Technology Coordinator

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

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

To provide learning experiences that foster excellence, empowering all students to achieve their greatest potential, and preparing them for the challenges of 21st century society. To offer nurturing support that will help students apply acquired knowledge in life situations and achieve their goals.

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

To provide for the Saranac District Community a strong foundation for its children that will enhance their strengths and inspire them to become lifelong learners and productive citizens. Saranac Central School District will strive to:

1. Integrate technology into both instructional practices and student work across all buildings in the District.
2. Provide daily opportunities for students to develop their abilities in the 21st Century skills of communication, collaboration, creativity and critical thinking.
3. Ensure a safe and supportive learning environment for students and staff.

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

	List Goals
Goal 1	Provide and integrate access to high-quality technology seamlessly into classrooms to enhance student learning and achievement.
Goal 2	Provide professional development opportunities for both students and staff to develop 21 Century skills especially in the areas of Digital Citizenship and teacher and student 4C's (Communication, collaboration, creativity, and critical thinking) that will enhance student learning outcomes.
Goal 3	To provide daily opportunities for students to develop their abilities in the 21st Century skills 4C's – communication, collaboration, creativity and critical thinking, while practicing good digital citizenship.

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

No

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

No

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

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

The district has a variety of committees that have been a part of the planning process to develop the District's Instructional Technology Plan. These committees include:

1. Technology Committee
2. Professional Development Committee
3. LIIFT (Leaders in Innovation and Forward Thinking)
4. Technology Handbook/Policy/Device Deployment Subcommittee

The Technology Committee – This committee is made up of teachers, administrators, technology personnel, parents, and students. The committee has been tasked with the development of technology goals, District Technology/Instructional Technology plans, Smart Schools Investment Plans, and review of progress of technology in the District. The District has conducted surveys to guide our technology needs as well as Professional Development needs. Recently, our stakeholders participated in 2 surveys; the first was TCR, that focused on Technology & Culture Readiness and the second was the BrightByte Clarity survey that focused on Technology & Learning Framework (Classroom, Access, Skills and Environment). The results of these two surveys will drive our decision-making moving forward. With the creation of our Technology Vision and Goals, it became apparent that there needed to be a pedagogical shift to leverage the power of technology. To that end, the District has invested in significant groundwork to get ready for our 1:1 Initiative. The Technology Committee has partnered with the Professional Development committee and LIIFT committee to work on various technology projects such as planning the District's 1:1 Initiative, development of Technology Policies, and Professional Development to support the pedagogical shifts. There have been school visits to 1:1 Districts, the adoption and turn-key training of a K-12 LMS (Schoology), internal informal classroom visits (through the use of Pineapple charts) and the introduction to PLC (a faculty-wide book study of "The Innovator's Mindset" by George Couros). Over the last two years, the District has brought in guest speakers and hosted workshops on the following: Innovator's Mindset (George Couros), the 4C's of Teaching and Learning, Technology and Becoming Lifelong Learners (Travis Allen), and Innovative practices – maximizing learning spaces, the culture of learning and infusing digital learning (Dr. Robert Dillon). Professional Development days have focused on this theme over the course of the last couple of years. There have been additional PD offerings on topics such as coding, makerspace, and using Office 365 with students to name just a few. The District is working with a consultant (iSchool Initiative) to assess our needs, establish action plans, plan our 1:1 initiative, and plan our initial Professional Development for both teachers and students alongside Phase 1 of the roll-out of 1:1 devices. There is a subcommittee working on Policies/Handbook for our upcoming rollout of the 1:1 devices. In the 2017-18 school year, grade 3 across the district piloted 1:1 devices. See below for more on Professional Development to continue building the capacity of our educators and students to meet our District goals.

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

Approved - Saranac Central School District Profession Development Plan July1, 2018-June 30, 2019

(http://www.saranac.org/images/District_Plans/PDPPlan2018.pdf)

The District will be providing Professional Development that will be targeting areas identified by the recent surveys results and the District's Goals. The target areas include but are not limited to: Digital Citizenship for Teachers and Students and Teacher/Student use of the 4C's and teacher/administrator technology skills. The District will rely on the NETS-T and NETS-A (Technology Standards for Teachers and Administrators) to ensure that instructional and administrative staff have the necessary skills to support teaching, learning, and creation. Strategies will also include the use of the SAMR model that will help educators infuse technology into teaching and learning. Some of the methods for professional development include:

- Superintendent's Conference Days (4 days) – technology training is a component of these days
- Conferences
- Workshops and trainings provided by in-district trainers, North Country Teacher Center, SUNY Plattsburgh, online courses
- Model Schools – available through NERIC (Northeastern Regional Information Center)
- One to One trainings with in-district trainers
- 1:1 device training
- Faculty Meetings
- Department meetings and grade level meetings
- PLN (Personal Learning Networks) and Schoology groups
- MIE (Microsoft Innovative Educator)
- Pineapple Chart for in-district class visits
- Out of district school visits
- Micro-credentials/badging for competency-based, skill-based, and personalized, on-demand professional learning

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

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

Evaluation of the plan as well as our technology initiatives is crucial to maintaining direction and focus to successfully meet our goals. The District Technology Goals will be monitored and evaluated by the Technology Committee, District Administrators, and the Professional Development Committee. The evaluation process will monitor progress of the goals and objectives, assess the effectiveness of the action plans and timelines, and make adjustments in response to any changes that are warranted. The evaluation process will be ongoing, allowing adjustments as needed.

The evaluation process will include, but not limited to

- Surveys– BrightByte Clarity will be given annually – allowing comparison to base line results as well adjusting to newly- identified target areas
- Teacher and student usage of Schoology, Office 365, and other tools
- Measure changes in teacher and student skills
- Interviews and/or surveys with teachers/students
- Evaluation of samples of student work demonstrating the 4C's

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

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

Section III - Action Plan

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

1. Goal #1

Provide and integrate access to high-quality technology seamlessly into classrooms to enhance student learning and achievement.

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

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

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation	Evaluate the District's current 2017-18 1:1 pilot (grade 3 across the district). Using feedback from teachers, teacher classroom observations, surveys, and student progress, determine the next phase of the rollout to other grades.	Other (please identify in next column, to the right)	Technology Coordinator	July (07)	2018	0
Action Step 2	Plan	Working with the Technology Committee,	Sup	NA	Sept	201	0

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	ning	LIIFT committee, and the Professional Development Committee, and based on availability of funds from Smart School Bond Act (Supplemental #1 SSIP), plan for purchasing devices for the next phases. The District continually evaluates our current technology and the curricula it supports. Our goal is to educate and empower faculty and students to integrate our District's technology into the educational experience. The District plans to provide devices and professional development in phases. Grades 3-12: 1:1 Windows laptops Grades PK-2: Tablets	erintendent		. (09)	8	
Action Step 3	Purchasing	Purchase devices for 2018-19 1:1 initiative for grade 3 to continue the pilot while waiting for SSIP approval. For the start of the 2018-19 school year, we will have 2 complete grade levels that will be 1:1. (grades 3 and 4)	Other (please identify in next column, to the right)	Technology Coordinator	July (07)	2018	36,000
Action Step 4	Purchasing	Purchasing devices for 1:1 initiative for phase 1 - grades 7, 10, 11	Other (please identify)	Technology Coordinator	Sept. (09)	2018	108,000

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			in next column, to the right)				

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Purchasing	Purchasing devices for 1:1 initiative for phase 2 - grades 5, 6, 8, 9, 12	Other (please identify in next column,	Technology Coordinator	June (06)	2019	180,000

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			to the right)				
Action Step 6	Purchasing	Purchasing devices for phase 3 – grades PK-2	Other (please identify in next column, to the right)	Technology Coordinator	June (06)	2020	84,000
Action Step 7	Evaluation	Annual evaluation of devices, success of integration of technology in the classroom, and our technology goals as related to the technology available to faculty and students. Implement adjustments as needed.	Other (please identify in next column, to the right)	Technology Coordinator	June (06)	2021	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

Section III - Action Plan

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

1. Goal #2

Provide professional development opportunities for both students and staff to develop 21 Century skills especially in the areas of Digital Citizenship and teacher and student 4C's (Communication, collaboration, creativity, and critical thinking) that will enhance student learning outcomes.

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

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

3. Target Student Population(s)

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation included gathering data from 2 survey tools (Bright Byte Clarity and Technical and Cultural Readiness survey), feedback from the 1:1 pilot and the district's LIIFT and PD committee to identify focus areas for future professional development.	Curriculum and Instruction Leader	NA	July (07)	2018	0
Action Step 2	The focus areas that were selected are: • Teacher 4C's (Communication, collaboration, creativity, and critical thinking) • Student 4C's (Communication,	Curriculum and Instr	NA	June (06)	2021	0

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		collaboration, creativity, and critical thinking) • Digital Citizenship In addition, providing teachers and students with a foundation of using their devices was identified as an area for professional development. Our district will continue to use the Windows platform and Office 365 for our 1:1 devices.	Instructional Leader				
Action Step 3	Professional Development	Microsoft Innovative Educator (MIE) Training will be provided throughout the deployment process and beyond. Training includes summer workshops, Superintendent Conference Day offerings, MIE online programs, and workshops by Model Schools and NERIC.	Curriculum and Instruction Leader	NA	June (06)	2021	20,000
Action Step 4	Professional Development	Deployment Training for Phase 1 group (teachers and students) which will include using the device, digital citizenship, and the 4C's.	Curriculum and Instruction Leader	NA	Oct. (10)	2018	18,000

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

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Professional Development	Deployment Training for Phase 2 group, which will include using the device, digital citizenship, and the 4C's.	Curriculum and Instruction Leader	NA	June (06)	2019	18,000
Action Step 6	Professional Development	Professional development for student and using their devices.	Curriculum and Instruction Leader	NA	June (06)	2019	9,000
Action Step 7	Professional Development	Other professional development opportunities include: <ul style="list-style-type: none"> Implementation of the NYS Standards of technology and ISTE Standards within instructional practices. SARM model Inclusion of new technology/applications such as Nearpod, Brain Pop, IXL, Flip Grid, Reading/Learning A-Z, Mystery Science, Schoology, etc.) Digital Citizenship Self-paced courses Model Schools through NERIC 	Curriculum and Instruction Leader	NA	June (06)	2021	18,500
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

Section III - Action Plan

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

1. Goal #3

To provide daily opportunities for students to develop their abilities in the 21st Century skills 4C's – communication, collaboration, creativity and critical thinking, while practicing good digital citizenship.

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

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

3. Target Student Population(s)

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Evaluation On an annual basis, we will evaluate our goals through surveys, teachers/student feedback, measuring changes in teacher/student skills, evaluation of student work, NYS Report Card data, academic data, and state indicators.	Curriculum and Instruction Leader	NA	June (06)	2021	0
Action Step 2	Planning From our Bright Byte Clarity survey given in the spring of 2018, we identified the following focus areas: Digital Citizenship and Teacher/student 4C's. Through research of best practices, professional	Curriculum and Instr	NA	June (06)	2021	0

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		development will target these areas.	Instructional Leader				
Action Step 3	Professional Development	Professional development opportunities in the focus areas will include, but are not limited to: <ul style="list-style-type: none"> • Staff development days • Student training day • Networking opportunities, including peer observations and school visits (both in/out of district) • Self-paced courses/lessons (via Schoology and/or other vehicle of online delivery) • Micro-credentialing/digital badging opportunities • Workshops/trainings from both in-district and out-district trainers • PLN (Personal Learning Networks) • MIE (Microsoft Innovative Educator) training • Conferences 	Curriculum and Instruction Leader	NA	June (06)	2021	87,600
Action Step 4	Implementation	In addition to faculty professional development, the district will establish and a student leadership team (SLED – Students Leading Education) to empower students to lead and affect their own education. This team will be attending a 3-day workshop.	Curriculum and Instruction Leader	NA	June (06)	2021	17,500

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

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Implementation	The District plans to be 1:1 for grades 3-12. Grades PK-2 will have access to classroom tablets as well as laptop carts.	Other (please identify in next column, to the right)	Technology Coordinator	June (06)	2021	0
Action Step 6	Implementation	The District will establish a student help desk to assist in repair of student 1:1 devices as well as providing technology help for faculty/staff/students.	Other (please identify in next column, to the right)	Technology Coordinator	June (06)	2021	7,500
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

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

Section IV - NYSED Initiatives Alignment

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

Saranac Central School District continues to provide our school community with resources that will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for all students of our district. The District will continue to provide appropriate instructional technologies in the hands of teachers and students. Our 1:1 laptop initiative will expand from the current grade 3 pilot to grades 3-12 in the next year (contingent on Smart Schools Bond Act Investment Plan submission approval). Until that time, the district has available at least 2 computer labs and 2 mobile laptop carts in each building. Professional development will continue to play a key role in our plans. We will provide professional development for familiarizing faculty with technological tools and their capabilities. The District has ongoing curriculum writing opportunities to support student acquisition and mastery of the New York State Next Generation Standards in English Language Arts, Math and Science, the New York State Standards in all other content areas and the International Society for Technology in Education (ISTE) Standards. We will continue to work towards the use of SAMR model to integrate technology into teaching and learning.

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

The Saranac Central School District's instructional technology plan provides all students and teachers with access to instructional technology tools to improve student achievement. Through the District's Committee on Special Education process, technology plans are developed for each student that requires assistive technology tools as identified by their IEP. This is reviewed annually through the CSE process. The District continues to provide resources and technology to support teaching and learning throughout the District for all students including students with disabilities. We currently have iPads for students use throughout the District in the areas of speech, RTI instruction and in classrooms. Many apps are currently in use across disciplines such as Articulation Station, VocabBuilder, Starfall Learn to Read, Quizlet, Kids Discover, Garage Band, Learn Spanish, Anatomy 4D, Gene Screen, Essential Skeleton, Quick Graph, Nearpod, Educreations Interactive Whiteboard and many more. The swipe and tap to access apps and materials on the iPad work very well for students with disabilities providing a hands-on approach for nontraditional learners. Teachers can provide individual students specific apps for targeting learning gaps. We also have convertible touchscreen laptops in carts throughout the District to meet the needs of our students. These touch screen laptops are the devices selected for our 1:1 initiative. The teachers utilize iReady to assess students in Math and Reading K-12. iReady is also used to provide differentiated instruction. We currently do not have any ELL students in the district but if we did, the technology we have would allow them to translate information into their native language and assist them in learning English with apps available on the iPad and laptop. Epson BrightLink Interactive projectors are used throughout the District. Teachers are using the projectors' interactive features and iPads/laptops to vary approaches when providing instruction to students.

The District is committed to enhancing differentiated instruction and expanding student learning both inside and outside the classroom. The District has invested in a Learning Management System, Schoology - enterprise version, to provide the backbone for implementing online learning, flipped lessons, blended learning, differentiated lessons as well as an avenue for collaboration. With access to laptops in the classroom and 1:1 devices for grade 3-12 students, teachers are able to provide individualized instruction and assignments through Schoology. Teachers can assign materials to the whole class, selected individuals or groups of students. Teachers can provide additional materials both for enrichment, reinforcement and strategic interventions. Using the technology available, teachers are able to identify and provide necessary instruction to help to reduce any learning gaps students may have. Access to Schoology is 24/7 allowing for learning both inside and outside the classroom. Since parents also have an account that is tied to their child, materials, resources and information can be shared with parents to enhance school to family communication. This year all students in grade 3 and 4 will have a 1:1 Windows laptop. All other grades have access to laptop carts and computer labs. Over the course of the next year, all students in grades 3-12 will have a 1:1 laptop. The laptops all have built in assistive tools such as text-to-speech and speech-to-text, magnifier, and contrast adjustments. In addition, the district uses Office 365 that includes assistive tools such as Immersive Reader. The laptops will increase opportunities for collaboration and access to web-based resources.

2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

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

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

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

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

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

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

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

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

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

(No Response)

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

- Technology to support writers in the elementary classroom
- Technology to support writers in the Secondary classroom
- Research, writing and technology in a digital word
- 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 and 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 7a, below)

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

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

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

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	0.00
Technical Support	2.67
Totals:	3.67

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	NA	408,000	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
2	Professional Development	NA	196,100	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	NA

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	N/A	NA	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	NA
4	N/A	NA	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	NA
Totals:			604,100			

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

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

Not Applicable (There are no non-public schools in the district)

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

The district has a public website.

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

www.saranac.org

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

Yes

- 5a.

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

Network Administrator

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

Yes

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

Technology Coordinator

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

Yes

- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Yearly

- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

No - no audits were performed by a 3rd party contractor

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

<http://www.saranac.org/images/District/Policies/PDF/4526.1-R.pdf>

<http://www.saranac.org/images/District/Policies/PDF/4526.1.pdf>

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

11b. Please provide the URL to the district's Cyberbullying Policy.

http://www.saranac.org/images/District/Policies/PDF/0115_Bullying_Prevention_final_2.pdf
<http://www.saranac.org/images/District/Policies/PDF/0115.pdf>

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

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

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

2015

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

http://www.saranac.org/images/District/Saranac_Parents_Bill_of_Rights_for_Data_Privacy_and_Security.pdf

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

Yes, and I will provide the URL to the policy.

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

<http://www.saranac.org/images/district/policies/pdf/8635-R.pdf>
<http://www.saranac.org/images/district/policies/pdf/8635.pdf>

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

http://www.saranac.org/images/District/SCS_2018-2021_Instructional_Technology_Plan.pdf

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2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Lori Newell	Technology Coordinator	lnewell@saranac.org	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input checked="" type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

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

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

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

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

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

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

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

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