

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

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**Section I - District LEA Information**

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

Kevin Keane

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

Director of Technology

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

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II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

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

By working together, the Cherry Valley-Springfield School community will provide the foundation for success that every individual needs for a lifetime.

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

Digital Conversion - To transform instruction from a paper-based world to a primarily digital world, in which every student and teacher has access to a personal computing device and the Internet anytime and anywhere.

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

	List Goals
Goal 1	<b>Bridging the Digital Divide -- Digital conversion allows us to address the moral imperative of education -- to equalize the conditions of students and serve each one of them, regardless of socio-economic status or special needs. Digital conversion is today's great equalizer because it includes every student, enables individualized learning, and makes extended learning outside school hours possible for all students, not just those fortunate enough to have a computer at home.</b>
Goal 2	<b>To provide learning opportunities for staff to enrich, modify and redefine technology integration into their practice, and create a culture that is empowering for our lifelong-learners.</b>
Goal 3	<b>To improve our current network infrastructure and capabilities in order to provide all district users a more reliable, accessible and robust network experience that is responsive to students needs and modes of learning.</b>

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

No

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

No

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

Ongoing meetings with Digital Conversion Team. Membership in the team includes a variety of district stakeholders:

- TheriJo Climenhaga - Superintendent
- Kevin Keane - Secondary Principal
- Nicole Knapp - Elementary Principal
- Bonnie Georgie - Director of Special Education
- Jeff Davern - Network Administrator
- Brian DeBoyace - Education Technology Specialist
- Audrey Maldonado - Library Media Specialist
- Jordan Rhodes - Secondary English Teacher

The Digital Conversion team had several meetings, including professional development on and off campus. The Digital Conversion team works together with goal of creating distributed leadership. Distributed Leadership means that every employee, every community member, and every student has the opportunity to lead and is expected to lead - and that leadership is not solely reserved for those at the top.

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

The district philosophy on professional development is to have the Digital Conversion team seek outside professional development opportunities and share expertise with the rest of the faculty. Such opportunities include, but are not limited to:

- SAANYS workshops
- BOCES Model Schools workshops
- Digital Conversion Symposium
- NYSCATE Conferences and Workshops
- BOCES Principals Academies
- Group visitations to other school districts
- Google Certification Trainings

The Digital Conversion team will continue to pursue outside professional development opportunities, and will then train faculty and staff on Conference days and faculty meetings throughout the year.

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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.

- 1. Nominal data will inform team on student device use:
  - 1. Google Suite Admin reports:
    - 1. allows us to track user account activity, as well as GSuite app usage
  - 2. GoGuardian Administrator and GoGuardian Director
    - 1. allows us to track software and website engagement on all devices using a school Google Suite account, informing us on the frequency of software use
- 2. At each faculty meeting, teachers will evaluate a lesson they have done during the week, using the SAMR Model Rubric Lesson Evaluation.
  - 1. This data will be used by the Digital Conversion team to develop relevant and rigorous Professional Development:
  - 2. Example Document:

Level	Definition	Examples	Rank – Includes: Definition, Examples, Lesson Idea, Where it Ranks and Why
Substitution	Involves doing the same thing as you would do without the technology and without modification of the task.	Student uses a drawing type website or App, like Doodle Buddy, to solve a math problem.  Use a word processing program to type out a story instead of handwriting.	
Augmentation	Involves some functional improvement but is still a direct tool substitute.  Again the task is not changed, but perhaps use of features of the technology are incorporated	Student uses the extra features, like stickers, in the website or App to illustrate the math problem along with solving it.  Use a tool such as Spell Check to make sure all words are spelled correctly. (Other tools – Thesaurus, Word Count, Clip Art, etc.)	
Modification	The outcome is still the same but has been enhanced, the product has changed.  Involves giving a different kind of assignment. For example using multimedia, adding sound, video, etc. The question to be asked is does the media enhance the message?	Student uses a screen casting website or App to illustrate and verbally explain how they solved the problem.  Bring a story to life using an online multimedia application. (Flipboard, Sock Puppets, etc.)	
Redefinition	Is doing something that is inconceivable without technology	Student creates video math problems of their own and posts to a blog, website or App for other	

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II. Strategic Technology Planning

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Gives students a stage. For example posting on the web so that the audience is the world and there is a feedback loop.	students to solve. Student monitors and provides feedback for those solving their problems.  Use video conferencing to tell a story. (Google Hangout, Poly Com, Face Time, etc.)
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3. At the end of the school year, Teachers will use the Doug Johnson Rubric as a summative self-evaluation to assess integration of technology in their classrooms. The Digital Conversion team will use this data to identify areas in need of improvement regarding effective technology teacher technology use, and utilize that data to develop Professional Development. Please find the Doug Johnson Rubric [here](#).

4. An annual Information Technology Infrastructure Assessment is completed by the South Central Regional Information Center (SCRIC), which provides a review of our current IT infrastructure and provides recommendations for improvement and continued reliability.

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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**

**Bridging the Digital Divide -- Digital conversion allows us to address the moral imperative of education -- to equalize the conditions of students and serve each one of them, regardless of socio-economic status or special needs. Digital conversion is today's great equalizer because it includes every student, enables individualized learning, and makes extended learning outside school hours possible for all students, not just those fortunate enough to have a computer at home.**

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.**

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

4. **List the action steps that correspond to Goal #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	By 2020, instruction for grades 7 through 12 will be transformed from a paper-based world to a primarily digital world, in which every student and teacher has access to a personal computing device and the Internet.	Director of Technology	N/A	Sept (09)	2020	40600
Action Step 2	By 2021, instruction for grades PreK through 6 will be transformed from a paper-based world to a primarily digital world, in which every student and teacher has access to a personal computing	Director of Technology	N/A	Sept (09)	2021	55200

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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
		device and the Internet.	ogy				
Action Step 3	Collaboration	Students, parents, administrators and staff will depend on Google Classroom as a learning management system for student and teacher collaboration.	Director of Technology	N/A	September (09)	2021	0
Action Step 4	Community Partnerships	Digital forms of communication such as cvscs.org website, Gmail, and School Tool will be utilized in order to strengthen school, family and community partnerships.	Director of Technology	N/A	September (09)	2021	20000

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	Evaluation	At the end of each school year, all stakeholders will fill out a Google Form to collect annual feedback and evaluate the progress of our action plan to bridge the	Director of Tec	(No Response)	June (06)	2019	0

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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
		digital divide.	Technology				
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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**

To provide learning opportunities for staff to enrich, modify and redefine technology integration into their practice, and create a culture that is empowering for our lifelong-learners.

**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)**

- 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 #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	By 2020, all 9th through 12th grade teachers will meet "Proficient" on the Johnson "Effective Teacher Technology" rubric, in an annual self-evaluation, with support.	Instructional Technology Coach	N/A	June (06)	2020	0
Action Step 2	By 2021, all secondary teachers (7th through 12th) grade will meet "Proficient" on the Johnson "Effective Teacher Technology" rubric, in an annual self-evaluation, with support.	Instructional Technology	N/A	June (06)	2021	0

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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
	t		Coach				
Action Step 3	Professional Development	Teachers will write annual goals for capacity building in tech integration and personal development, and will reflect upon them at the end of the school year during staff meetings.	Classroom Teacher	N/A	June (06)	2019	0
Action Step 4	Professional Development	The PDP Committee will meet bimonthly, to develop relevant Professional Development for staff, based on both their annual goals, and Johnson rubric self-evaluation.	Curriculum and Instruction Leader	N/A	September (09)	2019	0

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.

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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	Evaluation	At the end of each school year, all stakeholders will fill out a Google Form to collect annual feedback and evaluate the progress of our action plan to provide learning opportunities for staff to promote technology integration.	Director of Technology	(No Response)	June (06)	2019	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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 improve our current network infrastructure and capabilities in order to provide all district users a more reliable, accessible and robust network experience that is responsive to students needs and modes of learning.

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

4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

**3. Target Student Population(s)**

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Infrastructure Server and Storage Upgrades - replacement and consolidation of servers, with investment in hardware that is covered under warranty, including purchases of Dell PowerEdge R530 File Server, Dell PowerEdge R330 Imaging Server, Standard RSB Service 675GB	Director of Technology	N/A	Sept (09)	2021	13794
Action Step 2	Infrastructure Switch and Port Upgrades - including investments in new ethernet switches and ports throughout the building to support a 10Gb backbone and high throughput Access Points	Director of Technology	N/A	Sept (09)	2021	50000
Action Step 3						

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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
	Infrastructure	Firewall and Content Filtering System upgrades including a Sophos SG Appliance with 3 year support	Director of Technology	N/A	September (09)	2021	20000
Action Step 4	Infrastructure	Wireless Infrastructure Upgrades - including 52 new Access Points that support the new ac wireless standard, as well as the licensing and cabling.	Director of Technology	N/A	September (09)	2021	31000

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.

	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	Evaluation	At the end of each school year, all stakeholders will fill out a Google Form to collect annual feedback and evaluate the progress of our action plan to improve our current network infrastructure and make it responsive to students needs	Director of Technology	(No Response)	June (06)	2019	0

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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
		and modes of learning.					
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

## IV. NYSED Initiatives Alignment

## 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.**

The Cherry Valley-Springfield Central School district intends to use the Digital Conversion model as a comprehensive system to support student academic performance with technology. The Digital Conversion model, includes a number of critical success factors, including a commitment to every child; a shared vision; a culture of caring and collaboration; personalized, relevant, connected learning; deep transformation of instruction; high expectations; digital resources and infrastructure; ongoing professional growth; ubiquitous leadership; in-depth planning; data-driven decision making; creative resource alignment; understanding of second-order change, and more (Mark A Edwards, *Every Child, Every Day: A Digital Conversion Model for Student Achievement*, 2013, p 7).

One primary foundation of the Digital Conversion model is bridging digital divide, represented in our Tech Plan through the one-to-one device priority. "Digital conversion is today's great equalizer because it includes every student, enables individualized learning, and makes extended learning outside school hours possible for all students, not just those fortunate enough to have a computer at home" (*ibid*, p 16).

The Digital Conversion model also supports sustained rigor as shown with the four key drivers of student engagement: Relevance, Personalization, Collaboration, Connectivity (*ibid*, p. 90)

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.**

Through the Digital Conversion model, personalized learning is a key driver of student engagement and success. Learning is personalized and differentiated, first through the use of formative data with tools such as Kahoot, Google Forms and Google Classroom with web-connected Chromebooks. This real-time, formative data provides teachers with precise information to "provide personalized intervention, to extend help to individual students, and to assign students to work in flexible collaborative groups" (*Every Child, Every Day*, p 91).

The Digital Conversion model also allows us "to address the moral imperative of education - to equalize the conditions of students and serve each one of them, regardless of socioeconomic status of special needs" (*Every Child, Every Day*, p 16). "The organizational functions and personalization offered by digital tools have had a very beneficial impact on [Special Education Students], who often suffer from poor organizational skills and need to work at their own pace and skill level" (*Every Child, Every Day*, p 20).

Another key driver of student success in the Digital Conversion model that provides students with disabilities access and participation in the general curriculum is student collaboration. In the Digital Conversion model "student collaboration is a standard instructional practice" (*Every Child, Every Day*, p 23)

Present personalized learning teaching methods will be expanded as the one-to-one initiative provides more students and classrooms with fluid technology access. Present personalized learning teaching methods include using such strategies as collaborative groups, digital learning menus, flipped classrooms, digital badges, with a variety of online tools such as Google Classroom, Google Forms, Nearpod, WeVideo and more.

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)

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IV. NYSED Initiatives Alignment

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                                    | <input 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)

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

N/A. We currently do not have ELL/MLL student.

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.

No

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IV. NYSED Initiatives Alignment

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)

7a. If 'Other' was selected in Question 7 above, please explain here

N/A. We currently do not have ELL/MLL student.

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)

8a. If 'Other' was selected in Question 8 above, please explain here.

N/A. We currently do not have ELL/MLL student.

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.10
Instructional support	0.10
Technical Support	0.80
<b>Totals:</b>	<b>1.00</b>

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	115,800	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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 type="checkbox"/> N/A	N/A
2	Internet Connectivity	N/A	114,794	One-Time	<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 checked="" type="checkbox"/> Smart Schools	N/A

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	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	N/A	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	N/A
4	N/A	N/A	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	N/A
<b>Totals:</b>			<b>230,594</b>			

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V. Administrative Management Plan

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

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.

<http://www.cvscs.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.

Director of Technology

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

Yes

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

Network Administrator

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

No

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

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

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

[https://boardpolicyonline.com/?b=cherry\\_valley&s=33113](https://boardpolicyonline.com/?b=cherry_valley&s=33113) AND [https://boardpolicyonline.com/?b=cherry\\_valley&s=33114](https://boardpolicyonline.com/?b=cherry_valley&s=33114)

11. Does the district have a Cyberbullying Policy?

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

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

[https://boardpolicyonline.com/?b=cherry\\_valley&s=33018](https://boardpolicyonline.com/?b=cherry_valley&s=33018)

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

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

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

2018

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

<http://www.cvscs.org/Downloads/parents%20bill%20of%20rights%20for%20data%20privacy%20and%20security2.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.cvscs.org/Downloads/Policy-8635.pdf>

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

<http://www.cvscs.org/2015to2018TechnologyPlan.aspx>

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

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VI - Sharing Innovative Educational Technology Programs

**Sharing Innovative Educational Technology Programs**

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

<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input checked="" 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.	Kevin Keane	Secondary Principal	kkeane@cvscsd.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 checked="" 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 type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Brian DeBoyace	Technology Teacher	bdeboyace@cvscsd.org	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" 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 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

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> 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

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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

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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

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