

2018-2021 Instructional Technology Plan - 2019 Optional Tech Plan Update

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?**

Thomas Bunn

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.

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II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

The mission of the Auburn Enlarged City School District is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners.

High Quality Curriculum and Instruction

The Auburn Enlarged City School District will develop a framework and implement high quality curriculum, instruction, and balanced assessment model for all students. All staff will implement evidence-based practices including high yield instructional strategies that increase higher order thinking, collaboration and creativity, and student engagement.

Leadership and Innovation

All members of the Auburn Enlarged City School District and community are valued and seen as contributors to the goals of the district. Allocation of resources will support job-embedded professional development dedicated to promoting creative problem solving and critical thinking. We will seek to leverage emergent ideas and insights to realize measurable achievement gains for educators and students.

Systems Thinking

The Auburn Enlarged City School District will continually create benchmarks for success that align targeted resources to evaluate and enrich the quality of our instructional programs. Each student will be provided equitable access to meet and exceed the standards for college and career readiness.

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

The Mission of the Auburn Enlarged City School District is to provide equitable educational opportunities and experiences necessary to develop confident life-long learners. Through our programs, we will develop critical, creative thinkers, and caring, respectful, productive, service-oriented individuals, capable of meeting the challenges of the 21st century. The Auburn Enlarged City School District envisions and effectively supports an environment where technology is integrated throughout the curriculum to facilitate student-centered, engaging, collaborative learning. The District has adopted the International Society for Technology in Education (ISTE) as the standards and performance indicators for our staff and students. District policies and procedures reflect a solid understanding of the essential role of technology in the education of all students. The district will make certain that technology-based tools, resources, and supports are equitably available for all students and staff and that the district’s technology infrastructure is driven by the teaching and learning needs of the district’s students and staff. The infrastructure is designed and implemented and continually assessed to serve the needs of individuals for flexible, powerful, and user-friendly technology tools, systems, and resources.

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

| | List Goals |
|--------|---|
| Goal 1 | Design, develop and implement a strategic technology integration and personalized learning implementation plan, which will move AECS D from a largely traditional, teacher centered instructional model that uses technology peripherally to a student-centered instructional model that more closely reflects the changing world of college and careers. Provide all K-12 teachers with in-depth mix of in-person and online professional development which will prepare them to successfully, regularly integrate educational technology to support personalized, blended, and online learning environments. All K-12 students will engage in online learning and digital citizenship development which will provide them with ethical and safe use of a variety of technological tools designed to enrich their learning through collaboration in order to prepare them to function effectively in a 21 century workforce. |
| Goal 2 | Maintain a robust technology Infrastructure which will be continually evaluated, allowing for the support of integration of devices necessary to enhance student learning, administrative needs, school security, and real-time communication. Adequate infrastructure must be present and fully functional in order to successfully implement our professional development and curriculum integration to occur. Critical infrastructure includes internal network capacity and Internet access, hardware, software, and technical support. |
| Goal 3 | |

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II. Strategic Technology Planning

| | |
|--|--|
| | List Goals |
| | Provide families with support to assist with student academic success with the technology. This goal will include the establishment of a written Family and Community Technology Engagement Plan. This plan will outline effective communication practices and technological innovations to assist in improving family engagement. Communication will occur through various means including parent nights, open house sessions, Google Classroom, SchoolTool, and our website resources. |

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.**

During the 2017-2018 school year ongoing quarterly collaboration occurred between the Superintendent of Schools, Assistant Superintendents, Director of Technology, and Building Principals, in a effort to discuss, update, develop and execute the District's Technology Plan. Each one of the goal areas was reviewed in depth, taking into consideration our current technology, staffing, need, and predicted future need in each area. This collaboration time is critical as it defines how technology resources will be divided to meet the goals, vision and mission of the Instructional Technology plan in a fiscally responsible manner. During each meeting it was the goal of the group to identify core areas in which technology resources are needed. Areas were identified and prioritized accordingly based on the groups consensus. Once the areas of concern and individual items were identified, the draft plan was submitted to the Assistant Superintendent of Curriculum for final approval.

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

A Digital Teaching and Learning Leadership Team led by a new Digital Learning and Staff Developer will collaborate to create a strategic roadmap for establishing a K-12 digital skills instructional program and integrating technology into instruction in other content areas district-wide every day to support blended and personal learning. Instructional teams will be supported in intentional curriculum revision work following a proven process. Teachers and support staff will have new opportunities to engage in rich, hands-on professional development opportunities throughout the grant period to build their knowledge and skills. The Digital Learning and Staff Developer, teachers trained as district trainers, and developed instructional materials supporting curriculum and teaching strategy changes will support sustainable changes.

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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.**

Measurable Outcome 1: By September 30, 2019, establish and convene an initial meeting for a Digital Teaching and Learning Leadership Team to include: Assistant Superintendent of Instruction, Director of Curriculum and Professional Development, Director of Technology, Digital Teaching and Learning Staff Developer (DTL Staff Developer), 1 elementary and 1 secondary teacher, library media specialist, and principal or assistant principal plus up to 4 Religious/Independent School (non-public) staff. We will measure the success of this team by conducting on-going meetings to ensure we are continuously improving. All goals are considered fluid as digital teaching and learning requirements shift continually. Continual collaboration and modifications will be needed to ensure a successful outcome.

Measurable Outcome 2: By June 30, 2019, establish a written district strategy for implementing personalized learning and technology integration district-wide that includes a vision, mission, and goals for the school and community and specifically identifies the resources needed for sustainable change with action plans for obtaining those resources and a plan articulated for reviewing progress toward goals and making adjustments as needed. We will measure the success of this goal by querying staff, students and families via survey for their feedback as it relates to the strategy's success, and what can be done to improve upon it.

Measurable Outcome 3: By September 30, 2019, establish and convene an initial meeting for a Digital Teaching and Learning Elementary and Secondary Implementation Teams (2 total) to include: Assistant Superintendent of Instruction, Director of Curriculum and Professional Development, Director of Technology, Digital Teaching and Learning Staff Developer (DTL Staff Developer), the principal or assistant principal, library media specialist, and 1 teachers (3 people total) from each school. We will measure the success of this goal by requiring a digital teaching and learning component within our teacher evaluation process.

Measurable Outcome 4: By June 30, 2019, establish a written Family and Community Technology Engagement Plan includes a vision, mission, goals, and specific action items for achieving the goals over the course of the project period with timeframes and parties involved/responsible listed and a plan articulated for reviewing progress toward goals and making adjustments as needed. We will measure the success of these goals with semi-annual surveys to families.

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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

Design, develop and implement a strategic technology integration and personalized learning implementation plan, which will move AECS D from a largely traditional, teacher centered instructional model that uses technology peripherally to a student-centered instructional model that more closely reflects the changing world of college and careers. Provide all K-12 teachers with in-depth mix of in-person and online professional development which will prepare them to successfully, regularly integrate educational technology to support personalized, blended, and online learning environments. All K-12 students will engage in online learning and digital citizenship development which will provide them with ethical and safe use of a variety of technological tools designed to enrich their learning through collaboration in order to prepare them to function effectively in a 21 century workforce.

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

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

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 | Implementati on Assess Readiness and Capacity: The district will engage in a comprehensive needs assessment and identified where and how we were in need of and ready for changes to be made. | Assistan t Superintendent | N/A | June (06) | 2019 | 10,000 |
| Action Step 2 | Collabor A core team of district leaders, teachers, community members, and consultants | Assistan | N/A | June | 2019 | 10,000 |

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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 |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | ation | will collaborate to establish the Success STEMs from Experience planning team and plan the project approach. | t Superintendent | | (06) | | |
| Action Step 3 | Communications | Prepare the Expanded Teams: The Core Team will identify key staff members and teams across the district to champion project development, and ultimately, implementation. | Assistant Superintendent | N/A | Dec. (12) | 2019 | 0 |
| Action Step 4 | Curriculum | Design a New System: The Team will design a new approach to improving student achievement in STEM that leverages technology to differentiate and personalize learning; revises science and health curricula to incorporate current information, research, and best practices; supports teachers through professional development and ongoing mentoring; offers new STEM enrichment opportunities that expand learning time for students; and partners with the community to engage students in underrepresented groups and change mindsets, expectations, and cultural views of what a person pursuing STEM education and careers can and should look like. | Assistant Superintendent | N/A | Sept. (09) | 2020 | 60,000 |

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.

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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 |
|---------------|------------------------------------|---|--------------------------------------|--|---------------------------------|--------------------------------|------------------|
| Action Step 5 | Implementation | <p>1. Implement and Evolve the New System: We will have outlined a thorough plan for implementing the strategy and will monitor progress and refine, strengthen, and improve the approach based on performance feedback gathered through the same methods and tools used for the comprehensive needs assessment to ensure an “apples to apples” comparison of system and program quality. Data will be collected on goals and outcomes as discussed in Section B. The advisory committee will review at each meeting the following key questions:</p> <ol style="list-style-type: none"> 1. What did the project seek to accomplish? 2. What did we need to do to achieve those outcomes? 3. What evidence is there that those key actions have been taken? 4. Which actions still need to be taken? 5. Where have we seen successes and how can we build on them? 6. Where are we facing challenges and what will we do to address those? 7. How does our implementation plan need to be expanded or changed from its original concept to ensure greater student success and achievement of our stated goals and outcomes? 8. What evidence is there that we are effectively partnering with parents/family members, non-public schools, community members, local government leaders to achieve our outcomes? 9. How do stakeholders (district staff, | Assistant Superintendent | (No Response) | September (09) | 2021 | 20,000 |

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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 |
|---------------|------------------------------------|--|--------------------------------------|--|---------------------------------|--------------------------------|------------------|
| | | students, parents/family members, non-public schools, community members, local government leaders) feel about what we are doing and where the project is today? 10. What recommendations from stakeholders can we act on to increase their engagement in the project, improve our process, and increase outcomes achievement? | | | | | |
| 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

Maintain a robust technology Infrastructure which will be continually evaluated, allowing for the support of integration of devices necessary to enhance student learning, administrative needs, school security, and real-time communication. Adequate infrastructure must be present and fully functional in order to successfully implement our professional development and curriculum integration to occur. Critical infrastructure includes internal network capacity and Internet access, hardware, software, and technical support.

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)

- 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 | Learning Spaces | Increase the number of Chromebooks/Chrome tablets per classroom in Grades K-12 to provide true 1:1 access. | Director of Technology | N/A | June (06) | 2021 | 600,000 |
| Action Step 2 | Infrastructure | Bolster wireless networking infrastructure to provide redundant and full interior/exterior coverage across all school grounds, including sports stadium, bus loops, and surrounding parks/playgrounds. | Director of Technology | N/A | Nov. (11) | 2018 | 900,000 |

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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 |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| Action Step 3 | Infrastructure | Implement a redundant Internet Service Provider. This will allow the District to add to its existing 1Gb of Internet bandwidth provided by the Central New York Regional Information Center, while also providing a redundant connection in the event of unscheduled downtime. | Director of Technology | N/A | Dec. (12) | 2018 | 5,000 |
| Action Step 4 | Learning Spaces | Provide all instructional spaces, with new state-of-the-art display devices capable of a high resolution, interactive experience for teachers and students which will aid in the digital conversion initiative. Features such as wirelessly casting student devices, instant whiteboard and real-time collaboration are all features that will be available on these devices. | Director of Technology | N/A | Oct. (10) | 2018 | 1,425,000 |

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.

| | 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 | (No) | (No Response) | (No) | (No) | (No) | (No) | (No) |

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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 |
|---------------|------------------------------------|---------------------------|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | Response) | | Response) | Response) | Response) | Response) | Response) |
| 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

Provide families with support to assist with student academic success with the technology. This goal will include the establishment of a written Family and Community Technology Engagement Plan. This plan will outline effective communication practices and technological innovations to assist in improving family engagement. Communication will occur through various means including parent nights, open house sessions, Google Classroom, SchoolTool, and our website resources.

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 | Communications | Utilizing existing meetings, open houses, etc. as a venue to provide learning experiences around using our LMS (SchoolTool) as a way to access information. | Director of Technology | N/A | June (06) | 2019 | 0 |
| Action Step 2 | Communications | Utilizing the newly opened innovation labs as a venue to provide learning experiences around digital citizenship. This will include opportunities to students and parents during and after the school day. | Assistant Superintendent | N/A | 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. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated Cost |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | | | ent | | | | |
| Action Step 3 | Communications | Utilizing existing meetings, open houses, etc. as a venue to provide learning experiences around using digital tools and access to online resources available to parents/guardians. | Assistant Superintendent | N/A | June (06) | 2019 | 0 |
| Action Step 4 | Communications | Continue to develop the parent portal on the website to provide easy navigation to resources that can be used to help support their children's educational goals. | Director of Technology | N/A | June (06) | 2019 | 0 |

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 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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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 |
|---------------|------------------------------------|---------------------------|--------------------------------------|--|---------------------------------|--------------------------------|------------------|
| | se) | | se) | | se) | se) | |
| 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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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 District will continually update curriculum to align to ISTE in a effort to integrate technology effectively into learning and teaching. Included below are some specific examples of how technology is/will be integrated into our curricula and instruction.

Real-Time Collaboration

Students use various digital platforms to foster a collaborative working environment which supports individualized and group learning opportunities.

This gives our students the opportunity to collaborate/communicate with experts, peers, or mentors through various means through the use of digital resources. This collaboration helps new student relationships, building student engagement while teaching students the skills necessary to communicate in a 21st century learning environment. Students are also developing cultural understanding by interacting with peers of other cultures.

Every student within the Auburn Enlarged City School District is provided a GSuite account. Students communicate regularly with their teachers through email and Google Classroom as well as post and share work and collaborate with their peers both on and off school grounds.

Innovation, Research and Information Fluency

The District has developed a new special area rotation, K-6 students are now receiving blended instruction that includes literacy, technology enrichment, and STREAM (Science Technology Research Engineering Art Music) instruction. This work will occur in the newly constructed Innovation Lab. This space will foster technology instruction to further enhance both the art and music curriculum through interdisciplinary design projects, coding for music composition, and STREAM experiments that connect students with aligned resources.

Digital Citizenship

Students are prepared to understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. The goal of this lesson is to advocate and practice safe, legal, and responsible use of information and technology; exhibit a positive attitude towards using technology that supports collaboration, learning, and productivity; demonstrate personal responsibility for lifelong learning; and exhibit leadership for digital citizenship.

The following overarching objectives apply to any grade level:

Digital Safety Objectives:

Demonstrate awareness of the dangers of sharing personal information with others.

Students will explore and apply rules for traveling safely online.

Demonstrate awareness of the importance of communicating with adults about things that might concern them.

Digital Reputation Objectives:

Students will understand that information published online has real-world consequences.

Students learn that the information they put online leaves a digital footprint or "trail." (CSM)

Digital Relationships Objective:

Students will use technology to communicate and collaborate appropriately and effectively.

Students will use technology efficiently and in a manner that does not harm themselves or others.

Digital Ethics Objectives:

Students will understand that stealing information is the same as stealing tangible items

Students will use technology in a way that respects the rights of creators.

Students will use technology to practice legal and ethical behavior.

Every student grades K-6 will be educated on these objectives throughout their Elementary careers. Our Library Media Specialists work on these objectives to ensure students leave Elementary school with a solid understanding of what a good digital citizen is and how to exhibit that behavior in both the physical community they inhabit, but also in the global digital world they frequent.

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.**

Our special education students follow the same practice as our general education students. When they need enhancements, it is outlined under assistive technology in their IEP's. The district provides voice recognition software, specialized computer workstations and laptops as well as Chromebooks and iPads with student specific software in support of requests by the district's Committee on Special Education. This hardware and software are provided upon request to benefit students with special needs.

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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

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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.

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

| | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 1.00 |
| Instructional support | 0.40 |
| Technical Support | 5.00 |
| Totals: | 6.40 |

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 | 330,000 | Annual | <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 | Professional Development | N/A | 70,000 | Annual | <input checked="" 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 | N/A |

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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 | Instructional and Administrative Software | N/A | 150,000 | Annual | <input checked="" 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 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 |
| 4 | Network and Infrastructure | N/A | 25,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" 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 |
| Totals: | | | 575,000 | | | |

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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?**

Yes

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.aecsd.education>

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.**

Director of Technology

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.**

Yes - all 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.aecsd.education/tfiles/folder1454/AECSD%20Policy%20Manual%20%2011-13-2018.pdf>
Policy can be found on page 595.

11. **Does the district have a Cyberbullying Policy?**

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

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V. Administrative Management Plan

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

<http://www.aecsd.education/tfiles/folder1454/AECSD%20Policy%20Manual%202011-13-2018.pdf>
Policy can be found on page 467.

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.aecsd.education/tfiles/folder1500/ParentsBillOfRights.pdf>

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

No. The district does not have such a policy.

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

http://www.aecsd.education/tfiles/folder1500/Technology%20Plan_2014-2018.pdf

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email 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 checked="" type="checkbox"/> Active Learning Spaces/Makerspaces | <input checked="" type="checkbox"/> Policy, Planning, and Leadership |
| <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Privacy and Security |
| <input type="checkbox"/> Device Planning and Implementation (1:1; BYOD) | <input checked="" type="checkbox"/> Professional Learning |
| <input checked="" type="checkbox"/> Digital Citizenship | <input checked="" 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 checked="" type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |
| <input checked="" 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. | Krista Martin | Assistant Superintendent of Curriculum and Instruction | kristamartin@aecsd.education | <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input checked="" type="checkbox"/> Professional Learning <input checked="" 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 | Thomas Bunn | Director of Technology | thomasbunn@aecsd.education | <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 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 checked="" 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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| | 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 |

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