

**2022-2025 Instructional Technology Plan - 2021****I. District LEA Information**

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

Paul Kowalski

- 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 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021****II. Strategic Technology Planning**

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

The mission of the Akron Central School District, a learning-centered community dedicated to our students, is to ensure that each student realizes his or her unique potential and contributes positively to society, through a system characterized by: Valuing the unique gifts and dreams of each person; Developing all dimensions of each human being; Advancing the knowledge, skills, and wisdom of each human being; Nurturing and respecting the dignity of each human being; Cooperatively working to continuously create new realities.

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

The instructional technology plan guides the District to use the most up-to-date technology. The plan provides a framework for the District to ensure that our students are career and college-ready. The plan also helps guide how technology enhances student learning both in and out of the classroom.

**Vision** The vision for the Akron Central School District technology program is to create a learning community incorporating the ISTE National Educational Technology Standards aligned with K-12 NYS Computer Science and Digital Fluency Learning Standards, and to enhance and foster student success within a safe, legal and ethical environment. The District is committed to facilitating the use of technology to develop student creativity, Digital Age learning experiences, communication, and collaborative skills, digital work and learning environments, digital citizenship, and respect, as well as leadership, professional growth, and life-long learning. The District is undertaking a complete revision and update of the ACS Strategic Plan. The Diagnostic Tool for School District Effectiveness will be utilized as the foundational piece to guide conversations in six main areas: district leadership and capacity, school leadership, curriculum, teacher practice, student health, and community. These six tenets reflect the core concepts of an effective district and are aligned to the *Every Student Succeeds Act*, 21st Century Skills, Charlotte Danielson's Framework for Teaching, data driven instruction, and New York State Next Generation Learning Standards. This process will further clarify and define an updated technology vision of the Akron Central School District.

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

The District Technology Committee and subcommittees met to review the status of Technology at Akron Central Schools and to work on developing the new Technology Plan. Members of the Akron Central School Technology Committee include:

- School Board Members
- Administrators
- Teachers
- Staff
- Parents
- Community Members

The District Technology Committee met regularly during the fall of the 2021-2022 school year. Each meeting focused on discussing, collaborating, and completing one or more specific areas of the Instructional Technology Plan. Meetings included the following:

- Meeting on 10/21/2021 Worked on the Technology Plan narrative including:
- District LEA Information: Name and title of the administrator responsible for entering the data. At this meeting, we reviewed the areas of the plan and developed a plan of action for completing the plan.
- Strategic Technology Planning
- Goal Attainment
- NYSED Initiatives Alignment
- Meeting on 11/3/2021 - Reviewed goals from previous ACS Technology Plan and created drafts of 5 new goals
- 11/10/2021 - Sub-Committees met to fine-tune the planning process and prepare for the group to meet to work on finalizing the technology goals for 2022-2025
- 11/16/2021 - Sub-Committee met to review the instructional goals of the technology plan and to discuss coordination with the Strategic Plan and the Professional Development Plan
- 11/18/2021 - District Technology Committee met and broke into workgroups to fine-tune technology goals and begin the process of creating action plans.
- 11/22/2021 - Sub-Committee met to further refine and identify action steps for Goal #2
- Throughout December, sub-committees met to develop and review individual Technology Goals to be presented to the full committee.
- 1/12/2022 - Subcommittee met to review input of all subcommittees and update draft action plans based on recommendations and input from the teams
- 1/18/2022 - Subcommittee meeting to finalize Goals and Action steps prior to presenting the 5 goals to the District Technology Committee
- 1/19/2022 - Administrative review of the Tech Plan to evaluate alignment of draft goals and action plans with District goals and initiatives
- 2/1/2022 - District Technology Meetings to review final draft and accept action plans prior to submittal to BOCES
- 5/4/2022- Administrative review of BOCES feedback
- 5/17/2022- Subcommittee meeting to review BOCES feedback, plan revisions
- 6/6/2022- Review of revised plan to prepare for re-submittal.

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

The Technology Committee identified four key components to focus on during the Technology Planning process. Working within the framework of these key components, the committee worked to build on the current plan and created 5 new goals that will help move the Akron Central School District ahead in all areas of Instructional Technology. The key components are: 1. Curriculum: Teaching and Learning framework that supports the seamless integration of technology into teaching and learning; the use of technology to support students and empower them to be productive, self-directed, and problem solvers. This goal is embedded in the District Strategic Plan and Professional Development Plan touching on all of the following areas:

- curriculum and assessment design,
- teacher lesson planning,
- best practice instructional models,
- software that demonstrates knowledge and skills,
- technology tools for data management and analysis.
- understanding importance of Ed Law 2D compliance
- continual focus on student digital citizenship and online safety

The teaching and learning component is at the root of the District's purpose and mission. As part of this component, it is imperative that students are provided with the knowledge and skill necessary to use technology ethically. This includes respecting the principles of intellectual freedom and property rights. Before the Covid pandemic, the District started purchasing Chromebooks for use in the classroom. The 1 to 1 device model provides an additional tool for students to support communication and collaboration in the learning process. Access to information is vital to the success of students, teachers, administrators, and parents. Web-based applications and online learning communities (i.e. Schoology and Google Classroom) provide access for all stakeholders to enter the District's learning environment in a safe, secure manner. Administrators, teachers, parents, and students can access these environments for multiple purposes including access to coursework, District and building information, and to participate in virtual learning classes required with remote learning. The District is now fully 1 to 1 and is focusing on the effective use of this tool for all students across the grade levels. 2. Professional Development: Work within the guidelines of the Staff Development Plan to ensure that educators and administrators have access to training opportunities that support District instructional and technology goals and ensure educators and leaders are proficient in the integration of learning technologies:

- Frontline Professional Growth (a.k.a. My Learning Plan)
- Technology training sessions by IT Staff
- Technology training sessions by BOCES Technology Integrator
- Coaching and Mentoring by Instructional Coach(es)

The District will continue to provide professional development opportunities around technology integration in numerous ways, including K-12 District-wide staff development and embedded classroom learning experiences. The Educational Services Department will coordinate the planning and execution of these opportunities for faculty and staff based on the identified needs of District stakeholders. The BOCES Technology Integrator will help assess the needs and assist in identifying innovative solutions to help teachers with technology integration. 3. Technical Infrastructure: Is inclusive of everything that is needed to make the technology work, such as:

- the backbone for the school District wide-area network,
- wire closet routers and switches that connect devices to the network,
- wireless access points, wiring and connectivity protocols,
- servers and software,
- security systems, backup systems, and firewall
- broadband connections to the internet through Erie 1 BOCES

The District will leverage funding streams including the District operating budget, e-Rate funds, Smart Schools Bond Act funding, grants, and CRRSAA-ESSER2 opportunities to fund the various pieces of the technology infrastructure and ensure that all parts of the Akron CSD infrastructure are current and can support all aspects of the District technology programs. 4. Communication and Collaboration: Increase frequency and opportunity for communication among students, parents, teachers, staff, administration, and the community via digital resources to promote student success.

- *Blackboard* District Website
- *Swift Reach K-12* automated messaging and emergency notifications
- Availability of *Verizon* Wi-Fi hotspots and Wi-Fi boosters when needed

With the move to full 1 to 1 mobile devices for all students, the District has increased its ability to communicate with students and families outside of the school day. The mobile devices also bring a focus to the ongoing issue of inequity of internet access within the Akron community. This plan will need to include a goal to find solutions and options to address this problem.

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

The planning process varied from previous years because the District Technology Committee meetings were limited for the 2020-21 school year due to the COVID-19 pandemic. Through the 2020-21 School year, the District Leadership team worked closely with the technology department, curriculum leaders and the Akron teachers' union (Akron Faculty Association) to problem-solve and work to meet the demands presented as a result of the COVID pandemic and the move to remote instruction. The challenges that the District has addressed during the ongoing pandemic include the following:

- The District purchased Verizon WiFi hotspots that were provided to students and staff that live in areas with internet connectivity problems
- The District provided "off-line" work packets for students with poor internet connectivity
- Increased Professional Development (See Question 6 below) to facilitate virtual learning
- Developed technology troubleshooting webpage to help students/parents at home
- Supported and provided troubleshooting for families having difficulty with 1:1 devices
- Provided a link to a Chromebook Repair Form for families having technical issues or in need of a replacement device
- Provided online and blended learning options to all students Pre-K -12. This included access to Google for Education and to learning management systems such as; Schoology (grades 6-12), Google Classroom (grades 1-5) and Seesaw (grades PreK-K)

**6. Is your district currently fully 1:1?**

Yes

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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 as stated in response to question 2.**

The Akron Professional Development Plan serves as a blueprint for all staff development in the District, including the area of Instructional Technology. The Professional Development Plan (PDP) is continuous, reflecting a multi-year approach to improve student performance. The District PDP committee and the Technology Committee have been actively involved in working to provide a framework of technology progress to date. During the Covid-19 pandemic, the District continually reached out to teachers to assess their needs and offered corresponding PD opportunities. Multiple needs assessment surveys were sent out and results were used to guide professional development initiatives. The focus of the Professional Development efforts at ACS is to support the strategies outlined in the District Strategic Plan and Professional Development Plan. During the 2021-2022 school year, the District will revisit the Strategic Plan to address needs stemming from the Covid-19 pandemic and to ensure that we have a clear District vision that will lead us into the future. By linking the District Strategic Plan, the PDP Plan, and the District Technology Plan, we can maximize the financial and human resources available in the District, and focus on attaining benchmarks that will help us reach our central goal of improving student learning. Technology goals are dependent upon well-trained personnel, administrative support, and the availability of technology tools. Effective uses of technology need to be supported by staff development and in-service opportunities. Technology in-services at ACS are offered both on a pre-planned schedule and as-needed basis for all staff Pre-K through 12. Time is allocated at the beginning of the year and throughout the year for a wide variety of training. Training is provided for all newly hired faculty and staff in a wide range of technologies they will encounter in their new positions. When Covid-19 hit, all students and faculty in the District already had 1:1 devices. The District immediately pulled together a team of key people to develop strategies and training opportunities to support faculty, staff, students, and families. The Technology Department, BOCES Technology Integrator, TOSA for Instructional Coaching, and other faculty, provided and continue to provide, a wide variety of in-service including:

- LMS (Schoology, Google Classroom, SeeSaw)
- Training and best practices using tools for remote instruction including:
  - *Google Meet*
  - *EdPuzzle*
  - *Screencastify*
  - *Kami*
  - *Google Education Applications*
- Training on new features of Google for Education as they were released
- Accessibility training to meet the needs of Special Education students and English Language Learners
- Training of teachers to create alternate ways to access educational resources/videos for families with weak or no internet access
- Education Law 2-D Training
- Cyber Security Awareness
- Curriculum-based software for Mathematics and English Language Arts
- Email Safety
- Best practices to support:
  - *Virtual and Hybrid Learning*
  - *Synchronous and asynchronous instruction*
  - *Emotional wellness and self-care*
  - *Assessments*
- Developed How-To Guides for Instructional Technology and made them available to faculty and staff

The training model at ACS is very flexible:

- During the fully remote and hybrid model for instruction, group and 1:1 trainings were offered virtually:
  - *Throughout the school day,*
  - *During 9th periods,*
  - *Wednesdays all day while students were asynchronously learning,*
  - *How-to videos and written guides available for faculty and staff reference in shared drives*
- Now that students are back in school 5 days per week, group trainings and 1:1 sessions have been/are offered:
  - *Throughout the school day,*
  - *During 9th periods,*
  - *During the summer,*
  - *How-to videos and written guides available for faculty and staff reference in shared drives,*
  - *Superintendent Days at the beginning of the school year, and Professional Development Days throughout the school year,*
  - *“Just-in-Time” staff development options as needs arise*

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**2022-2025 Instructional Technology Plan - 2021****III. Goal Attainment**

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

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

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## IV. Action Plan - Goal 1

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**1. Enter Goal 1 below:**

All students in the Akron CSD will utilize 1:1 Chromebooks to enrich and enhance their learning experiences.

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

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

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

- ☒ Teachers/Teacher Aides  
☒ Administrators  
☒ Parents/Guardians/Families/School Community  
☒ Technology Integration Specialists  
☐ Other

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

- 100% of students will be issued and utilize chromebooks within a 5-year replacement cycle.
- 100% of Students will receive a new device in first, fifth and ninth grades.
- The District will allocate appropriate funding each fiscal year to allow for device replacement. Funding will be derived from COVID Relief funds, Smart Schools Bond Act funds and/or the General Fund.
- Records of device issuance, use and management will be maintained by the Akron Central School District's Google Admin console and Technology Department inventory system.

**6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Allocate appropriate funding to support the district's PC and	Business Official	Director of Educational Services	06/30/2025	\$350,000

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## IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Chromebook replacement cycle				
Action Step 2	Purchasing	Purchase and implement resources consistent with the device replacement cycle.	Director of Technology	n/a	06/30/2025	0
Action Step 3	Implementation	Chromebooks will be collected/distributed as per an established replacement cycle.	Director of Technology	n/a	06/30/2023	0
Action Step 4	Professional Development	Professional development will be provided to all staff to enhance their abilities to utilize student chromebooks to their maximum potential.	Instructional /PD Coach	n/a	06/30/2023	100,000

7. 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	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(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)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 2**

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**1. Enter Goal 2 below:**

Develop curriculum and acquire resources to support the NYS Computer Science and Digital Fluency Learning Standards.

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

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

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

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

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

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☐ Parents/Guardians/Families/School Community
- ☒ Technology Integration Specialists
- ☐ Other

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

1. Work with Technology Committee by grade band to unpack the standards and identify gaps K-12.
2. Complete a Curriculum Crosswalk to establish gaps between current coursework and expected knowledge outlined in the New York State (NYS) Learning Standards for Computer Science and Digital Fluency Learning Standards.
3. Utilize conference days, CSLO days and faculty meetings to provide technology professional development.
4. 100% of teachers will receive professional development appropriate with their grade band that emphasizes the implementation of the Computer Science and Digital Fluency learning standards.
5. By 2024-25, 100% of students will complete activities embedded within their curriculum that are reflective of the Computer Science and Digital Fluency Learning Standards. Evidence of completion will be visible through classroom observations and teacher lesson plans.

**6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1						

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## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Curriculum	Continue work started at the Middle School around the NYS Computer Science and Digital Fluency Standards. Work with grade bands to unpack the standards and identify gaps K-12.	Other (please identify in Column 5)	Director of Educational Services	06/30/2023	0
Action Step 2	Curriculum	Complete a Curriculum Crosswalk to establish gaps between current coursework and expected knowledge outlined in the New York State (NYS) Learning Standards for Computer Science and Digital Fluency Learning Standards.	Other (please identify in Column 5)	Director of Educational Services	06/30/2024	0
Action Step 3	Implementation	Utilize conference days, CSLO days and faculty meetings to provide technology professional development.	Other (please identify in Column 5)	Director of Educational Services	06/30/2025	0
Action Step 4	Professional Development	Maximize the use of the BOCES Technology Integrator and Instructional Coaches, providing teachers with assistance in lessons, technology integration, LMS, new technologies.	Other (please identify in Column 5)	Director of Educational Services	06/30/2025	0

7. 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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## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Curriculum	Develop embedded activities and benchmarks within each grade band that will reflect student understanding and mastery of the Computer Science and Digital Fluency Learning Standards.	Director of Technology	Director of Educational Services	06/30/2025	0
Action Step 6	(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)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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## IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:****Implement, maintain and optimize resources that provide enhanced network security and support the safety of our students.****2. Select the NYSED goal that best aligns with this district goal.**

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

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

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

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

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☐ Parents/Guardians/Families/School Community
- ☒ Technology Integration Specialists
- ☐ Other

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

1. A review of network capacity and functionality will be completed which will analyze the network's capability to maintain a high quality, high speed connection for all students and staff. Opportunities for improvement will be recommended to the Technology Committee as needed, with budgeting adjusted accordingly.
2. ACS will subscribe to the Data Protection Officer service and continue participation in the Enhanced Cybersecurity service.
3. All district-owned switches and wi-fi access points will be replaced (upgraded). This will allow the anticipated network failure rate to be <1%.
4. 100% of district-owned devices will be filtered using iBoss, a BOCES-supported content web filter to ensure consistency in access for all users.
5. 100% of students will utilize Clever to access various educational programs that are Ed Law 2D compliant.
6. Akron CSD will work with Erie 1 BOCES (Enhanced Cybersecurity, DPO services) to complete an audit of the cybersecurity of the network and District data protection practices. Using weekly IPS report data and recommendations from the cybersecurity team, ACS will implement, monitor and regularly test enhanced cybersecurity procedures. (Regular testing examples from which data will be gathered may include, but not be limited to: phishing testing, weekly enhanced security reports.)

**6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

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## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	Partner with Erie 1 BOCES to maintain and actively monitor a high speed, secure internet feed.	Director of Technology	N/A	06/30/2023	0
Action Step 2	Cybersecurity	Work with Erie 1 BOCES and other experts to enhance/strengthen current cybersecurity defenses and network security strategies.	Director of Technology	N/A	09/01/2022	2,550
Action Step 3	Cybersecurity	Develop, document and implement a cybersecurity program aligned to the NIST Cybersecurity Framework.	Director of Technology	N/A	12/31/2022	10,000
Action Step 4	Professional Development	Provide relevant professional development to all school community members to educate each member on their role in enhanced cybersecurity.	Director of Technology	N/A	06/30/2025	0

7. 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	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

**8. Would you like to list a fourth goal?**

Yes

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).



**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 4

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**1. Enter Goal 4 below:**

**Provide students, teachers and parents with vetted and aligned technology tools and resources that support purposeful, equitable access to learning opportunities.**

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

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

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

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

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

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☒ Parents/Guardians/Families/School Community
- ☐ Technology Integration Specialists
- ☐ Other

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

1. Increase parent awareness of digital opportunities to monitor student success including Schoology, Google Classroom, Seesaw, and PowerSchool.
2. Establish consistent use of LMS systems across the District at specific buildings/grade levels.
3. Provide needed professional development to staff members regarding how to use and integrate appropriate LMS systems as needed.
  - Communicate to parents and students at buildings/grade levels how to access each LMS system.
  - Embed consistent use of LMS systems in existing curriculum.
  - Increase parent and student use of parent/student portals and LMS systems. Growth in use will be determined by directly monitoring parent and student access reports to each LMS system.
  - Efforts will be made to connect with families and students who are not utilizing these resources to provide assistance.
4. Investigate social media platforms that the District would like to utilize and determine policies and guidelines for usage.
  - A social media use policy will be established and approved that governs the use of District social media accounts.
  - Access to District social media accounts will be integrated into the Akron Website
  - An increased social media presence will be measured by the frequency of posts and number of views of each post.

**6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Communications	Increase parent awareness of digital opportunities to monitor student success including Schoology, Google Classroom, Seesaw, and PowerSchool.	Building Principal	N/A	06/30/2023	0
Action Step 2	Professional Development	Provide as-needed PD to teachers in the use of LMS and communication systems.	Director of Technology	Technology Integrator/Instructional Coach	06/30/2023	0
Action Step 3	Research	Survey teachers and District administrators to identify what communication platforms are currently being used across the District. Use responses to evaluate the efficacy of moving to a single platform.	Other (please identify in Column 5)	Director of Educational Services	06/30/2023	0
Action Step 4	Communications	Investigate social media platforms that the District would like to utilize. Establish guidelines and policies to govern the use of social media accounts going forward.	Director of Technology	Director of Educational Services	06/30/2023	0

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Communications	Increase the use of District-managed social media accounts.	Director of Technology	Director of Educational Services	06/30/2023	0
Action Step 6	(No)	(No Response)	(No)	N/A	(No)	(No Response)

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		Response)	
Action Step 7	(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)

**8. Would you like to list a fifth goal?**

Yes

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 5

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**1. Enter Goal 5 below:****Increase equitable access to technology resources and digital learning opportunities for all students.****2. Select the NYSED goal that best aligns with this district goal.**

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

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

- ☒ Teachers/Teacher Aides
- ☐ Administrators
- ☒ Parents/Guardians/Families/School Community
- ☐ Technology Integration Specialists
- ☐ Other

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

1. Conduct a review of MiFi Hotspot usages
  - Review the usage of all hotspots and share with the administrative team and student support services.
  - Contact families who are not using their devices to see if they are having technical issues and provide appropriate support as needed. Devices no longer needed will be collected.
  - Ensure that 100% of families are able to access the internet through home or by community means.
  - For families unable to access the internet at their primary residence (after using all available options) continue to explore new options with the goal of connecting all families in their primary residence as soon as possible. This may include work with local and regional government and communications entities.
2. Research Chrome and Google Education accessibility tools that are available to address individual needs for our student population
  - Develop a public webpage with videos and how to documents for students and families
3. Research Chrome and Google Education accessibility tools that are available to address individual needs for our student population
  - 100% of staff will receive professional development to support the implementation of accessibility tools that address individual student needs.
4. To the extent possible, provide families with the resources necessary to support successful use of Chromebooks in homes.
  - 100% of Akron parents and families will be offered "how-to" tutorials that highlight ways to care for and maximize the usage of Chromebooks both inside and outside of the classroom setting. These tutorials may be virtual, in-person or in a hybrid format.

**6. List the action steps that correspond to Goal #5 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Conduct a review of MiFi Hotspot usages	Director of Technology	N/A	12/31/2022	0
Action Step 2	Research	Research Chrome and Google Education accessibility tools that are available to address individual needs for our student population.	Director of Technology	N/A	09/01/2022	0
Action Step 3	Professional Development	Provide teachers with PD and resources to equip them with knowledge and strategies to support students in becoming successful digital learners when using Chromebooks. Initial focus will be support for Kindergarten teachers, Special Education teachers and the New Teacher Academy.	Other (please identify in Column 5)	Director of Educational Services	06/30/2025	0
Action Step 4	Collaboration	Collaborate with student support teams and the Native American Committee to identify technology related issues and needs of students, especially at-risk populations.	Director of Technology	N/A	06/30/2025	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	06/30/2025	0

**2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 6	(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)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021****V. NYSED Initiatives Alignment**

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

The District currently has a 1 to 1 Chromebook program in grades pre-K through 12. The program was implemented over a four-year period starting with grades K, 1, 5, and 9. Faculty and instructional staff also received devices in year 1. Three central objectives were identified:

- Shift instructional practice to be more student-centered
- Differentiate learning to meet the needs of all students
- Extend learning beyond the classroom walls

Extensive staff development was provided to all teachers on the use of Chromebooks, Schoology, and Google Workspace for Education. The District supports a full-time Instructional Coach and a part-time Technology Integrator. These specialists instruct teachers and provide ongoing support as they introduce new strategies and work to create project-based lessons using various instructional technology tools. The availability of a 1 to 1 model allows students to access online instructional resources both from the classroom and from home. Students can access instructional curriculum anytime, anywhere, as long as they have an internet connection. The District is very aware of connectivity issues for some families and provides additional resources including Wi-Fi hotspots, Wi-Fi boosters and printed resources for students. Utilizing Learning Management Systems allows students to review content repeatedly that was initially presented in the classroom at their own speed to help ensure comprehension.

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

The Covid-19 pandemic compelled the District to send devices home with all students so that they could access their courses virtually. All students were provided a Chromebook and teachers were trained on providing course content and resources in either Seesaw, Google Classroom or Schoology. This model allows students to access instructional curriculum anytime, anywhere, as long as they have an internet connection. The major issue with this model is the lack of adequate Internet infrastructure in portions of the District, primarily on the Native American reservation. The District has procured wireless hotspots with unlimited data that can be assigned to students as needed. There is still an issue due to poor wireless coverage in these areas. The District is working with the Native American Committee to investigate options that would provide better internet access but there are still major barriers.

**3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

The District will continue to provide support for students with special needs and students requiring assistive technology as a part of their Individualized Education Program (IEP and 504 Plans). The Special Education Department works closely with the Technology Department to ensure that needs are met for both students and teachers. The student's IEP will be used as a guideline. Services provided include:

- *Papercut* Document Scanning
- Adaptive devices are available for hearing and sight-impaired students
- Behavior management tracking tools
- *Lightspeed* voice projection systems
- *Don Johnston* assistive technology
- Leveraging accessibility tools that are included in Google Education and built into Chromebooks

**2022-2025 Instructional Technology Plan - 2021****V. NYSED Initiatives Alignment**

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

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

- 5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                        | <input checked="" type="checkbox"/> Using technology as a way 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 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 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 5a, below)   |

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

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for "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 student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (Please identify in Question 6a, below)



**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

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7. **The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

- 7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

- 7b. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

8. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input type="checkbox"/> Multiple ways of assessing student learning through technology             |
| <input type="checkbox"/> Technology to support writers in the secondary classroom                           | <input type="checkbox"/> Electronic communication and collaboration                                 |
| <input type="checkbox"/> Research, writing and technology in a digital world                                | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input type="checkbox"/> Writing and technology workshop for teachers                                       | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input type="checkbox"/> Web authoring tools  |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                                       | <input type="checkbox"/> Helping students connect with the world                                    |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input type="checkbox"/> The interactive whiteboard and language learning                           |
| <input type="checkbox"/> Moving from learning letters to learning to read                                   | <input type="checkbox"/> Use camera for documentation   |
| <input type="checkbox"/> The power of technology to support language acquisition                            | <input type="checkbox"/> Other (please identify in Question 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

**2022-2025 Instructional Technology Plan - 2021****V. NYSED Initiatives Alignment**

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- 9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.  | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.  | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.   | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.   | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./  |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.  | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.  | <input type="checkbox"/> Provide online mentoring programs.   |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity  | <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.             | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.  |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.           | <input type="checkbox"/> Offer a technology/support hotline during flexible hours.  |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.  | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for   | <input type="checkbox"/> Make sure technology/support is offered in multiple languages.   |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below)  |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.  | <input checked="" type="checkbox"/> 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.    |   |

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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- 10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- ☐ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☐ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☒ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☐ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☐ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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## VI. Administrative Management Plan

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1. **Staff Plan** Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.60
Technical Support	3.60
<b>Totals:</b>	<b>6.20</b>

2. **Investment Plan** Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	400,000	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 checked="" 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	Network and Infrastructure	N/A	450,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate	N/A

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## VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Instructional and Administrative Software	N/A	300,000	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 checked="" 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	Internet Connectivity	N/A	100,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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	N/A

**2022-2025 Instructional Technology Plan - 2021**

## VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>1,250,000</b>			

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

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<https://www.akronschools.org/Page/5382>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021****VII. Sharing Innovative Educational Technology Programs**

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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 topic that is not on the list.**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> 1:1 Device Program                                | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership                           |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces                | <input type="checkbox"/> English Language Learner                     | <input type="checkbox"/> Professional Development / Professional Learning           |
| <input type="checkbox"/> Blended and/or Flipped Classrooms                 | <input type="checkbox"/> Instruction and Learning with Technology     | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure                               | <input type="checkbox"/> Technology Support   |
| <input type="checkbox"/> Data Privacy and Security                         | <input type="checkbox"/> OER and Digital Content                      | <input type="checkbox"/> Other Topic A  |
| <input type="checkbox"/> Digital Equity Initiatives                        | <input type="checkbox"/> Online Learning                              | <input type="checkbox"/> Other Topic B  |
| <input type="checkbox"/> Digital Fluency Standards                         | <input type="checkbox"/> Personalized Learning                        | <input type="checkbox"/> Other Topic C  |

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	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

**2022-2025 Instructional Technology Plan - 2021**

## VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <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 to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and



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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <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"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

**2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <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"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <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 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).