

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

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Section I - District LEA Information

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

Jon W. Peterson

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

Superintendent

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

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

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Section II - Strategic Technology Planning**1. What is the overall district mission?**

The mission of the Mayfield Central School is to ensure that all students will acquire the academic and social skills to enable them to function successfully as productive, law-abiding adaptable citizens of our society. This endeavor is a partnership between the school and home which incorporates the principles of a safe and orderly environment, a climate of high expectations for success for all students, strong instructional leadership, and frequent monitoring of students' progress, and effective home-school communication. At Mayfield Central Schools, all students can learn.

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

Mission Statement: Educational Technology Our purpose is to develop, maintain and enhance a technological system for the Mayfield Central School District that will support communication, instruction and learning, including acquisition of knowledge and skills in the use of technology and application of these capacities to advance learning in the content areas (Common Core and 21st Century Skills)

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

	List Goals
Goal 1	A continuum of instruction in the responsible use of computer technology will commence in elementary school and continue through high school for all students.
Goal 2	Increase the capacity of instructional technology knowledge, skills and practices of district employees (administrators, teachers, and support staff) in order to facilitate the delivery of technology rich teaching and learning.
Goal 3	Technology will be administered in a manner that provides access to appropriate information and restricts access to inappropriate content.

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.

The development of the instructional technology plan included district administrators, IT specialist and teachers. The plan is supported by the Smart Schools Investment Plan which was approved by the Board of Education and written/proposed by a committee including administrators, teachers, support staff, IT staff, students, parents and community members.

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

The administrator, teacher and student devices the district has purchased through Smart Schools is the chromebook. Related to this device, the district has embraced Google Classroom. PD was initially provided through a consultant but in order to be cost efficient and to tailor PD specific to our needs, the district has two in-house Google trainers. These individuals run a district funded summer Google Camp for our employees where individualized and customized PD is delivered. These trainers also provide workshops/PD during the school year and offer individualized training/PD as needed.

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II. Strategic Technology Planning

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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.**

The goals will be measured and evaluated through: direct observation of classroom teachers/instruction by district administrators and evaluated according to our NYS approved APPR plan, surveys administered to district staff on PD needs and effectiveness of PD, direct observation of Google Camp, administrators, teachers and parents/families actively monitoring student usage through use of filters (Go Guardian and Lightspeed) and through dialog with district employees and parents.

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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III. Action Plan - Goal 1

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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

A continuum of instruction in the responsible use of computer technology will commence in elementary school and continue through high school for all students.

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). Check all that apply.

- | | |
|---|---|
| <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 #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	Planning	Develop the standards and curriculum to be delivered Pre K through Grade 12	Building Principal	N/A	June (06)	2021	\$0
Action Step 2	Communications	Share the standards and curriculum to be delivered Pre K through Grade 12 with all teachers.	Building Principal	N/A	June (06)	2021	\$0
Action Step 3	N/A	N/A	N/A	N/A	June	2021	N/A

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III. Action Plan - Goal 1

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	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
					(06)		
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 1

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	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 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

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Section III - Action Plan

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

1. Goal #2

Increase the capacity of instructional technology knowledge, skills and practices of district employees (administrators, teachers, and support staff) in order to facilitate the delivery of technology rich teaching and learning.

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

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

3. Target Student Population(s)

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Budgeting	Annually budget for PD through a combination of General Fund and federal grant expenditures.	Business Official	N/A	April (04)	2021	\$10,000
Action Step 2	Planning	Plan for workshops and conferences cooperatively with the district's Technology Committee and Professional Development Committee. Google Trainers coordinate with the Mentor Coordinator	Superintendent	N/A	May (05)	2021	0
Action Step 3	Prof	Send Google Trainers to Model Schools	Sup	N/A	Jun	202	\$500.00

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III. Action Plan - Goal 2

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	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
	Professional Development	or Google trainings to keep them trained and/or certified to deliver training.	Principal		June (06)	2021	
Action Step 4	Professional Development	Deliver Mentor Coordinator identified trainings for new teachers, workshops for all during the school year and during Google Camp over the summer.	Instructional Technology Coach	N/A	June (06)	2021	\$1000.00

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

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III. Action Plan - Goal 2

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	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
	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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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

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Section III - Action Plan

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

1. Goal #3

Technology will be administered in a manner that provides access to appropriate information and restricts access to inappropriate content.

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

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

3. Target Student Population(s)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input 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	Budgeting	Budget for the purchase of filters.	Business Official	N/A	April (04)	2021	\$3000.00
Action Step 2	Professional Development	Train teachers how to utilize filters.	Curriculum and Instruction Leader	N/A	June (06)	2021	0

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III. Action Plan - Goal 3

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	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	Staffing	Dedicate a technology staff person to manage filters.	Other (please identify in next column, to the right)	Help Desk Technician	June (06)	2021	\$2,250.00
Action Step 4	Staffing	Assign administrators to supervise student use of school technology and administer consequence when students violate code of conduct.	Building Principal	N/A	June (06)	2021	\$12,250.00

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.

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III. Action Plan - Goal 3

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	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)
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

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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 Mayfield CSD uses instructional technology to serve as part of a comprehensive and sustained effort supporting rigorous academic standards attainment and performance improvement for students by focusing on student learning and assessment: **Student- Learning:** Students PK-12 will be given opportunities to be creative and innovative in their uses of technology. The instruction that integrates technology must be less focused on the “how-to’s” of technology and focused more on the way that tools can help a user be more productive in a given situation. Technology will help students improve problem solving and critical thinking abilities. In that way Mayfield CSD is beginning to alter the teaching and learning in the intermediate grades through high school from a traditional classroom to a project-based learning environment stressing 21st Century Learning Skills. **Assessment:** In order to ensure understanding and mastery of topics, access to timely data is critical in supporting a teacher’s ability to affect student performance. To reach today’s learner, we have to move beyond traditional methods of teaching. We have to immerse our students into authentic, project-based experiences that use technology to connect our students to the world around them. We have used our SmartSchools allocation in order to: a. fund the upgrade our wi-fi resulting in district-wide connectivity. b. provide chromebook devices to every teacher during the 2016/2017 school year so that the teacher will develop the knowledge and skills in order to deliver best practice instruction beginning the 2017/2018 school year. c. purchase chromebook devices for a 1:1 distribution to each student (Grades 4-12) according to the following plan YEAR 4 2018/2019 –Grades 5, 9, 11 and 12; 10% Spares 309 95,481 –Grade 4 Carts; 7 and 10 Cases 6,650 -Participate in BOCES Model Schools CoSer to deliver year long PD to teachers on GAFE and additional best practice apps for the classroom – **Mayfield Elementary Computer Literacy Curriculum Guide** The following is the curriculum for computer literacy instruction for all elementary students grades one through six. The objectives will promote student confidence with the computer and enhance the students’ ability to use the computer effectively. These skills shall be integrated in the regular curriculum through the regular classroom teacher, or through instruction from a computer skills teacher during the course of each year. The emphasis is to encourage students to use the computer as a learning tool to enhance and to enrich the regular curriculum. **Kindergarten** Identifying computers and technology at home and school Know parts of the computer and how to operate Be familiar with the keyboard (letters and numbers) Be familiar with the mouse Show respect for the work of others Be able to show correct posture at the computer **Grade 1** Using technology at home and school Using word processing Explore various multimedia Develop point-and-click mouse skills **Grade 2** Using technology in the community Using electronic databases to locate information Building word processing skills Collecting, sorting, and displaying data Exploring multimedia (graphics, sound, text) Using drawing tools **Grade 3** Awareness of Copyright Law Exploring information technologies Building word processing techniques Introduction to correct keyboarding technique using appropriate software Exploring spreadsheets Introduction to citing of resources (basic MLA format - books) and plagiarism **Grade 4** Using databases Using spreadsheets Locating information on the Internet Evaluating information found on the Internet Developing word processing documents Developing correct typing technique Exploring e-mail Identifying ways technology has changed Development of resource citation (intermediate MLA format – books and Internet) **Grade 5** Using search strategies Exploring the need for protection against viruses and vandalism Participating in curriculum-based telecommunication projects Developing multimedia presentation citing sources Development of resource citation (full MLA format, various sources) Develop awareness of the Mayfield School District technology use policy **Grade 6** Refining application skills Using formulas in a spreadsheet Using search strategy with more than one factor in a database Increasing productivity and accuracy in keyboarding Using word processing, spreadsheet, database, and multimedia for assignments in all subject areas Independent location, retrieval, and evaluation of information from the Internet. Refining of resource citation skills (full MLA format, various sources) **Mayfield High School Grades 7 and 8** **Seventh Grade Curriculum** Microsoft Word Mail Merging Letter Wizard Resume Wizard Printing Procedures changing printer location Microsoft Excel spreadsheet application Cell formatting Formula Construction add, subtract, multiply, divide autosum functions Data Construction Video Company Inventory exercise Checkbook construction exercise Discount/Percentages exercise PowerPoint presentation applications Toolbars and Icons Creating a Presentation Background colors/Background sounds Buttons/directional navigation Text fonts, styles, and sizes PaintShop Pro graphic editing importing an image editing an image adding text to an image saving changes to an image printing an image scanning an image Students access to the network. Shared Folders **Eighth Grade Curriculum** Microsoft Word word processing application Microsoft Excel spreadsheet application Microsoft Access Database application Microsoft FrontPage Web Page design application Internet Section 1 - Internet Discussion URLs (Uniform Resource Locator) web addresses FTP File Transfer Protocol / FTP Pro Section 2 - Web Page Design Open FrontPage Explorer, Create a FrontPage Web Open FrontPage Web, Publish FrontPage Web Web Page Properties Title background image/watermark background, foreground, hyperlink color background sound text properties align left, right, center styles fonts and sizes Images Gif or Jpeg Section 3 Web Tutorials Tutorial I Open pages from a FrontPage web Add and edit text using various styles Add and edit background color and background sound Change the properties of a page Tutorial II Design Own Web page incorporate text, background color, texture, sound create hyperlinks Tutorial III Graphic Manipulation inserting pictures or graphics creating a hyperlink from an image image toolbar graphic manipulation Tutorial IV viewing the completed web page Tutorial V. Updating web pages online Section 4. - PaintShop Pro graphic editing Importing an image editing an image adding text to an image saving changes to an image printing an image scanning an image

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

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- 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.**

Instruction is differentiated using technology to support the individualized learning needs in the following ways: Laptop computers and tablet devices are beneficial for students with learning disabilities because they are portable and lightweight. For students with handwriting difficulties, being able to take notes on a laptop or computerized device (such as an iPad) can improve the quantity and quality of the notes. Using a word processor can help students to complete work that is more organized and includes less spelling errors than handwritten work. Computer-assisted Instruction Computer-assisted instruction refers to software and applications that have been designed to provide instruction and practice opportunities on a wide range of devices (e.g., computer, laptop, iPad). Computer-assisted instruction provides immediate and dynamic feedback and students with learning disabilities can benefit from this nonjudgmental computerized drill and practice. Computer-assisted instruction has been shown to be helpful for students with learning disabilities in spelling and expressive writing skills, reduce distractibility, help students learn to read and achieve other academic outcomes. Software Functions Technology that supports a student's ability to access instruction, materials, and assessments is student-specific and is both identified and approved through the Committee on Special Education (CSE) and documented in the student's individual education plan (IEP). Mayfield CSD provides assistive technology for students with disabilities when such technology can be used to increase, maintain, or improve the functional capabilities of a student with a disability. When such technology is requested or recommended, the district's special education teachers consult with assistive technology specialists and individual student to determine the potential effectiveness of the device or software. Where it is determined that the technology will ensure access to and participation of the student in the curriculum, the assistive technology will be approved through the CSE. Examples/Findings: Assistive technology can improve the writing skills of students with learning disabilities. Assistive technology can help students to bypass the mechanical aspects of writing. Using spell check and grammar features can help students focus on communicating their ideas and students can write with confidence knowing that they can easily make changes. In addition, being able to submit a final assignment that is neater and better organized supports positive self-esteem. Text-to-speech, speech-to-text (e.g., Dragon Naturally Speaking), word prediction and graphic organizers (e.g., Inspiration) are examples of possible software for students who struggle with language-based learning disabilities.

- 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)

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

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- 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 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 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 checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 4a, below) |

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

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

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

The district currently has no English Language Learners/Multilingual Learners.

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

No

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IV. NYSED Initiatives Alignment

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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.**

- | | |
|--|--|
| <input 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 word | <input type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input 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 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 checked="" type="checkbox"/> Other (please identify in Question 7a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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

The district currently has no English Language Learners/Multilingual Learners

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

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

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

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

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Section V - Administrative Management Plan

1. Staff Plan

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

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	Other (please identify in next column, to the right)	Filtering Maintenance & Licensing	9,560	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	Staffing	N/A	150,910	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	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/A	10,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	End User Computing Devices	N/A	43,500	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)	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> N/A	
Totals:			213,970			

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

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

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

The district has a public website.

4a. Provide the URL of the district's public website.<https://www.mayfieldk12.com/>**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.

Help Desk Tech

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.

Help Desk Tech

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

No

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

10a. Please upload the district's Internet Safety Policy.

4526.2.pdf

11. Does the district have a Cyberbullying Policy?

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

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

<https://www.mayfieldk12.com/about-us/policies-and-procedures/#comprehensive> <https://www.mayfieldk12.com/jr-sr-high-school/code-of-conduct-junior-senior-high-school/>

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

No. The district does not have a Parents' Bill of Rights for Data Privacy and Security.

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

Yes, and I will upload the policy.

13a. Please upload the policy that addresses the district's planned response to an information breach.

4526.2.pdf

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

https://www.mayfieldk12.com/wp-content/uploads/Technology_Plan_2016.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.

2018-2021 Instructional Technology Plan - 2018**VI - Sharing Innovative Educational Technology Programs**

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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 checked="" 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 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.	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <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

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	Katria Hitrick	Elementary Principal	hitrick.katria@mayfieldcsd.org	<input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input checked="" 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 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
Please complete all columns	Chris Wojeski	High School Principal	wojeski.chris@mayfieldcsd.org	<input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum

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

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

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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

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