

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 04/19/2022

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

Michele Ziegler

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.

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

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1. What is the overall district mission?

The Lancaster Central School District's purpose is to provide our students with a comprehensive educational program that will allow them to develop fully the necessary academic and social skills to become responsible and productive members of a democratic society.

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

TECHNOLOGY VISION STATEMENT District staff, faculty and students will be immersed in a culture that has access to technology and information anytime, anywhere and on any device to maximize productivity and learning.

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.

In preparing the plan for the District, vision was established through interviews with all key district personnel decision-makers. Their vision set the direction for this plan. The Technology Committee provided input through goal setting. A comprehensive survey completed by teachers identified specific needs. A committee of teachers and staff produced the final document. We developed the Instructional Technology Plan with the assistance of district and community members. In addition, the stake-holder groups below assisted with planning during district -wide and community meetings. Listed below are the groups participating and the outcomes of their plan development meetings. **Board of Education Meetings:** Administrators and Technology Mentors presented to the Board of Education and the community throughout the planning process. These presentations included the use of technology in the classroom along with updates to BOE policies. The updates to the policies address current issues along with assisting in creating the foundation for future initiatives throughout the district. **Hardware/Software Meetings:** Administrators and our IS Department meet on a monthly basis to review the needs of the district and discuss technology requests from teachers. These meetings assist in implementation of technology and maintaining consistency throughout the district. It allows dedicated time to discuss technology integration, support teachers and affect student achievement. **District Technology Committee:** This committee consists of teachers from every school building and administrators from every level, including the District office. This committee meets 3-4 times during the school year. The Technology Mentors share technology updates and highlighted uses for technology. A rundown of changes to expect are presented and discussion revolves around continuing to make progress utilizing technology appropriately at every grade level. Teachers and administrators collaborate to analyze best practices and determine the level of support necessary to continue growth. An annual plan is developed regarding professional development opportunities. **Building Level Technology Meetings:** The purpose of the Building Level Technology Meetings was to gather a large group of stakeholders together to present, discuss and brainstorm technology issues, concerns and proposals for the entire Lancaster School District. The meetings included presentations from different perspectives all relating to the status of integration of technology throughout the seven schools and the district office. Buildings were asked to develop a list of the top five greatest technological needs which were discovered through the previous discussion. Choices were collected and reviewed by administration. The information collected has been valuable and allowed decision makers the opportunity to move forward using the voices of participants. **Lancaster Education & Alumni Foundation, Inc (LEAF):** LEAF is an active supporter in the education of our students in the district. Made up exclusively of Lancaster Alumni who graduated as far back as 1945. This committee supports the needs of our district and teachers through Mini Grants that allow teachers to try new technology in their classroom to enhance student learning. Teacher representatives have presented at these meetings and discussed opportunities that enrich the school district. **Name-Title** John Armstrong- Director of Special Education Amy Balling- High School Teacher Jennifer Bandelian- Elementary Teacher Wendy Buchert- Community Member Michael Candella- Secondary Principal Joyann Carroll- Elementary Teacher Michelle Clark- E-Rate contact person Roseann Cook- Elementary Teacher Joseph Darone-Computer Aide Kristi Fry- Elementary Teacher Gregory Heer- Elementary Administrator Tim Johnson- Microcomputer Tech Support Specialist Mary Kovach- Technology Integration Specialist BOCES Andrew Krazmien-Director of Secondary Education Andrew Kufel, Ph.D.- Assistant Superintendent for Curriculum, Instruction and Pupil Personnel Services Stephanie Lackie-Secondary Principal Denise Latella-Computer Aide Cherie Lunger-Elementary Teacher Karen Marchioli- Director of Elementary Education Kimberly Metzgar-Technology Mentor Eric Miller-Information Services Manager Julie Palmeri- Elementary Teacher Jamie Phillips- Assistant Superintendent for Business and Support Services Melissa Prior-Elementary Teacher Leanne Russ- Elementary Teacher (Spec. Ed) Dana Powers-Computer Aide Cheryl Randall-Website Auditor Michael Sage- Community Member Jill Santoro- Technology Mentor Karen Sepe-Elementary Teacher Michael J. Valley, Ph. D.- Superintendent of Schools Kim Wild- Computer Aide Linda Witt-Computer Aide Robin Zahm-Technology Mentor Michele Ziegler- Director of Instructional Technology and Accountability Judy Zitzka-Middle School Teacher

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

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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 2022-2025 plan is an extension of our previous plan. With the timeless nature of our goals, we continue to utilize the resources both physical and intellectual to provide an innovative environment for our students, faculty, and staff. **Goal # 1** Maximize technologies to enhance standards-based, data-driven curriculum, instruction, and assessment to increase student motivation and achievement. Through the pandemic we became more efficient with our processes and are able to streamline instructional planning by aligning curriculums, sharing resources, holding students accountable and celebrating achievements. We showcased the highlights within the challenges of the pandemic through a regular addition to our district communications called, Silver Linings. **Goal # 2** Optimize use of current communication tools to improve and support collaboration and learning within the district and global community. During the pandemic, RUVNA was utilized for health screening checks by families, faculty, and staff. Over the last year we have transitioned to School Messenger for our notification system. We have been able to expand the use of the notification system to aid in communication from instructional and extracurricular leaders, fund recovery, health notifications, etc. Google Meet became the primary communication tool used for instruction, communication, special events, meetings, and more. **Goal # 3** Support and manage efficient integration of technologies and personnel to enhance district operations. The new plan expounds upon this goal to include a new onboarding process for all employees ensuring all access needed to perform their job. Since the last plan began we have added Frontline for professional development and CTLE tracking and last year we upgraded to RedRover for absence management. The IS department has evolved to increase efficiency and user support options including live/remote, the creation of targeted online resources (eLearning, password reset), device management and troubleshooting. Migration to a help desk and asset management system designed to facilitate the 1:1 device environment drove the focus on the importance such a system makes on day to day operations and is encouraging the district to find better solutions. **Goal #4** Promote a culture that models responsible digital citizenship. Through the years of the last plan we learned just how important digital citizenship is as we witnessed students engage online first hand. Together we navigated online learning and using digital platforms as means of staying connected. Our future plans include enhanced digital citizen instruction at different grade levels along with access to training for faculty and staff. **Goal #5** Ensure that all district personnel have opportunities to increase awareness, knowledge and application, of technology. This remains a priority. Virtual meetings have allowed us to increase our offerings of courses and 1:1 support, for students, families, faculty, and staff. There is great power in the ability to have an end user share their screen, displaying the issue, allowing us to walk them through the solution at their individual pace. Tutorial videos and recordings of training sessions have shown their value in supporting learners to advance at their own pace, without time boundaries. The district also plans to continue to provide robust professional development opportunities. Upon reflection, we see these goals in clearer focus based on our collective experiences. The improvements continue to promote efficiencies and increased capacity throughout our learning community.

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

The 2022-2025 plan builds on and furthers the exponential growth and increase in capacity created during the pandemic. The district went fully 1:1 during the pandemic, and continued that model once in person learning resumed, maximizing new options for teachers and students to communicate, create, and learn, empowered by the most efficient and up to date equipment and support. Concurrent with the pandemic, the district moved to EdLaw 2D compliance, which, coupled with 1:1 devices allowed teachers and students to become more proficient in a limited number of tools, creating common threads across curriculums, grade levels, buildings, classrooms, thereby increasing capacity of students and teachers in EdLaw compliant sites and tools. The shift to 1:1 and EdLaw compliance streamlined PD offerings to focus on the most relevant and utilized technologies, thereby creating further increased capacity, which coupled with increased opportunities for participation developed during the pandemic ie. remote connecting, allowed for more teachers to participate in the targeted PD opportunities. Additionally the pandemic created the need and opportunity for aligning curriculums across buildings, grade levels, and K-12. Creating, sharing, reviewing, and accessing curriculums was streamlined thanks to the district technology at the time, and post pandemic, this alignment is solidly in place and serves as a common language and as the basis for continued exploration, expansion and refinement in an ever changing educational environment. Overall, the pace of the district's progress in all areas of educational technology was extremely accelerated by the needs of the pandemic. The resourceful and purposeful exploration and innovation that met those challenges, resulted in exponential growth in capacity, confidence, clarity, alignment and relevant learning, serve as a solid foundation as we continue to evolve.

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.

Professional development is supported annually through budgetary allocations. Professional development, supported by District Curriculum Technology Mentors, district faculty, vendor representatives and Erie1 BOCES shared staff, is ongoing and focused in the areas of technology. The following are a sample of courses offered:

1. Using Google Slides to Create Virtual Museums/Galleries
2. Jamboard
3. Youtube in Education
4. Pixel Art Mysteries
5. Organizing Your Photos and Files: Mobile, Desktop, Chromebook and Cloud
6. Using Google Slides to Create Interactive White Board Activities
7. Clean Up Your Google Classroom
8. InterACTIVE classrooms
9. Jamboard
10. Youtube in Education
11. Nearpod
12. Pixel Art Mysteries
13. Organizing Your Photos and Files: Mobile, Desktop, Chromebook and Cloud
14. Using Google Slides to Create Interactive White Board Activities
15. Clean Up Your Google Classroom
16. Getting started with First In Math
17. Digital Companion for Expressions Math
18. Getting Started with Edpuzzle
19. Getting Started with Discovery Education
20. Castle Learning
21. Edocrina assessment and data collection

A staff development conference, called Legendary Day of Learning, provides annual professional learning based on current interest and need. This conference day displays and highlights the district's capacity of in-house expertise and up-to-date educational technology. In addition, the District Curriculum Technology Mentors will continue to support technology, with one-to-one and small group support, as well as providing professional development opportunities for teachers in a similar manner as currently exists.

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2022-2025 Instructional Technology Plan - 2021III. 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:**
Significantly
- 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:**
Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Maximize technologies to provide technology-enhanced, culturally and linguistically responsive learning environments and provide standards-based, data-driven curriculum, instruction, and assessment to increase student achievement and motivation.

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

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"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input 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 type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input 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.

Lancaster Central School District aligns its instruction and practices to the Board of Regents' 2010 Statewide Learning Technology Plan as laid out by the Office of Educational Design and Technology. This plan is designed to harness the collective initiatives of the University of the State of New York.

- District will employ three instructional technology mentors
- District will create, through a collaboration between the department of technology and the department of curriculum and instruction, a catalog of technology best-practices
- District creation of an inventory of all currently available tools/resources for student use, amended to include new resources found through district research
- Review of annual Digital Technology Equity survey responses

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.

2022-2025 Instructional Technology Plan - 2021

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
Action Step 1	Curriculum	Provide teachers with copies of K-12 Technology Curriculum Plan for use during curriculum work. District and Building Technology Teams, Core Curriculum Meetings. Evidence of Technology skills in Curriculum Plans.	Building Principal	District and Building Technology Teams, Core Curriculum Meetings.	06/30/2025	\$0.00
Action Step 2	Curriculum	District Technology Committee Members will meet with Curriculum Committees and/or Departments. Core Curriculum Maps reference LCSD Technology Curriculum	Other (please identify in Column 5)	District Technology Committee Members and Elementary and Secondary Directors.	06/30/2025	\$0.00
Action Step 3	Curriculum	Building Technology Teams will review appropriate curriculum at Faculty Meetings. Minutes of Faculty Meetings reflect occurrence of Technology Team presentation.	Other (please identify in Column 5)	Building Technology Teams Building Principals	06/30/2025	\$0.00
Action Step 4	Curriculum	Review current curriculum for compatibility with existing standards. Committee identified areas of need for curricular realignment	Other (please identify in Column 5)	Elementary and Secondary Directors	06/30/2024	\$0.00

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.

2022-2025 Instructional Technology Plan - 2021

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
Action Step 5	Curriculum	Update curriculum to fully align with current standards.	Other (please identify in Column 5)	Elementary and Secondary Directors	06/30/2024	\$0.00
Action Step 6	Curriculum	Updated curriculum finalized and shared with staff. Curriculum distributed to staff.	Other (please identify in Column 5)	Elementary and Secondary Directors	06/30/2025	\$0.00
Action Step 7	Curriculum	Support innovative uses of technology within High School Academies and Project Lead The Way. Model Schools Workshops New technologies in use.	Instructional /PD Coach	Building Administrators	06/30/2025	\$0.00
Action Step 8	Curriculum	Monitor integration of technology resources with research-based strategies (CITW, Kagan, etc.) Evidence of technology resources in research-based strategies presentation and materials.	Other (please identify in Column 5)	Building Principals and Teacher Leaders	06/30/2025	\$0.00

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Optimize use of current communication tools to improve and support collaboration and learning within the district and global community.

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 checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input 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 type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input 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.

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- Quarterly technology committee meetings to review building-level equipment needs and help inform the budgeting process
- Surveys
- Anecdotal evidence
- District-wide technology meetings and department meetings
- Professional development attendance sign-in sheets and evaluations
- Observation of teacher and student utilization

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.

2022-2025 Instructional Technology Plan - 2021

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 1	Communications	Groups feature in Gmail along with Google Meet will be utilized by teachers. CSLO Workshops, and in-district workshops. Use of Hangouts and Gmail Groups.	Other (please identify in Column 5)	District Technology Mentors	06/30/2025	\$0.00
Action Step 2	Communications	Use of virtual worlds for instruction. CSLO Workshops, and in-district workshops. Decision reflected in Building or District Technology Minutes regarding action to be taken.	Curriculum and Instruction Leader	Director of Secondary Education	06/30/2025	\$0.00
Action Step 3	Communications	Increased availability of tools for teachers to communicate with parents. In-district workshops, Google+, Google Meet, Parent Portal, RUVNA and School Messenger, etc. Increased use of multiple tools for communication with parents by teachers.	Other (please identify in Column 5)	Information Services Manager, Director of Instructional Technology	06/30/2025	\$0.00
Action Step 4	Communications	Increased timely use of Gradebook on Parent/Student Portal. In-district workshops. Evidence on Parent and Student Portals of posted student grades.	Other (please identify in Column 5)	Teacher Leaders, Data Coaches	06/30/2026	\$0.00

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.

2022-2025 Instructional Technology Plan - 2021

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	Communications	Enhanced use of electronic communication to parents from eSchool Gradebook on the Parent Portal. Increased number of parents using electronic notifications.	Director of Technology	Director of Instructional Technology	06/30/2025	\$0.00
Action Step 6	Communications	Google Classroom use will increase for teacher/student communications. CSLO Workshops, and in-district workshops	Other (please identify in Column 5)	District Technology Mentors	06/30/2025	\$0.00
Action Step 7	Communications	Utilize virtual tools to collaborate and learn with students both nationally and internationally. Online opportunities for learning are available.	Other (please identify in Column 5)	Information Services Manager, Building Technology Teams, District Technology Mentors	06/30/2025	\$0.00
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 3

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1. Enter Goal 3 below:

Support and manage efficient integration of technologies and personnel to enhance district operations.

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.

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

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- Yearly review of district technology infrastructure and equipment inventory
- Yearly review of work orders and maintenance records via electronic ticketing system to inform future purchases
- Annual consultation with Erie 1 BOCES and senior technology specialists regarding district network infrastructure

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.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	Monitor and ensure systems to monitor and ensure network	Other (please identify in	Information Services Manager	06/30/2025	\$0.00

2022-2025 Instructional Technology Plan - 2021

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
		security. Vendor training Consistent monitoring of systems in place	Column 5)			
Action Step 2	Infrastructure	Maintain conditions required to provide for remote access to student server folders. In district workshops. Student Server folders accessible from any internet-enabled device. through VMware VDI.	Other (please identify in Column 5)	Information Services Manager	06/30/2025	\$0.00
Action Step 3	Infrastructure	Maintain access to Google Drive for students. District applications available to students from any internet-enabled device.	Other (please identify in Column 5)	Information Services Manager	06/30/2025	\$0.00
Action Step 4	Infrastructure	Monitor and maintain secure controlled wireless environments within buildings for staff and students. Wireless communications secured and available.	Other (please identify in Column 5)	Information Services Manager	06/30/2025	\$0.00

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	Infrastructure	Monitor managed and unmanaged guest mobile access to wireless.	Other (please identify in Column 5)	Information Services Manager	06/30/2025	\$0.00
Action Step 6	Infrastructure	Allow guest access to wireless for personal use. Vendor chosen	Other (please identify in	Information Services Manager	06/30/2025	\$0.00

2022-2025 Instructional Technology Plan - 2021

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
		and access to network viable for guests.	Column 5)			
Action Step 7	Infrastructure	Determine curricular need and format for saving student work from year to year. Students have resource for saving exemplary work from year to year.	Other (please identify in Column 5)	Curriculum Office Information Services Manager, District Technology Mentors	06/30/2025	\$0.00
Action Step 8	Infrastructure	Integrate use of RedRover, new absence Management system along with SchoolFront, a new onboarding system.	Other (please identify in Column 5)	Assistant Superintendent for Human Resources	06/30/2023	\$0.00

8. Would you like to list a fourth goal?

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Promote a culture that models responsible digital citizenship.

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

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.

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

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- District will create, through a collaboration between the department of technology and the department of curriculum and instruction, a catalog of technology best-practices
- District creation of an inventory of all currently available tools/resources for student use, amended to include new resources found through district research
- Review of annual Digital Technology Equity survey responses

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.

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

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
	Policy/Protocols	Training that advocates and practices safe, legal and responsible use of information and technology. Provide workshops for teachers and administrators Teacher and administrator attendance at workshops	Other (please identify in Column 5)	District Technology Mentors Library Media Specialists	06/30/2024	\$0.00
Action Step 2	Policy/Protocols	Provide teachers with training on copyright and fair uses practices. Teacher and administrator attendance at workshops	Assistant Superintendent	Assistant Superintendent for Curriculum & Instruction	06/30/2023	\$0.00
Action Step 3	Policy/Protocols	Provide ongoing training for teachers	Curriculum and Instruction Leader	Curriculum Office	06/30/2025	\$0.00
Action Step 4	Policy/Protocols	Continue to investigate communication strategies for disseminating copyright and fair use policies to entire faculty. Information disseminated to staff.	Assistant Superintendent	Curriculum Office	06/30/2025	\$0.00

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	Policy/Protocols	Model digital citizenship within lessons. Lessons include digital	Other (please identify in Column 5)	Media Specialists Classroom Teachers District Technology Mentors	06/30/2025	\$0.00

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
		citizenship				
Action Step 6	Policy/Protocols	Provide direct instruction to students as appropriate. Workshops by District Technology Mentors Lessons with students at targeted levels	Other (please identify in Column 5)	Building Technology Teams, Media Specialists, District Technology Mentors	06/30/2025	\$0.00
Action Step 7	Policy/Protocols	Support anti bullying initiatives within classroom instruction. Ongoing staff development on current social media outlets. Evidence of lessons taught in classrooms.	Other (please identify in Column 5)	Building Principals School Counselors, Social Workers, SRO, District Technology Mentors	06/30/2025	\$0.00
Action Step 8	Policy/Protocols	Review AUP policies, regulations and forms. If necessary, changes made in documents	Superintendent	Director of Instructional Technology, Information Services Manager	06/30/2025	\$0.00

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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1. Enter Goal 5 below:

Ensure that all district personnel have opportunities to increase awareness, knowledge and application of technology.

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

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). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input 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 type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input 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.

Lancaster Central School District aligns its instruction and practices to the Board of Regents 2010 Statewide Learning Technology Plan as laid out by the Office of Educational Design and Technology. This plan is designed to harness the collective initiatives of the University of the State of New York.

- District-wide technology meetings and department meetings
- Professional development attendance sign-in sheets and evaluations
- Observation of teacher and student utilization

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.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Developme	Continue to investigate ways to incentivize	Assistant Superintendent	Assistan t Superintendent for Curriculum,	06/30/2025	\$0.00

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
	nt	virtual staff development for teachers, administrators and staff. Model in place for obtaining inservice credit for virtual staff development.	ent	Instructi on and Pupil Personnel Services		
Action Step 2	Professional Development	Access and training for teachers in use and implementation of assistive technologies. Use of assistive technologies as needed by students.	Other (please identify in Column 5)	Special Educatio n Assistan t Director of Special Educatio n District Technology Mentors	06/30/2025	\$0.00
Action Step 3	Professional Development	Identify specific technology needs of teachers, based on survey results, to drive creation of new professional development opportunities. Increased attendance at Technology workshops.	Other (please identify in Column 5)	District Technology Mentors	06/30/2025	\$0.00
Action Step 4	Professional Development	Continue to support teacher technology leaders, through additional staff development offerings, as they assist others. Increased attendance of Teacher Leaders at workshops.	Other (please identify in Column 5)	Building Technology Teams District Technology Mentors	06/30/2025	\$0.00

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	Professional	Increase opportunities	Other	Information Services	06/30/2025	\$0.00

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
	Development	for IS to attend training with vendors and at BOCES. Increased attendance at workshops	(please identify in Column 5)	Manager	025	
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

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.

Lancaster's integration of technology into instruction has been planned and supported over the past ten years. We have used class sets of computers and have incorporated a bring your own device policy to supplement devices at grades 7-12. The classroom sets of devices, as well as labs in the schools, have been available and well used by students and teachers in the instructional process. The District currently supports technology through Library Media Centers, as well as with three Technology Mentors (assigned specifically to work with teachers on instructional applications for technology). In each building, lead teachers (part of the District Technology Committee) explore emerging technology, and provide support for their colleagues in technology applications. The District's commitment to Kagan Cooperative Learning, coupled with technology applications, attempts to insure that all students' needs are addressed and accommodated. Differentiation of instruction, as well as any individualization of student learning, becomes more of an option with additional devices. Currently, students use class sets of 4 to 5 computers, as well as Chromebooks which can be signed out for classroom use. Additional devices, managed with the assistance of Library Media Specialists and support staff, will permit further integration of the technology into instruction. Ongoing data analysis of student work, already in place throughout the district, reveals areas of concern for individual students, whether general education, special education, or ELLs. Technology provides another option for addressing these gaps, and the supportive training of teachers in technology applications, as well as the availability of the devices, assists teachers. It is critical that the support mechanisms be in place, and, in Lancaster, we believe that we have people designated for these tasks. Technology requests for students with special needs are reviewed and supported through the District's Committee on Special Education, as well as the District Hardware/Software Committee, which handles and processes these requests for assistive technology. We have been fortunate, in that requests for assistive technology have been funded both by the District and through federal grants when appropriate, such that any justified and appropriate request has been honored and funded. We also allocate much of our state instructional materials aids to support technology purchases for the District.

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.

In order to provide equitable learning everywhere, all the time, we will continue to pursue the following measures. With the pandemic forcing us rather quickly, into a **1:1 initiative**, we have been diligently working to perfect our procedures for getting working devices into the hands of all students. We will continue to refine our process to make it more and more efficient in order to eliminate any loss of instructional time. For those students who, for various reasons, do not have access to home wifi, we will continue to provide portable **mifi hubs**. These devices will allow students to participate in remote learning as well as complete all school assignments. A robust **customer service network** has been established to provide personal and immediate attention to any student having difficulty of any kind. No family will be left without service or access. This network includes Computer Aides, Technology Mentors, and Information Services Personnel who are available either in person or through phone or digital means. An email address (elearning@lancasterschools.org) has been created as well to provide as many points-of-contact as possible. We will continue to provide an **organized procedure to repair, maintain and** if circumstances require, **replace** devices which are in disrepair or damaged. For those students who have devices which are no longer in working order, we are able to quickly respond by providing a loaner device while the student device is being assessed. We will continue to research and provide a **comprehensive suite of cloud-based applications** which will allow all students to access and engage in school work using the district supplied devices. These applications will require no extra hardware, software or accessories. We will continue to **coordinate with the Lancaster community** to provide services to all of our students. Our partnerships include the Village of Lancaster, Lancaster Public Library and the Lancaster Youth Bureau. Future endeavors to further our inclusivity involves **virtual desktop integration** which will allow students to access their school desktop applications from their school issued chromebook in any location. A **wireless infrastructure refresh** will be implemented this summer in order to continue to provide strong and reliable internet connectivity (**WiFi 6**) to each and every district user, classroom, and device.

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.

Lancaster Central School District insures equitable access to instruction, materials and assessments in classrooms throughout the district. Our multi-modality approach includes inter-write boards, tablets, chrome books, video recording and voice to text where necessary. Our assessment programs are able to modify assessments to address the specific needs of our students with disabilities while maintaining the rigor. Additionally, we can adapt online assessments to be read and reread as needed for students. Lancaster Central School District responds to the assistive technology needs of students with disabilities via discussion at the students annual review meeting. We employ the use of appropriate evaluations in order to determine the specialized manner in which to address the needs of students with various disabilities.

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 checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 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 15 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 checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" 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 checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" 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 checked="" 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 type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input checked="" type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input 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 - 2021V. 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.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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- 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	4.00
Technical Support	8.50
Totals:	13.50

- 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	Chromebooks	866,898	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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
2	End User Computing Devices	Chromebooks	1,066,608	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	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"/> 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	
3	Network and Infrastructure	Wi-Fi 6 Wireless Refresh	200,385	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	VMware VDI	321,078	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	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"/> 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	
Totals:			2,454,969			

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

Yes

4. **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.lancasterschools.org/site/default.aspx?PageType=3&ModuleInstanceID=32975&ViewID=5C8B25C6-C8F8-4BD5-923B-8A7C70A93DDA&RenderLoc=0&FlexDataID=39589&PageID=24471&Comments=true>

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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 checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input checked="" type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input checked="" type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology
<input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input checked="" type="checkbox"/> Digital Equity Initiatives	<input checked="" 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	Michele Ziegler	Director of Instructional Technology & Accountability	mziegler@lancasterschools.org	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" 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	Eric Miller	Information Services Manager	emiller@lancasterschools.org	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" 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
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.