

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Donna Basting

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

Assistant 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 - Annually - 2018

II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

The Dover Union Free School District is a united community committed to enriching the lives of students through education.

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

The Dover Union Free School District will work to create a learning environment that includes the use of technology to engage students in meaningful work aligned to content and Common Core Learning Standards. Grades 6 -12 will be modeled on a 1:1 student to device model, while in grades K-5 teachers will work to utilize technology in stations to support the development of skills needed for students as they approach more ubiquitous technology access. The key to this technology deployment will be sustained, purposeful professional development related to understanding the pedagogical opportunities these tools offer. As we implement the Technology Teaching Fellows program, we will build new competencies among the faculty and will seed the technology deployment in a staged and instructionally focused way. We believe this will help us arrive at our goal and facilitate our digital transition in the smoothest possible way for both faculty and students.

Vision and Goals:

- “We will ensure that technology is seen not as another initiative, but as integral to the curriculum.” Alan November
- We believe that the long term goal of the Dover Union Free School District should be to move to a learning environment where technology is ubiquitous and used purposefully and regularly as a learning tool with a goal of achieving "techquity" across all grades and subject areas.
- We believe students should focus on higher level, transferable skills because we cannot "bank technology skills" early in a student's educational career that will be useful later. In other words, with the pace at which technology is moving, it is important to show students how to use technology to support learning and meaning making and not to train students in how to point and click in specific applications.
- We believe purposeful, long term, contextually sensitive professional development is the key to successful education technology implementation.
- We believe that large scale deployment of technology to teachers is the first step in a larger scale technology deployment for students.
- We believe the adults (administrators, faculty and staff) must make 21st century tools part of our everyday work-flow.
- We believe that significant infrastructure upgrades will be needed to smoothly facilitate technology integration.
- We believe that technology plays a critical role in the future of curriculum development and alignment for our district.
- We believe that technology plays a vital role in all stages of assessment and can be a key tool for creating reliable, actionable classroom data.
- We believe that some learning contexts may require different or specialized tools, and we commit to developing systems to test and select these tools.
- We believe that technology offers an unprecedented opportunity to foster parent involvement in the classroom.
- We believe parents need training and support in the purposeful use of education technology.
- We believe we are and will be a Google applications school.
- We believe that Chromebooks are currently the best solution for educational technology for students and teachers.

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

	List Goals
Goal 1	Over the next several years, the Dover UFSD will continue to implement a 1:1 initiative for grades 6 - 12 increasing one grade per year after the initial year of implementation (2017 - 2018) in grades 6 - 8. The district will also make device stations available in each elementary classroom (K - 5) and multiple class sets available for full class usage at the elementary and high schools.
Goal 2	Teachers will continue to receive ongoing strategic professional development, differentiated by ability, to assure that technology is used purposefully and regularly across all grades and subjects as a tool for teaching and learning.
Goal 3	Students and teachers will use technology as part of their everyday workflow to support their learning. While this may look different at each grade level, technology will be used in many areas including assessment, feedback, critical thinking, data-driven decision-making, school-home communications and curriculum development and alignment,

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

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

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.

A district-wide Technology Leadership Team began meeting in January, 2015, to develop the district instructional technology plan. The committee meets twice monthly to discuss and develop a short and long term technology plan. Stakeholders groups include central office administrators, the district technology director, building principals, teachers from each building and parents. The superintendent set the following charge: The goal of the Technology Leadership Team is to develop a comprehensive technology plan for the District that provides a focused plan to use the Smart Schools resources of \$1,037,000. In developing this plan, the committee should address the seven keys to success recommended in the Smart Schools Commission Report. These seven keys are:

- Embrace and expand online learning which will break down geographic barriers, provide access to the best sources of instruction in the world, and level the playing field for students in rural and smaller school districts.
- Utilize transformative technologies, such as tablets, laptops, and interactive whiteboards to deliver differentiated instruction tailored to students' specific abilities and needs that lets them learn and advance at their own pace.
- Connect every school to high-speed broadband using technology that is capable of scaling up over time and deliver sufficient wireless capability to serve every student.
- Extend connectivity beyond the four walls of the classroom so students from all backgrounds have equal access to the information superhighway.
- Provide high-quality, continuous professional development to teachers, principals, and staff to ensure successful integration of technology into the teaching and learning experience.
- Focus on in-demand STEM skills to ensure that students graduate with 21st century skills.
- Plan, plan and plan again. Plan should include grade-level proficiencies and outcomes in learning

Technology Leadership Team membership is voluntary. Team members invited to participate included District and building administrators, the technology director, a BOE member, at least two teachers from each building, library media specialists, and parents either on the committee (if available) or surveyed for their input. The Technology Leadership Team worked to develop a Technology Infusion Model Classrooms initiative creating strategic classrooms across the district to build teacher leadership capacity around the use of technology in the classroom. The Technology Leadership Team also worked to select candidates from applicants to participate in this initiative. The team examined and evaluated the roll out of the various phases of the plan as they moved from ideas to action. This allowed the group to recalibrate and respond to the needs of the district as the plan took hold.

Recommendations from the team were reviewed by the District Instructional Curriculum Management Committee (comprised of administrators, teachers, parents and Board of Education members) then brought to the Board of Education for input and approval. The process remains in place for additions, deletions, updates and changes to the Instructional Technology Plan.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

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

Topic	Audience	Method of Delivery	Dates
Administrator Workflow Training	Building and District Administrators	Technology Coach, Job Embedded Learning, Collaboration. This ongoing training enables administrators to create digital works flows to facilitate development of personal digital habits, the sharing of information, the collection of data and the documenting of professional practice.	November, 2017 - August, 2019
Teacher Training Workflow	Building and District Administrator	Technology Coach, Job-Embedded Learning, Collaboration. This ongoing training will enable teachers to create digital works flows to facilitate development of personal digital habits, the sharing of information, the collection of data and the documenting of professional practice.	November, 2017 - June, 2021
Round 3 Model Classroom training	Round 3 Model Classroom Teachers	Technology Coach, Initial Model Classroom Teachers, Job-Embedded Learning, Collaboration	July, 2017 Intense Training; Sept. - June, 2018 - Monthly meetings.
Round 1 - 3 Model Classroom training	Round 1 - 3 Model Classroom Teachers	Technology Coach, Job-Embedded Learning, Collaboration	September, 2015 - June 2021 Ongoing meetings (weekly - monthly depending on need
Teacher Workflow Training	K - 12 Teachers	Technology Coach, SYSOPs, Model Classroom Fellows. P.D. online and blended technology courses, Job-Embedded Learning, online collaboration	October, 2017 - March 2021 Superintendent's Conference Day Sessions; before/after school sessions, ongoing over 3-year period
Pedagogy Shifts in Instruction (Elem. and Secondary)	K - 12 Teachers	Technology Coach, Model Classroom Teachers, p.d. online and blended technology courses, job-embedded learning, collaboration	October, 2017 and ongoing
EdTech Boot Camp	K - 12 Teachers	Technology Coach, Model Classroom Teachers, In-Person training, Job-Embedded Learning, Collaboration	7/18 Intense training; Sept. - June, 2019 - ongoing meetings as needed
Workshops to highlight specific pedagogical practices related to technology in the classroom	Model classroom teachers from each cohort	These teachers develop in person inquiry workshops that present the work they are doing in their classroom by introducing participants to a specific practice, discussing the theory and implementation, asking participants to try the practice out themselves and examining and learning from	9/16 and ongoing

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

student work provided by the
presenter.

- 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 Technology Leadership Team meets two times per year (Fall and Spring) to address concerns, revise systems and procedures and evaluate progress. Additionally, surveys are used as needed to gather feedback to move forward (i.e. - teacher survey on professional development needs, parent and student surveys on how technology is being used in the classroom).

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 - Annually - 2018

III. Action Plan - Goal 1

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Over the next several years, the Dover UFSD will continue to implement a 1:1 initiative for grades 6 - 12 increasing one grade per year after the initial year of implementation (2017 - 2018) in grades 6 - 8. The district will also make device stations available in each elementary classroom (K - 5) and multiple class sets available for full class usage at the elementary and high schools.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Budgeting Chromebooks will be ordered to ensure they arrive for September distribution.	Business Official	N/A	March (03)	2018	100,000
Action Step 2	Implementation New Chromebooks distributed in grades 6 and 9, as well as class sets in libraries.	Assistant Superintendent	N/A	September (09)	2018	0
Action Step 3	Budgeting Chromebooks will be ordered to ensure	Business	N/A	March	2018	100,000

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	getting	they arrive for September distribution. This will be an ongoing annual order.	ness Official		ch (03)	9	
Action Step 4	Implementation	New Chromebooks distributed in grades 6 and 9. This will be an ongoing annual distribution.	Assistant Superintendent	N/A	Sept. (09)	2019	0

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)

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	se)		se)		se)	se)	
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

Section III - Action Plan

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

1. Goal #2

Teachers will continue to receive ongoing strategic professional development, differentiated by ability, to assure that technology is used purposefully and regularly across all grades and subjects as a tool for 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 checked="" type="checkbox"/> Pre-K-2
<input checked="" type="checkbox"/> Grades 3-5/6
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<input checked="" type="checkbox"/> Students with Disabilities
<input checked="" type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students
<input checked="" type="checkbox"/> Homeless students
<input checked="" type="checkbox"/> Economically disadvantaged students
<input type="checkbox"/> Students between the ages of 18-21
<input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs
<input type="checkbox"/> Other (please identify in Question 3a, below) |
|---|--|

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Budgeting	Asst Superintendent will plan and budget for district technology-related professional development training for the three budget cycles.	Assistant Superintendent	N/A	June (06)	2021	0
Action Step 2	Staffing	A part-time technology coach will continue to be used to train and coach teachers to help them best utilize technology in classroom for teaching and learning	Superintendent	N/A	Sept. (09)	2018	57,000
Action Step 3	Prof	A variety of professional development	Assi	N/A	Aug.	202	63,000

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Professional Development	offerings will be available to teachers, staff and administrators. Courses will be differentiated to cater to the needs of all levels of learners from novice to expert. Courses will be offered on Supt.'s Conference Days, before and after school, and during the summer. Some courses will be mandated while others will be by choice.	District Superintendent		(08)	2018	
Action Step 4	Collaboration	Professional development needs will continue to be evaluated through staff surveys, faculty meetings and observations. The District Technology Team and members of ICMC will review requests and make adjustments, revisions and additions to the professional development offerings based on the needs of the staff.	Assistant Superintendent	N/A	Aug. (08)	2018	0

5. This question is optional.
 If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(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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2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

Section III - Action Plan

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

1. Goal #3

Students and teachers will use technology as part of their everyday workflow to support their learning. While this may look different at each grade level, technology will be used in many areas including assessment, feedback, critical thinking, data-driven decision-making, school-home communications and curriculum development and alignment.

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

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

3. Target Student Population(s)

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

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	Collaboration	After teachers learn about different areas of technology (hardware, software, apps), the district technology coach will assist them in successfully implementing them in the classroom so they get immediate feedback on what is working, what needs revision, and next steps.	Instructional Technology Coach	N/A	Aug. (08)	2019	57,000
Action Step 2	Curriculum	Curriculum alignment to meet the NYS standards in a variety of content areas will continue at all levels. All curriculum work will be warehoused so stakeholders can see, revise, and add to the curriculum as needed. The work will be	Building Principal	N/A	Aug. (08)	2021	37,800

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		completed partly during school hours and partly during the summers.					
Action Step 3	Collaboration	Decisions regarding specific students will be made using data collected and stored electronically. For example, assessment data and progress monitoring will be shared at RTI meetings to determine interventions and next steps in instruction. This information will be stored in RTIm so stakeholders can access it and be apprised of what works and didn't work to help specific students succeed.	Building Principal	N/A	Aug. (08)	2021	0
Action Step 4	Communications	Communications with parents/guardians will continue to improve as principals and teachers emphasize the widespread use of technology tools such as Parent Portal, language translation apps, academic improvement apps (Reflex Math, Journeys and GoMath apps), Class Dojo, etc.	Building Principal	N/A	Aug. (08)	2021	45,000

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.

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
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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2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

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

Digital connectivity will be used to support both teaching and learning in the following ways:

- Technology-infused classrooms with digital learning tools (i.e. - Chromebooks, SmartBoards, etc.) will create blended learning environments for students that will enable them to meet the demands of content and New York State Learning Standards in deeper and richer ways. These classrooms will also allow teachers to develop interactive and engaging learning materials for students.
- Through flipped lessons, online assignments and assessments that allow for immediate feedback to students, learning will occur 24 hours a day, 7 days a week, allowing teachers to meet students need in the most flexible way possible.
- Students will become college and career ready as they learn to make 21st century skills a part of their learning process and develop the workflows and habits of mind that will transfer into a variety of areas.
- Differentiation will be facilitated as teachers leverage data generated to access a quick snapshot of students' current learning and abilities. Teachers ability to measure the effectiveness of the lesson will also be enhanced.
- Teachers and students will be able to share resources to help them improve their own instruction. Resources can also benefit parents.
- Online learning opportunities and the use of open educational resources will increase educational productivity by offering new opportunities.

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.**

Students with disabilities will have access to the same instructional technology and materials as the general education student. Special educators will instruct students with disabilities in how to use a variety of assistive features that are available on Chromebooks. For example, students will learn how to use speech-to-text and text-to-speech. These students will also have access to a variety of differentiated materials, such as additional video tutorials of course content to support relearning of material. Students with disabilities will also have the opportunity to demonstrate learning in different ways allowing teachers to truly assess their progress toward content and New York State Learning Standards. More importantly, these students will be developing the workflows and habits of mind that will help them to meet their academic goals and understand how to support their own learning in the future.

Additional technologies that will aid students will also be made available in an effort to allow them to fully meet the demands of the curriculum. For some students, tablets will serve as a powerful additional tool that will allow them to use the camera to capture parts of class they may need to revisit or as an assistive reading device that is able to provide them with enhanced text experiences.

Students with disabilities served in general and special education classrooms will be provided with assistive technology and materials as identified in their IEPs. The district will also provide assistive technology for pre-school and school-aged students with disabilities who attend non-public schools as identified in their IEPs. The Director of Special Education also will collaborate with BOCES administrators to plan and implement procedures to provide assistive technology as needed to identified students in BOCES programs.

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 - Annually - 2018

IV. NYSED Initiatives Alignment

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 4a, below) |

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

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

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

Yes

- 6a. If Yes, check one.

In the 5 most spoken languages in the district

- 6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <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 word | <input checked="" type="checkbox"/> Promotion and 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 type="checkbox"/> Web authoring tools |
| <input 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 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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 - Annually - 2018

V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.25
Instructional support	0.60
Technical Support	2.20
Totals:	4.05

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	270,000	Both	<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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	180,000	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 type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	N/A

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	345,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Professional Development	N/A	170,000	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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			965,000			

2018-2021 Instructional Technology Plan - Annually - 2018V. Administrative Management Plan

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.**

www.doverschools.org

5. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Stephen Haneman

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.**

Stephen Haneman

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

No

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

Yes

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

Yes

10. **Does the district have an Internet Safety Policy?**

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

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

<https://drive.google.com/file/d/0B0tyaof2kaQMdGpUNIZBMnpzSjA/view>

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

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

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

<https://drive.google.com/file/d/0B0tyaof2kaQMVjZYLVDamFhT1E/view>

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

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

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

2014

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

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

http://www.doverschools.org/uploaded/Faculty/mehlrosa/Parents_Bill_of_Rights_for_Website_-_2014-2015.PDF

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

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

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

<https://drive.google.com/file/d/0B0tyaof2kaQMdmFZUzBMWVFvVVU/view>

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

<https://drive.google.com/file/d/0B0tyaof2kaQMbDc0X1RkMVA1UzVHZjBIbXNzZ2x3eUx6bGVv/view>

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2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

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

<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input checked="" type="checkbox"/> Professional Learning
<input type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Donna Basting	Asst. Supt.	donna.basting@doverschools.org	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input 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.

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Jack Zangerle	Instructional Technology Coach	jack.zangerle@doverschools.org	<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 checked="" 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

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

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

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

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

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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