

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 11/09/2021

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

Brynne Hinsdale

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

Director of Technology

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

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1. What is the overall district mission?

Where we work, learn and grow together through shared effort and support.

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

The vision of Panama Central School District is to empower the students, staff and community to become highly effective in a technological world. Utilizing technology will enhance academic growth, expand curriculum and enable the students to become lifelong learners.

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.

This plan and the vision needed to create a viable technology blueprint for Panama Central School District is the product of the Panama Central School District Shared Decision Making Committee members and the Administrative Team. The Shared Decision Making Committee is comprised of the following: Scott Costantini - 7-12 Principal Lauren Harper - PK-6 Principal Emily Harvey - Director of Instruction & Special Education Brynne Hinsdale - Director of Technology Jennifer O'Dell - Elementary Teacher Evan TeCulver - MS/HS Technology Teacher Pam Warner - Middle School Mathematics Teacher Chad Wakeley - MS/HS Social Studies Teacher Jennifer Johnson - Parent & Community Member The Administrative Team consists of: Bert Lictus - Superintendent of Schools Emily Harvey - Director of Instruction and Special Education Lauren Harper - PK-6 Principal Scott Costantini - 7-12 Principal Amanda Kolstee - Treasurer Brynne Hinsdale - Director of Technology

- Shared decision making meetings
- 12/12/2018 – discussed smart schools planning as well as reviewed the technology plan goals and where we were with them. Discussed K-2 STEM room update
- 3/13/2019 – Discussed STEM Room supplies ordering
- 1/19/2022 – Discussed what was expected in new tech plan, need for goals & staff survey ideas for feedback
- 3/9/2022 – Brainstormed and created 3 goals for new technology plan
- 4/27/2022 – Confirmed goals, discussed action plan items and how to measure if goals were met

Administrative Team - Meets once a week- most every meeting technology is discussed. It is a great way for the Instructional Leaders and the Technology Director to align the use of technology within the district, make technology decisions and evaluate the whether we are meeting the goals of our technology planning

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

It's not a stretch to say that the COVID pandemic has changed something in every aspect of our lives. Planning for this technology plan was not different in that respect. Meetings have been very difficult for our small group to arrange over the course of the last 2 years. We've all been stretched to our limits and technology planning was pushed down the list of items that needed addressed. However, throughout 2020, 2021 and 2022, technology discussions have consistently occurred in weekly Administrative meetings. Many informal meetings between admin and staff have occurred to meet technology needs that came to the forefront during the pandemic. The Shared Decision Making Team was finally able to begin formally meeting again this year to determine our next 3 years of technology goals and planning. To say this was a welcome and momentous moment is an understatement. When the pandemic began, we surveyed parents about their device and internet access. We surveyed them again in the Fall of 2022 to gain insight about where they thought our district should spend Pandemic relief money. We were able to take note of many of their responses and while we may not have been able to use the grant money to meet all of the needs they identified, we have included many of them in the development of this plan. Staff were also surveyed prior to the 2021 school year and again recently we collected their reflections about how their teaching has changed. Their thoughts and experiences were also used to identify our technological strengths and where we needed to provide support to our faculty in the future. Moving forward, we will continue to keep in mind the feedback we've received from both faculty and parents. We've also looked at our previous goals and some of them cannot be classified as complete, however, we used them in the creation of our new goals, and we believe they will be met over time even if they are not officially stated goals. We've also begun to change our focus regarding technology professional development. We will move from training staff on HOW to use devices to best practices in instruction and how to increase differentiated instruction using the technological tools they have access to now.

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

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

When the pandemic shut down school in March of 2020, Panama was able to meet any technology device needs. We were able to send home devices with each student because we were already 1:1 with Apple iPads in all grades except UPK. Our main concerns involved how comfortable our teachers would be teaching remotely as well as how comfortable parents and students would be learning remotely. Grades K-4 had never taken their devices out of the building, but the pandemic forced us to allow this and now, 2 years later, many of these early grade level teachers have found value in sending home their iPads from time to time to support their curriculum. In this way, the goal of Digital equity we were working for by having a 1:1 program before the pandemic was met. While we continue to work towards Digital Equity for all students in this plan, the pandemic affirmed that we were on the right course. Before the pandemic, we were always planning to place technology into our staff and student's hands. Now we are planning to train and utilize best practices with the technological devices. One gap we need to focus on however is finding ways to increase Internet access at homes instead of only in the school building. The pandemic showed us all how critical technology is to learning outside a classroom. It also showed teachers how technology can help them organize their classroom so all students are able to access learning. With our district in a rural setting, securing high speed internet at some students' homes has proved to be difficult. For years we have only focused on our school building and what technology we have available during the school day. At this time students with poor or nonexistent home Internet options are issued an iPad with cellular capability or a hot spot for multiple student households. We have found these can also limit learning and may not work for everyone because cell service is limited to one provider as well as how strong the cellular signal is over our entire district. Professional development offerings have changed mainly because teachers and students have become more proficient with their technology tools because of the pandemic. The results of a recent staff survey show a move from paper-based classrooms to digital assignments using tools such as Google Classroom, Zoom, EdPuzzle, Nearpod. They use these platforms to provide formative assessments, increase the ability to provide synchronous or self-paced lessons and differentiated instruction. As a district we are pleased and proud to see this growth in our faculty. We have begun to offer more best practice and technology integration professional development instead of how-to courses. As teachers have become more comfortable teaching online courses, we have found they are more comfortable learning online as well. We are offering more online courses that allow for a more personalized approach to PD.

6. Is your district currently fully 1:1?

Yes

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.

It has been the commitment of Panama Central School to support on-going staff development for all employees. In particular, Panama Central School has consistently allocated resources for the professional development of its instructional staff. As a result, the requirements of the State Education Department for the development of a systematic Professional Development Plan are consistent with the vision and mission of Panama Central School. The Professional Development plan will address the professional needs of the instructional and administrative personnel to assist them in developing their personal and professional capacities as they align with the New York State Professional Development Standards. The district reviews multiple sources of data that represents student performance on standardized district assessments; universal screening assessments, and New York State Assessments in order to articulate district professional goals and priorities. Universal screening assessments instruments will consist of common formative assessments as well as curriculum-based assessments created in line with the P-12 common core learning standards. The inquiry data driven process serves to maintain focus on both the professional development initiatives and the effectiveness of instructional strategies on student achievement. The primary goal of the plan is to maximize student performance by empowering teachers to implement current research based practices and technological tools to enable all students to meet or exceed their potential. The district determines teachers' professional development needs using program evaluation surveys. The survey affords the staff opportunities to evaluate and reflect on the content and effectiveness of current courses, workshops, and other professional development experiences as they directly relate to teacher understanding of content, pedagogy, and district initiatives. To determine the current capacity of educators in the district, input is gained from building principals as well as the technology staff. Since both of these roles work closely with educators in classrooms, many needs, as well as strengths, of the staff as a whole are easily distinguished. Informal and formal conversations about technology professional development with educators are also taken into consideration when planning annual professional development. Staff members will receive their professional development from various sources. Many times they have the choice of which type of training they prefer, online or in-person. We will offer online and in-person trainings via the WNYRIC in their CSLO coser. We also have purchased licenses to Teq's OTIS online learning platform which covers many different areas of instructional technology professional development. Training opportunities will also be offered via Erie 2 BOCES IES and Erie2 BOCES DL for eSports lab. Many teacher requested trainings will also be offered, such as Savvas Online training for a new reading series and their online components, as well as regular iReady and Phonics 1st workshops.

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2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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

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

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Empower students to be productive, self-directed and creative problem-solvers of common life and educational challenges through the effective use of technology. By graduation, students should understand the spectrum of technology, what it includes, as well as understanding it as a tool.

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.

This goal will be measured by: Pass rate of periodic assessment in specific classes through Google forms in regards to technology terms and devices is 95% Proper technology vocabulary pertaining to Google Classroom and other tools will be posted in each classroom A decrease of 25% "just-in-time" support tickets provided directly from the Technology Department A student run help desk has been created and is manned 75% of the school day Students use a district created knowledge base to solve problems on a regular basis before visiting the help desk or Technology Department

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Provide professional development for teacher on developing	Curriculum and Instruction	N/A	06/30/2025	10000

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		project-based learning	Leader			
Action Step 2	Curriculum	Provide technology project-based learning	Classroom Teacher	N/A	06/30/2025	100000
Action Step 3	Collaboration	Develop a student run help desk	Director of Technology	N/A	06/30/2024	0
Action Step 4	Communications	Create district run student support knowledge base	Other (please identify in Column 5)	Technology Assistant	06/30/2023	0

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

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Empower educators to effectively integrate technology to support curriculum and improve student achievement in a 1:1 iPad school Post-COVID.

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.

This goal will be measured by: Feedback from teachers about offered professional development. Is it positive or negative? Is this a program that should be offered again? Attendance at technology professional development courses will be tracked OTIS online will be used by more than 20 teachers during a school year

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Survey staff on their PD & technology needs to support further technology integration	Building Principal	N/A	06/30/2023	0

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 2	Professional Development	Communicate outside PD opportunities	Curriculum and Instruction Leader	N/A	06/30/2024	0
Action Step 3	Professional Development	Plan & Host PD within the district using BOCES resources	Curriculum and Instruction Leader	N/A	06/30/2023	10000
Action Step 4	Professional Development	Purchase OTIS online PD from Teq	Curriculum and Instruction Leader	N/A	06/30/2023	4200

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.

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Incorporate technology to develop formalized STEAM programming in K-12 such as:

- Robotics
- eSports
- Virtual Field Trips
- Enrichment Curriculum

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

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

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

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

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

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

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

This goal will be measured by: Panama will have an eSport program and will have at least 15 students participating each year A computer lab will be modified to house a STEAM learning Center The enrichment program is using the STEAM learning center 75% of the time Panama will participate in at least 3 robotics & STEAM competitions annually

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	Purchasing	Apply for RUS grant	Director of	N/A	01/01/2	\$10,000

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
		through Erie2BOCES to transform a traditional computer lab into a STEAM learning center	Technology		024	
Action Step 2	Staffing	Assess staffing availability, strengths and program needs. Hire or contract with BOCES for any areas of need that cannot be satisfied by current staffing	Curriculum and Instruction Leader	N/A	06/30/2025	\$50,000
Action Step 3	Professional Development	Provide professional development for staff on using the STEAM learning center	Building Principal	N/A	06/30/2025	\$15,000
Action Step 4	Research	Research and purchase proper devices to use in the STEAM learning center that will be capable to host an eSports program	Director of Technology	N/A	06/30/2023	\$30,000

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

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

8. Would you like to list a fourth goal?

No

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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.**

The district's use of instructional technology is integrated throughout all grade levels and student populations. With the expertise we've gained from an experienced 1:1 program, instructional technology is already considered a main priority and is always a part of any district planning team. The Director of Technology attends weekly meetings with the administration team in order to accurately and effectively support the instructional technology program. Since the pandemic, the Technology Department has seen a large increase in our teacher's use of technology. This can be measured by the increase just-in-time support that is provided to staff members as well as requests for continued professional development in technology. Teachers are consistently asking for online resources and curriculum as opposed to traditional books. Faculty members have become proficient in Google classroom and Zoom as well as online resources such as EdPuzzle, IXL, i-Ready, Lumio and more. The use of many technology based assessments in a 1:1 learning environment allows for student data to be collected in an effective and efficient manner. The district has also recently received a large number of requests for smart boards and was able to meet those requests by using COVID funding. Students are required to show their understanding of skills and concepts through CBT, completing assignments in Google Classroom, Castle Learning, EdPuzzle and Nearpod. Many students have become more proficient than their teachers and we have regular instances where students are supporting their teachers and other students in their uses of technology. The culture of "sharing what you know" and supporting others has always been encouraged at Panama and instructional technology is used as a prominent way to enhance this culture.

- 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.**

During the Spring of 2020, Panama partnered with Panama United Methodist Church as well as the Erie 2 Hewes center to provide high speed internet to those who were struggling with their access at home. Hot spots were hard to get for our region and both organizations enhanced their Wi-Fi networks so it could reach the parking lots. PUMC also set up times students could come into their community room to work if they wanted to spend time there. During summer 2020, we purchased 5 hotspots for students with access issues. These devices were used by different students throughout the year. In Fall of 2021, we purchased 10 cellular iPads and have assigned them to individual students and given hotspots to multi student families. If, at any time, we find students to be struggling with home internet access, devices or charging of the devices, we will work on a case by case basis to provide support to them to overcome the hurdles they are facing.

- 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.**

Students with disabilities in Panama are benefitting from our 1:1 program because every student has their own iPad. This allows each student to configure their device in the best way that works for them. For students with vision issues, we have purchased a larger 12.9" iPad Pro to meet their vision needs. The iPad also allows them to easily zoom in on anything they may need to see easier as well as the ability to enable a magnifying glass for reading. Many students with disabilities use the "Spoken Content" accessibility feature on the iPad which will read any text on the iPad to them. This enables them to be more independent when completing assignments. Students who have trouble writing have also been instructed on how to use text to speech when completing their assignments on the iPad. All students with disabilities are issued a keyboard (students with vision issues have been issued a keyboard with large type font stickers to enable them to see the keys easier) and a Logitech Crayon to interact with their iPad. The crayon allows them to write on their iPad and many programs will use text recognition to change the handwriting to text if it is necessary. By using Google Classroom, teachers can assign different assignments to a variety of students. This enables them to differentiate or modify an assignment quickly, quietly, and efficiently for students with disabilities. When teachers use Newsela, they can assign a particular article written in a variety of levels to students based on their reading levels. Students with limited focus stamina are often given educational gaming apps to incentivize good work ethic. These apps are only assigned to the students' individual iPad and can be easily assigned based on the student's interest. Software like i-Ready, Kids A-Z, IXL, and Delta Math all allows students with disabilities to work at their own level while working in the same application as their peers.

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 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 type="checkbox"/> Technology to support writers in the secondary classroom | <input 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 type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 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)

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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.**

No

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

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

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

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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.

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VI. Administrative Management Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional Support	0.00
Technical Support	1.50
Totals:	2.00

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	N/A	6,000	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
2	End User Computing Devices	N/A	200,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	N/A

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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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" 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	Peripheral Devices	N/A	40,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Instructional and Administrative Software	N/A	60,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" 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:			306,000			

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

Not Applicable

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

<https://www.pacent.org/domain/12>

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**VII. Sharing Innovative Educational Technology Programs**

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

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

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

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

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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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
				<div>Learning with Technology</div> <div><input type="checkbox"/> Infrastructure</div> <div><input type="checkbox"/> OER and Digital Content</div> <div><input type="checkbox"/> Online Learning</div> <div><input type="checkbox"/> Personalized Learning</div> <div><input type="checkbox"/> Policy, Planning, and Leadership</div> <div><input type="checkbox"/> Professional Development / Professional Learning</div> <div><input type="checkbox"/> Special Education Instruction and Learning with Technology</div> <div><input type="checkbox"/> Technology Support</div> <div><input type="checkbox"/> Other Topic A</div> <div><input type="checkbox"/> Other Topic B</div> <div><input type="checkbox"/> Other Topic C</div>

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