

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 07/19/2021

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

Onyx Peterson

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

Chief Information Officer

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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?

Inspiring students to become tomorrow's leaders beyond Academy Field.

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

Through the work of all, we will achieve inclusive excellence.

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.

We conducted a survey of instructional staff during February/March, 2022 with over 150 respondents. We held in-person stakeholder meetings during March, 2022 with parents and students. The planning process began in the fall of 2021; however, the majority of the administrative team leading the work changed between November and January. We restarted the planning process in February 2022. The administrative technology team meets bi-weekly to discuss issues regarding the department and the ongoing status of our Technology Plan. Stakeholder groups meetings have been held in-person as allowed. As a result of our stakeholder meetings and the feedback collected through the surveys, we have shifted our thinking from the purchasing of new technologies to one of truly supporting instruction through the use of technology. Yes, we will need to continue to purchase new technologies; however, the focus is to use the tools that we already have available in a much more meaningful way.

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

The planning process for the 2022-2025 Technology Plan differed from the previous planning process in that we had to consider how to engage stakeholder groups through virtual means. For the large part of the planning period, in-person meetings were not allowed; however, we took advantage of virtual options, and when finally allowed to meet in-person we did so. As we have worked through the planning process and reviewing our prior plan, we have acknowledged that technology initiatives that stand alone are rarely successful, and as such, we are working diligently to make sure that our goal-setting process is attached to current initiatives that are supported by multiple departments including the Division of Curriculum & Instruction, the Division of Grants, and the Division of Exceptional Learners. By aligning the Instructional Technology Plan with the work that is already underway through multiple departments, we believe that we have a much better chance of our work being integrated into the classroom. In looking at our previous goals, we are looking to be much more precise. Our goal is to support instruction through the use of technology, and yes, that may include new technologies; however, the focus is to use the tools that we already have available in a much more meaningful way. For example, we have interactive whiteboards in all of our classrooms. Upgrading to the newest version, although likely to occur, is not part of our Instructional Technology Plan. We are seeking to focus on the instructional skills that are needed to interact with any whiteboard, and not a specific tool.

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

Many lessons were learned during the pandemic. First and foremost, we learned that both our staff and our students are capable of learning to use technology in ways that are novel to them. Although we didn't have time to plan for the pandemic through PD, our staff stepped up, helped each other, and were able to develop engaging lessons in a virtual setting. As we transition out of the pandemic, the lessons that we learned are now giving us options to provide to families and students in unique situations. For example, our 1:1 device initiative allows us to have students who are suspended or out on medical leave to be able to continue to engage with their instructors. Also, we can provide tutoring in a virtual setting for students who are unable to find transportation to public spaces during those situations. With regard to internet connectivity, we have found that a great majority of our families have reliable internet access, and in those instances where finances or location interfere with that access, our collaboration with Verizon and TMobile have allowed us to provide all students and staff with hotspots. The pandemic surely stretched our ability to purchase and deploy devices to all students. Prior to the pandemic, the majority of our devices were stored in schools in mobile carts; however, at the start of the pandemic we pushed those devices out to students to take home. We are now seeing a much higher wear and tear on our devices, and as such, we have had to significantly increase the amount of devices that we are purchasing on a yearly basis. We do have concerns that once the federal stimulus monies go away as to how we will continue to refresh our 1:1 devices on an annual basis. We have seen that both our students and our staff are now much more technologically proficient than prior to the pandemic. Our staff are able to navigate on-line resources and Google Classroom with much more efficiency. Our students were able to quickly learn how to join Google Meets, interact through Google Classroom, and access resources provided digitally by their instructors. No longer is the thought of doing something virtually as big of a lift as it was prior to the pandemic. Parent/community stakeholder engagement is probably as challenging now as it was prior to the pandemic. Pulling together people whether in-person or virtually requires the same sort of strategic planning.

6. Is your district currently fully 1:1?

Yes

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7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

The 2018-2021 Learning Technology Plan goals included: digital convergence, student learning through the meaningful integration of technology and staff professional development and engaging instruction. The Instructional Technology Facilitators (ITFs) provide ongoing professional development for instructional hardware and software throughout the school district. Professional development is facilitated with instructional applications including, but not limited to: PearDeck, Book Creator, Google Suite (Slides, Docs, Forms, Sheets, Drawings, Classroom, Meet, etc.), EquatIO Read & Write. The team also provides ongoing support for hardware including Chromebooks, laptops, Mac labs, interactive boards, iReady, sound recording etc. Teachers, staff and administrators are also supported in the usage of the Infinite Campus student management system for Gradebook setup, Google Classroom sync, attendance and communications. **How the district determined the current capacity of educators?** According to the Instructional Technology Plan Survey 22-25 (Responses), on a likert-type scale of 1-5, 130 teachers indicated an average of 3.8 and 10 building administrators indicated an average of 3.6 for the following prompt: "Teachers and staff are proficient in the use of technology for learning." This suggests that the professional development activities from the (ITFs) are contributing to the overall favorable self-rating. **How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest.** ITFs provide individualized support to teachers according to personal interests and needs. Teachers schedule building level ITFs for individual and group PD sessions. ITFs also model instructional technology strategies and software by "pushing-in" to classes. ITFs and administration collaborate to target needed PD and support. **How the effectiveness of the professional development plan will be evaluated** The effectiveness of the PD plan is evaluated based on pre and post PD surveys. Teachers complete pre and post surveys for professional development sessions to determine areas of growth and areas of support. The surveys include specific questions about the teachers knowledge and understanding of the software in which the ITF is providing professional development. The data informs decision making for reteaching and follow-up sessions as needed. **Plans for implementation support or follow-up, if any.** The Technology Department will develop a Digital Citizenship curriculum for push-in lessons facilitated by the ITFs. PD will be provided to staff members to utilize the supplementary digital resources in their classrooms.

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

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**
Moderately
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:**
Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Develop a linguistically and culturally responsive digital citizenship curriculum for K-5 classrooms.

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

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

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

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

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

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

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

The district is the recipient of the Learning Technology Grant. As part of that grant, we are required to measure the impact on student learning. We are currently evaluating software platforms such as Learning.com which has available both pre- and post- instructional assessments aligned with the ISTE standards. Because these assessments would be tied directly to personally identifiable information, we will also need to evaluate the software for Ed Law 2D compliance. Once the software platform is chosen, our plan is to compare pre- and post-assessment scores. Based on the data and trends we observe, we will then work with our Instructional Technology Facilitators to revise the curriculum and lessons. Our goal will be achieved when 80% of our students are able to score at the proficiency level in the content area of digital citizenship.

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	Staffing	Recruit instructional technology facilitators (ITFs), ENL teachers,	Director of Technology	N/A	09/01/2022	\$0

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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
		and special education teachers who are interested in developing the linguistically and culturally responsive digital citizenship curriculum.				
Action Step 2	Curriculum	Create an annual curriculum cycle for digital citizenship which includes the creation of grade-band specific curricula, exemplar lesson plans, and opportunities for revisions based on feedback from educators.	Director of Technology	Curriculum Team	12/01/2022	\$10000
Action Step 3	Professional Development	Provide professional development to all Instructional Technology Facilitators on the integration of the digital citizenship curricula into the K-5 classrooms.	Director of Technology	Instructional Facilitators	06/30/2023	\$5000
Action Step 4	Implementation	Implement the digital citizenship curricula into the classroom setting for grades K-5 with support from the instructional technology facilitators (ITFs).	Teacher on Special Assignment	Director of Technology	06/30/2025	\$0

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

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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
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:

The district will increase access to technology-enhanced, culturally- and linguistically-rich digital citizenship curricula through the creation of a digital learning hub with resources available in both English and Spanish.

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.

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

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

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

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

Student Learning: The digital citizenship student assessments identified in Goal #1 will be used to measure the impact on student learning.
Engagement: Website traffic data will be monitored to determine the level of engagement from the school community with the materials published to the hub. We will use Google Analytics to establish a baseline of use. Once we have established our baseline, we will look to increase usage by 10% on an annual basis.

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	Professional Development	The Goldback Digital Citizens team will receive professional development on digital	Director of Technology	N/A	12/31/2022	\$10,000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		citizenship.				
Action Step 2	Curriculum	The Goldback Digital Citizens team will create digital citizenship resources on the digital Hub by grade band in the technology Hub website for students, teachers and families.	Director of Technology	N/A	06/30/2025	\$60,000
Action Step 3	Evaluation	Website traffic data will be analyzed on an annual basis.	Director of Technology	N/A	06/30/2025	\$0
Action Step 4	Evaluation	Feedback will be collected through an annual survey to determine if the Hub is meeting the needs of our school community.	Director of Technology	N/A	06/30/2025	\$0

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #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:

The district will establish a hardware and device replacement cycle in order to ensure sufficient, equitable, and reliable access to high-speed connectivity and devices for all learners and educators..

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

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

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

- | | |
|--|--|
| <input 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.

Access to High-Speed Connectivity

- Measure connected devices and available internet bandwidth in building. Measure baseline usage vs new usage as new access points and network equipment are brought online. The data that is collected will be analyzed to determine if additional hardware and/or bandwidth is needed to meet the instructional needs of students and educators. This goal will be accomplished if we are able to achieve ubiquitous, reliable high-speed connectivity at our current rates or higher.
- Measure and determine current profile of district technology alignment to the NIST Cyber Security Framework in all areas and determine attainable Target Profiles. We will establish our baseline alignment during the 2022-2023 school year and each year thereafter we will measure our alignment against the same standards. We will have met this goal if we see annual movement toward full alignment.
- Utilize technology capacity evaluation tools such as AppNeta, Aruba Wireless Sensors and Ekahau to determine outages, network usage, potential bottlenecks or low/no coverage areas in district areas. The data collected from these tools will allow us to conduct analyses that are currently unavailable to meet these challenges. We will have accomplished this goal if we are able to improve full wireless coverage to more areas of the network.

Access to Devices

- Establish a four-year replacement cycle for all student and educator devices. This will be measured by our ability to replace 25% or more of devices on an annual basis.

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

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	Upgrade access points for new wireless standards.	Director of Technology	Senior Network Manager	06/30/2025	\$1,000,000
Action Step 2	Infrastructure	Implement/upgrade cybersecurity software to NIST standards.	Director of Technology	Senior Network Manager	06/30/2025	\$250,000
Action Step 3	Purchasing	Replace 25% of student and educator devices on an annual basis.	Director of Technology	N/A	06/30/2025	\$5,000,000
Action Step 4	N/A	N/A	N/A	N/A	07/01/2022	0

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

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

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.**

As we emerge from the pandemic, an entirely new instructional technology paradigm exists. Whereas the equitable access to devices and internet connectivity were the primary focus prior to the pandemic, today, we find ourselves in a position where access to both devices and reliable, high-speed internet are ubiquitous. Our focus now turns to the engagement of educators to take advantage of this technology-rich infrastructure. We will partner with educators to use the learning platform tools that are now available for them to collect and analyze formative assessment data so that they can provide their students with both intervention and enrichment opportunities. Opportunities for students to collaborate with their peers and demonstrate their knowledge and skills through platforms such as Google Classroom are not only possible, but now readily accessible by all. The culturally- and linguistically-rich digital resources that the district has made available, and the new resources we are building in our new digital hub will provide all educators with the resources they need to reach all of their learners. Finally, goal #1 of this plan will result in the creation of a digital citizenship curriculum for grades K-5. Lesson plans centered on digital citizenship and digital wellness will be integrated into as many subject areas as possible. These activities will tie into the current NYSED standards for all disciplines.

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.**

With a 1:1 device plan in place, a robust technology infrastructure, Google Classroom used extensively throughout the district, digital resources available by all educators and students, and our plan to create a digital resources hub, our work now will focus on supporting and sustaining what is already in place. And with regard to human capacity, the district has invested over the last several years in supporting through the general fund a total of 32 positions which we believe is adequate. Over the next year, we will continue to utilize federal stimulus funds to refresh our Chromebooks and upgrade our network infrastructure. We will also use funding from our Learning Technology Grant to guarantee that Goals #1 and #2 are implemented with fidelity over the course of the next three years. Over the long-term our goal is to move away from our reliance on federal funding for our device and infrastructure refreshes. We will work through the next two budget cycles to incorporate the cost of our refresh cycles into the general fund budget.

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

The Division of Exceptional Learners works closely with the Division of Information and Technology to ensure that any technology that is needed to meet the IEPs of our students is able to be purchased in a timely manner. We also have a full-time assistive technology specialist to guide the district in identifying and providing our students with special needs the devices they need to be successful in meeting their IEP goals. By way of example,

- our network supports IOS devices to allow apps to be readily available in our elementary 8:1:1 autism strand classrooms.
- we provide students with text-to-speech options on their district-provided Chromebooks.
- the Chrome browser also allows high contrast color settings, supports USP connected Braille displays, and voice commands.

Through the district's learning management system (Infinite Campus) all teachers have access to the IEPs and 504s of their students. Contained within those plans are specific strategies to differentiate, modify, and accommodate the instructional needs of their students with disabilities through the use of technology where appropriate.

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)

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V. NYSED Initiatives Alignment

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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 checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input 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 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)

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

Yes

- 7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

The district's primary languages are English and Spanish representing 92% of all language spoken. There are no other languages that make up more than 1%.

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

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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 checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input 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 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 type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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V. NYSED Initiatives Alignment

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

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input 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 type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

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

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

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

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VI. Administrative Management Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	3.00
Instructional Support	11.00
Technical Support	18.00
Totals:	32.00

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Student & Educator Devices	5,000,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ECF
2	Network and Infrastructure	Access Points	1,000,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate	N/A

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	Cybersecurity Upgrades	250,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ARP - Federal
4	Professional Development	Curriculum Writing	85,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	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 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:			6,335,000			

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?**

Yes

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

(No Response)

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

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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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning 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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VII. Sharing Innovative Educational Technology Programs

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

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

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