

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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

Anthony Smith

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

Director of Technology

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

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II. Strategic Technology Planning

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1. **What is the overall district mission?**

*We engage and empower each student to achieve excellence as a learner and citizen*

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

The district is dedicated to improving student performance by supporting the integration of effective current and emerging technology district wide. It is our vision that with careful planning for technology integration we can successfully prepare our students to achieve the New York State Learning Standards and develop the skills needed to be competitive in a global marketplace.

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.**

Date	Purpose	Participants	Outcome
July 2021	Identify Curriculum and professional development goals related to technology.	Assistant to the Superintendent Technology Integration Coach Technology Director	Developed goals to include in the 2022-2025 Technology Plan
September 2021	Plan purchasing and distribution of mobile devices based on the goals of the plan.	Director of Technology Assistant to the superintendent Technology Integration Coach Digital Readiness Team	Provide action steps needed for each building as aligned with the goals of the technology plan. Technology personnel evaluate mobile device being purchased.
January 2022	Review and assess current state and determine professional development needs for the summer	Director of Technology Technology Integration Coach Digital Readiness Team	Determine PD budget needs for summer
March 2022	Review Final Plan	Director of Technology Assistant to the superintendent Technology Integration Coach Digital Readiness Team	Approve the plan

Digital Readiness team consists of district administrators, teachers, instructional coaches and parents.

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

The main difference for planning was to consider future remote days. How every staff member is affected and what they need to perform their duties and access information remotely. We identified the strengths and areas of improvement by reviewing our professional development offerings and attendance for them. The feedback around Professional Development district wide was also used. We will roll over/expand to this year's plan any goals we did not feel were fully met as a district. In addition, we will focus on the work toward full implementation of the CSDF standards.

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

We recently purchased Apex Learning for our online/blended learning credit recovery options. We have provided our community information to get assistance with internet at home by the state and federal programs that are being offered. We have the ability to supply mobile wifi units to homes if absolutely necessary. We also put outdoor access points across our campus and schools so that community members could access if they had the need with district provided laptops. We have parents on the district wide digital readiness plan that assist with technology goals and implementation strategies.

Professional development is provided in a variety of formats to meet the diverse needs of teachers including traditional face to face formal settings, synchronous and asynchronous virtual PD, and the individualized embedded PD model. A Remote Learning Resources team was created using Microsoft Teams to provide video, online and print resources for teacher, student and parent resources as needed. This team has since been renamed Digital Resources team and continues to be a resource to teachers, staff and students.

6. **Is your district currently fully 1:1?**

Yes

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

Professional development for teachers is provided at the district, building, and personal level to meet all teachers' needs as they integrate technology into curriculum and instruction. Training and coaching occur over the course of the school year to support the one-to-one digital readiness goals of each building and the district. All new teachers will be provided the same PD over the course of their induction period in the district. New teachers will complete Tiers 1 and 2 during their first two years in the district. Tier 3 spans the following two years.

All sessions related to Digital Readiness are posted in Frontline and are hosted using Microsoft Teams platforms for access beyond class time.

Professional development focuses on three tiers of proficiency for instructional technology integration:

Tier 1 – Getting Started – Teachers are provided training on the basic functionality of the district technology provided to support curriculum and instruction.

Tier 2 - Lesson Design for Digital Readiness – Teachers learn how to design lessons integrating content standards and NYS CSDF standards and applying pedagogy and technology.

Tier 3 - Personalized PD to Support Blended Learning – Continuous and sustainable learning and improvement.

**Tier 1 – Getting Started**

Getting Started includes the basic skills for using technology tools provided by the district to be integrated into curriculum and instruction. Aimed at the novice, this strand provides opportunities to develop skills and confidence. This PD includes:

Topic	Concepts	Hours
Overview of device management and Classroom procedures and routines	<ul style="list-style-type: none"> <li>• Device assignment</li> <li>• Beginning/end of day (Home when applicable)</li> <li>• Charging</li> <li>• Troubleshooting/broken devices</li> <li>• Work orders</li> <li>• Safety</li> </ul>	.5
Digital citizenship	<ul style="list-style-type: none"> <li>• PBIS connections to pillars</li> <li>• Copyright and Fair Use</li> <li>• Social Media</li> <li>• AUP</li> <li>• Cyber Security</li> </ul>	1
Microsoft 365	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>• Logins</li> <li>• Overview of Apps available</li> <li>• Creating and editing files</li> <li>• File management in OneDrive</li> <li>• Sharing files</li> </ul>	3
Microsoft Teams - Basic or Intermediate	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>• Class enrollment</li> <li>• Creating courses</li> <li>• Adding materials</li> <li>• Creating assignments</li> <li>• Grading assignments and providing feedback</li> <li>• Creating a basic assessment in Forms</li> <li>• Creating a rubric</li> <li>• Organizing personal resources</li> <li>• Using the calendar for events and meetings</li> <li>• Posting announcements</li> <li>• Organize folders</li> <li>• Change notification settings</li> <li>• Integrate apps</li> </ul>	3

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<b>Nearpod</b>	<ul style="list-style-type: none"> <li>• Creating/editing lessons</li> <li>• Teaching with Nearpod</li> <li>• Teams integration</li> </ul>	
<b>Clartouch Boards</b>	<ul style="list-style-type: none"> <li>• Using, care and troubleshooting the board</li> <li>• Snowflake Lessons</li> </ul>	
<b>Tier 2 – Lesson Design for Digital Readiness</b>		
<p>Lesson design for digital readiness prepares teachers to apply their knowledge of technology tools to their curriculum and instruction. Teachers explore models for integration and apply the skills they developed in Getting Started training to create lessons using a variety of technology tools. After completing Tiers 1 and 2, teachers will have the skills and application knowledge about how specific technology tools can be integrated into curriculum and instruction. This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Computer Science and Digital Fluency Standards</li> <li>• Best practices for tool selection and lesson design</li> <li>• SAMR/TPACK/EEE technology integration model</li> <li>• Lesson design using the 5Es model</li> <li>• Tools to support student discourse and collaboration (i.e. Teams, OneNote )</li> <li>• Tools to support creation (i.e. Sway, Adobe Spark, Book Creator, Flipgrid)</li> <li>• Tools to assess student achievement of the learning targets (i.e. Skills based, eDoctrina)</li> </ul>		
<b>Topic</b>	<b>Concepts</b>	<b>Hours</b>
<b>Phase 4 Curriculum Writing: Unit Development and Lesson Design</b>	<ul style="list-style-type: none"> <li>• Unpack the CSDF standards for applicable grade band</li> <li>• Align to Content standards</li> <li>• Develop Learning Targets</li> <li>• Determine assessment</li> <li>• Design learning activities selecting appropriate technology</li> </ul>	8
<b>SAMR/TPACK/EEE technology integration model</b>	<ul style="list-style-type: none"> <li>• Plan a rigorous lesson using a technology integration framework</li> </ul>	8
<b>Tier 3 – Personalized PD to Support Blended Learning</b>		
<p>Teachers are highly encouraged to seek out opportunities to grow their knowledge and acquire new skills. This tier provides time and encourages teachers to experiment using specific technology tools in their curriculum and instruction. During this tier, teachers will develop and integrate instructional materials using tools to support grade/subject goals. Coaches and PLC teams will support teachers during this strand. During PLCs, teachers will discuss and develop common instructional resources and strategies for integrating specific technology tools into their curriculum and instruction. During this strand, teachers will:</p> <ul style="list-style-type: none"> <li>• Share practical, authentic experiences using technology with students during instruction.</li> <li>• Participate in opportunities for experimenting with pedagogy and technology and reflection on the process and results.</li> <li>• Select a book, expert in the field, or other research to guide their work during the year.</li> </ul>		
Evaluation Instruments and Data to be Collected		Frequency
Teacher and Principal Technology Surveys <ul style="list-style-type: none"> <li>•Professional development needs</li> <li>•Level of professional development participation</li> <li>•Barriers to effective use of technology</li> <li>•Effective professional development strategies</li> <li>•Percent using e-mail to communicate with students and parents</li> </ul>		Annually

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IT Director - Use Statistics	
•Number of registered users	
•Frequency of log-ins	
•Types of resources accessed	Fall, Spring
• Student progress	
Meetings sign-in sheets, agendas, handouts and work products	
•Professional development participation	Quarterly
•Examples of how technology was integrated into the training	
Sample Curriculum Components and Lesson Units	
•Integration of technology into the core curriculum	
•Integration of Technology into teachers' teaching resources	
•Evidence of teachers giving assignment requiring students to use	Annually
Classroom Observations Logs	
•Teacher use of technology for instruction	
Teacher implementation of	
•best practices evidence of student engaged with technology	Fall, Spring
Building Principal Meetings	
•Budget Considerations	
•Technology Rollouts	
•Review usage statistics	Fall, Spring
•Discuss new technologies available	

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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:**

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:**

Moderately

- 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:**

Moderately

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Facilitate and inspire student learning and creativity. (Producers vs Consumers)  
 Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

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 wide technology committee will meet quarterly to assess, plan and advise on our instructional technology goals. This team will also develop pre and post surveys that will target teachers and students. Questions of the survey will be aligned with ISTE standards. We will know if our goal is being met by collecting student work samples to create benchmarks and measure progress toward the goal. Administrators will also collect evidence through walkthroughs and formal observations to measure the implementation.

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	Curriculum	Infuse Computer Science standards, continue to include	Assistant Superintendent	Building Coaches, Instructional Technology	06/28/2024	60000

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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
		Digital Fluency learning standards and ISTE Standards		Specialist, Director of Learning and Staff Development		
Action Step 2	Research	Research, explore and share new and existing technologies	Director of Technology	Teachers, Instructional Technology Specialist, Building Coaches,	06/30/2025	15000
Action Step 3	Evaluation	Continue to evaluate the effectiveness of mobile technologies	Assistant Superintendent	Director of Technology, Instructional Technology Specialist, Building Coaches	06/30/2025	0
Action Step 4	Budgeting	Appropriate budget will be presented based on evaluation of new and existing technologies	Assistant Superintendent	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.

	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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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students, and inform instruction.

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.

Student work submitted and assessed using technology including eDoctrina, increase in on-line student reflection pertaining to their own growth, conduct on-line 3-8 state testing and attendance level of professional development.  
 Increase teacher led workshops that showcase best practices using assessment tools, survey results will indicate current usage of formative and summative assessments tools and also indicate the usage of formative and summative assessment tools to collect student data.

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	Research age-appropriate assessment options	Assistant Superintendent	Curriculum and Instruction Leaders	06/30/2025	0
Action Step 2	Professional	Provide professional	Assistant	Director of Learning	06/30/2	10000

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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
	Development	development with ongoing training and support	Superintendent	and Staff Development	025	
Action Step 3	Evaluation	Work with office of instruction to use technology for a variety of assessments K-12	Assistant Superintendent	Curriculum and Instructional Leaders	06/28/2024	0
Action Step 4	Research	Prepare for NYS computer-based testing grades 3-8	Assistant Superintendent	Curriculum and Instructional Leaders	06/28/2024	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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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Development of a vertically aligned K-12 digital citizenship curriculum.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

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

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

Documentation of meeting minutes, walkthroughs, formal/informal observations, evidence in lesson and unit planning will reflect the integration of the digital citizenship curriculum. Reduction in number of students with revoked privileges, copyright infractions, complaints of cyber bullying.

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	Planning	Instructional Council, will review current implementation of digital citizenship and curriculum and develop a plan to	Assistant Superintendent	Curriculum and Instruction Leaders	07/30/2023	0

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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
		create a vertically aligned k-12 curriculum				
Action Step 2	Curriculum	Facilitate curriculum writing across all grade levels and content areas to integrate aligned digital citizenship curriculum across K-12.	Assistant Superintendent	Director of Learning and Staff Development , Building Coaches, Instructional Technology Specialist	06/30/2025	15000
Action Step 3	Professional Development	Provide professional development related to integration of digital citizenship curriculum across K-12.	Assistant Superintendent	Building Coaches, Instructional Technology Specialist	06/30/2025	10000
Action Step 4	Implementation	Lesson and unit plans will reflect the integration of the digital citizenship curriculum.	Curriculum and Instruction Leader	Building Principals	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 #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	Evaluation	Administrators will see evidence of implementation during classroom walkthroughs, formal observations and reports generated from our curriculum management system.	Assistant Superintendent	Building Principals, Building Coaches, Instructional Technology Specialist	06/30/2025	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No	(No Response)	(No	(No Response)	(No	(No Response)

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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
	Response)		Response)		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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## 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.**

This district's technology plan prepares our students to be digital age learners and citizens. Students must be fluent in digital literacies to be successful in their lives in preparation for career readiness. Aligned to the district's mission to be an innovative, high-performing school district that graduates each student prepared for college and/or a career, Digital Readiness focuses on four pillars:

- Student Readiness – PK-12 alignment of standards and skills to thrive in a digital learning environment
- Teacher Readiness – Professional learning and collaboration to transform teaching and learning
- Family/Community Readiness – Family focus groups and training on technology tools and digital citizenship, community communication and support
- Infrastructure Readiness – Devices, network, policies, and budget to implement and sustain the plan

Utilizing technology resources to support curriculum and instruction enhances learning and increases student engagement. With careful planning, teachers can leverage technology to ensure that each student's needs are met through differentiation, enrichment, alternative learning opportunities and interventions with an emphasis on closing the achievement gap of our students with disabilities, English language learners and economically disadvantaged students.

Engaging students with authentic activities and ensuring that curriculum and instruction are aligned with 21st Century skills and tools will lead to improved student academic and assessment performance. This technology plan serves to ensure that school technology resources meet the academic needs of students and staff as educators shift their pedagogy and curriculum to focus on real world learning opportunities to meet students where they learn best.

**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.**

We recently purchased Apex Learning for our online/blended learning credit recovery options. We have provided our community information to get assistance with internet at home by the state and federal programs that are being offered. We have the ability to supply mobile wifi units to homes if absolutely necessary. We also put outdoor access points across our campus and schools so that community members could access if they had the need with district provided laptops. We have parents on the district wide digital readiness plan that assist with technology goals and implementation strategies.

Professional development is provided in a variety of formats to meet the diverse needs of teachers including traditional face to face formal settings, synchronous and asynchronous virtual PD, and the individualized embedded PD model. A Remote Learning Resources team was created using Microsoft Teams to provide video, online and print resources for teacher, student and parent resources as needed. This team has since been renamed Digital Resources team and continues to be a resource to teachers, staff and students.

The district has subscribed to 24/7 access to online tutoring and homework help with Paper.CO.

**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 district has an assistive technology specialist who conducts individual student assessments to determine any specific needs. Recommendations for devices and specific software such as co-writer, snap and read, speech to text software, Ghotit, visual modifications, or communication apps such as words for life are provided to students who are assessed as needing this technology.

Instructional technology can be utilized to differentiate for all students, including those with disabilities, via access on their 1:1 devices or classroom technology. Specific programs used may allow students access to similar text but at varying Lexile's as well as audio recordings of texts such as book share.

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V. NYSED Initiatives Alignment

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**4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

**5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                                    | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology                                     |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world   | <input checked="" type="checkbox"/> Electronic communication and collaboration   |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                                 | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                                    |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world                                       |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 5a, below)   |

**6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

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V. NYSED Initiatives Alignment

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

8. Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Web authoring tools
- Helping students connect with the world
- The interactive whiteboard and language learning
- Use camera for documentation
- Other (please identify in Question 8a, below)

## 2022-2025 Instructional Technology Plan - 2021

## V. NYSED Initiatives Alignment

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

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.  | <input 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 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 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 checked="" 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 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 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 - 2021**V. 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.**

- a) 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.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) 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.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) 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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

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	1.00
Instructional Support	1.00
Technical Support	11.00
<b>Totals:</b>	<b>13.00</b>

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	na	350,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	na
2	End User Computing Devices	na	1,800,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	na

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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"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Peripheral Devices	na	1,000,000	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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	na
4	Professional Development	na	60,000	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	na

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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"/> 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	
<b>Totals:</b>			<b>3,210,000</b>			

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

Yes

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

[https://www.bcs1.org/departments\\_\\_\\_services/informational\\_technology](https://www.bcs1.org/departments___services/informational_technology)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto: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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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education</li> <li>Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>

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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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