2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/10/2022

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

   Julio Vazquez

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

   Other

2a. **If 'Other' was selected in Question 2 above, please identify the title.**

   Director of Instruction and Human Resources

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Page Last Modified: 04/04/2022

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

   The North Salem Central School District Mission is to engage all students to question, define and solve problems through critical and creative thinking.

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

   The use of instructional technology is one vehicle that will further empower all learners in the North Salem Central School District to question, define, and solve problems through critical and creative thinking.

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.**

   A subcommittee of the District's Mission Committee met once a month beginning in September of 2022 to develop the Instructional Technology Plan for our school district. These committee members reviewed the goals that had been established in the 2018-2021 plan and assessed to what extent each of those five goals had been accomplished. In addition, the subcommittee reviewed the school district's survey data which questioned teachers and students on their use of technology in connection to the District's Mission which is based on critical and creative thinking, communication and collaboration. The committee determined that two out of the five original goals had been accomplished and that we still needed further work on the remaining three goals. The three original goals were reworded so that the impact of these goals would be much more pervasive and impactful. These goals were then shared with the larger Mission Committee. The stakeholders in the subcommittee are comprised of District administration, building administration, and teachers from North Salem Middle School High School and Pequenakonck Elementary. The larger Mission Committee is comprised of District and building administrators, Board of Education members, parents, students, and teachers from both buildings. The outcome of our committees efforts has been to reframe our existing goals for an impact that is more closely aligned to our Mission and NYSED required outcomes for students:

   Goal 1: By the end of the 2024-2025 school year, the North Salem CSD will have fully integrated New York State Computer Science and Digital Fluency Standards (with an emphasis on computational thinking) as stand-alone computer science learning experiences and through integrated classroom learning experiences across subject areas. These CT, K-12 learning experiences which are documented in our North Salem CT Pathways Document will culminate in providing accessibility for the enrollment of a diverse student population into AP CSP and into the course Introduction in Computer Science: Multimedia and Python.

   Goal 2: By the end of the 2024-2025 school year, we will have integrated the teaching of Digital Citizenship and Media Literacy into stand alone and integrated classroom learning experiences which will also meet the NYS Computer Science and Digital Fluency Standards with an emphasis on Digital Literacy.

   Goal 3: By the end of the 2024-25 school year, we will have built the capacity of our teachers and students to use and integrate digital tools to improve communication skills, specifically writing.

   In addition, we have partnered with Digital Promise on a National Science Foundation Grant that will afford us $70,000 over a four year period to provide our teachers with the professional development to accomplish goals 1 and 2. Goal 3 will be accomplished through our collaboration with the Lower Hudson Regional Information Center and Putnam Northern Westchester and will be funded by general budget.

Page Last Modified: 04/04/2022

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

Our orginial goals have been revised to be more expansive and have greater depth. Our first original goal was to have a stand alone and integrated approach to the teaching of computer science and computatational thinking culminating with two AP Computer Science courses and to ensure that representation in these courses was balanced between female and male students. We were able to reach our gender diversity goal but were only able to offer one of the two AP Computer Science Courses. This goal has now been redefined so that we will integrate the NYS Computer Science and Digitial Fluency Standards with an emphasis on computational thinking. Our goal will be that computational thinking will be integrated across grade levels and disciplines and the these efforts will increase our students critical thinking abilities and enable them to access AP CSP as well as a new elective that we will be offering called Introduction in Computer Science: Multimedia and Python. This course will be given in conjunction with Sienna College and will provide our students with the opporutnity to earn college credit. Our goal will be to continue to maintain a balance in gender diversity and also increasse all other subpopulations including race, socio-economic status, and students with disabilities.
Our second goal was modifed from creating and implementing a K-12 scaffolded Digital Citizenship and Media Literacy curriculum to making sure we are actively integrating the teaching of Digital Citizenship and Media literacy into classroom learning experiences so that all our students are benefitting from this learning regularly throughout their time in our District.
Our third goal was modified to be much more specific in terms of how technology will help to improve writing. We will work with the LHRIC and PNW BOCES in the indentification of specific technology tools (potentially Kami, Google Classroom, No Red Ink, etc.) that will build teacher and students' capacities to use these tools to improve communication and specifically writing skills.

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

Given the nature of remote learning and the increased use of technology Goal 2, it is critical that our students are aware of how to responsibly navigate the digital world and to have media literacy. Additionaly, Goal 3 will assist us in making sure that our students' writing skills are able to improve with the use of technology. Remote learning demanded that students were aware of and were able to use technology tools with fluency in order to help them communicate with other and complete assignments successfully. We see the work of literacy and digital literacy being interdependent. Students need to be able to master both in order to successfully navigate a school successfully.

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

Yes

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

Our professional development plan is co-created by teachers and administration to determine teacher voice and choice. We survey our staff, teachers, and students annually to determine their learning needs and prioritize professional development that is essential. Our district uses the Bright Bytes Clarity Survey. Our instructional technology committee reivews that data to inform development of our goals. Our professional development committee members are also represented in our Mission and Instructional Technology committees; therefore, our instructional technology goals are clearly articulated and plans are be made so that administrators, faculty and staff are aware of those goals and their part in helping to achieve those goals. We have also partnered with Digital Promise in a National Science Foundation Grant that will help us to articulate a four year professional development plan to help us achieve goals 1 and 2 of our plan. In addition, our Superintendent's conference days and professional development days are planned to devote time and attention to our plan's goals. We will also capitalize on learning opportunities offered by Putnam Northern Westchester, the Lower Hudson Council Regional Information Center for additional support in the use of instructional technology as it relates to our District's Mission and Vision. In order to determine growth and the effectiveness of our professional development, we will continue to administer and review our survey data in addition to classroom observations and evidence of learning in students' work products.

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

Page Last Modified: 02/10/2022

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

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

    > Significantly

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.**
    The district has met this goal:

    > 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:

    > Fully

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
    The district has met this goal:

    > Fully

5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
    The district has met this goal:

    > Moderately

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Page Last Modified: 03/03/2022

1. **Enter Goal 1 below:**

By the end of the 2024-2025 school year, the North Salem CSD will have fully integrated New York State Computer Science and Digital Fluency Standards (with an emphasis on computational thinking) as stand-alone computer science learning experiences and through integrated classroom learning experiences across subject areas. These CT, K-12 learning experiences which are documented in our North Salem CT Pathways Document will provide computational thinking learning experiences for all our students K-12 and will culminate in providing accessibility for the enrollment of a diverse student population into AP CSP and into the course Introduction in Computer Science: Multimedia and Python.

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

We will measure this goal by observing lesson plans and work products that show evidence of computational thinking integration across disciplines and subject areas. We will monitor the growth through classroom observations and cataloging of lessons on our North Salem Comptency Map. We will also continue to monitor growth through our Bright Bytes Clarity Data Survey. We will know that our goal has been accomplished because the components of computational thinking will be evident in teacher lesson plans, students' work samples and the use of computational thinking and language will be ubiqutous. We will measure this goal by maintaining and increasing enrollment in culminating computer science courses as a percentage of the total enrollment. Finally, we will also use the specific ISTE rubric indicator for Computational Thinker to assess students' growth and mastery.

Computational Thinker: Students develp and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitating problem solving.

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.**

Page Last Modified: 03/03/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Collaborate with our teachers, administration and Digital Promise to develop computational thinking professional development K-12	Other (please identify in Column 5)	Director Of Instruction and HR; principals, assistant principals and teachers	06/26/2025	35,000
Action Step 2	Curriculum	Curriculum Development of lesson plans integrating computational thinking into day to day instruction through lesson plans	Other (please identify in Column 5)	Director of instruction, teachers, building administration	06/26/2025	35,000
Action Step 3	Implementation	Supervising the integration of computational thinking into lessons and facilitating time for the development of these lessons by providing designated time.	Other (please identify in Column 5)	teachers, director of instruction, principals, assistant principals	06/26/2025	NA
Action Step 4	Evaluation	Review of lessons, student and staff reflections, student and staff use of langauge	Other (please identify in Column 5)	administration, teachers, staff, students	06/26/2025	NA

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						

Page Last Modified: 03/03/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	(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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Page Last Modified: 03/03/2022

1. **Enter Goal 2 below:**

By the end of the 2024-2025 school year, we will have integrated the teaching of Digital Citizenship and Media Literacy into stand alone and integrated classroom learning experiences which will also meet the NYS Computer Science and Digital Fluency Standards with an emphasis on Digital Literacy.

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

Students' growth in attaining this technology goal will be measured by pre and post assesments of grade level expectations for digitial citizenship and media literacy skills at various intervals throughout their K-12 educational experience in North Salem.
Examples of how we will assess students' media literacy and digital citizenship include but are not limited to the following:
Students in grades 8 and 12 may choose to participate in Civic Capstone Projects associated with the NYS Seal of Civic Readiness which requires the analysis and research of a civics issue and effectively integrates digital citizenship as well as media literacy skills in order to access, and analyze data/research to define their issue and propose a means for solving their identified problem.
Students' media literacy knowledge and skills will be assessed for growth in grades 7 and 9, and competency/fluency in grade 12; and all students will participate in Senior OPTIONS which will require the proficient use of media literacy and digital citizenship.
We will know that our goal has been accomplished through the evaualtion of students' processes and final products and through the use of rubrics which incorporate digital citizenship/media literacy as a part of the assessment criteria. We will use the ISTE indicator of Knowledge Constructor to assess students' growth and mastery.

Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students plan and employ effective research strategies to locate information and other resources for their intellectual and creative pursuits.

Page Last Modified: 03/03/2022

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	Analysis of existing digital citizenship and media literacy opportunities will inform the creation of an updated K - 12 curriculum map.	Other (please identify in Column 5)	Building level administration and library media specialist	06/26/2025	$4000.00
Action Step 2	Professional Development	Formal and informal professional development will provide opportunities for teachers to update digital citizenship and media literacy education best practices.	Other (please identify in Column 5)	District and building administration, library media specialist, classroom teachers	06/26/2025	$18,000.00
Action Step 3	Curriculum	We will embed digital citizenship and media literacy learning opportunities throughout the K-12 curriculum	Other (please identify in Column 5)	District and building administration, library media specialists, classroom teachers	06/26/2025	$18,000.00
Action Step 4	Evaluation	Students will be assessed in the skills they have acquired for digital citizenship and media literacy as various points of their K-12 education, including but not limited to, 8 and 12 in their participation in the Civic Seal Project and in the Senior OPTIONS project.	Other (please identify in Column 5)	Building administration, library medial specialists, and classroom teachers	06/26/2025	NA

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.

Page Last Modified: 03/03/2022

	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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Page Last Modified: 03/03/2022

1. **Enter Goal 3 below:**

   By the end of the 2024-2025 school year, we will have built the capacity of our teachers to use and integrate digital tools to improve communication skills, specifically in writitng.

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

   Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

   We will measure this goal by incorporating aspects of the ISTE assessment rubric into our K-12 writing rubrics and using this combined rubric to assess students' work and provide feedback for growth. We will also montior growth through classroom observation and analysis of student writing. We will know that the goal has been met by observing teachers and students in their use of digital tools to communicate and by measuring growth in the use of digital tools in the Bright Bytes Clarity Survey as well as an analysis in the improvement of student writing samples.

   We will add the ISTE indicator of Creative Communicator to our writing rubrics.
   Creative Communicator: Students communicate clearly and express themsleves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

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.**

Page Last Modified: 03/03/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Work with the LHRIC and professional development team to work with a small group of teachers in the English Department and grade level teachers at PQ to integrate tech tools to improve student writing	Other (please identify in Column 5)	district and building administrators, department chairs, instructional lead teachers, and classroom teachers	06/25/2025	20,000
Action Step 2	Implementation	Provide time and resources to build the capacity and use to integrate digtial tools to improve communication (writing) skills.	Other (please identify in Column 5)	teachers, principals, department chairs, instructional lead teachers, classroom teachers	06/25/2025	NA
Action Step 3	Infrastructure	Investment in technology tools/platforms that will foster student writing	Other (please identify in Column 5)	Director of Technology, Director of Instruction, Teachers, Principals	06/25/2025	21,000
Action Step 4	Professional Development	Professional development committee and building administration will intentionally use professional development days, faculty meetings, and superintendent conference days so that teachers can learn how to use digital tools to advance writing across subjects.	Other (please identify in Column 5)	district and building administrators, teachers, instructional lead teachers and department chairs.	06/25/2025	28,000

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

Page Last Modified: 03/03/2022

	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

Page Last Modified: 05/12/2022

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

   The North Salem CSD incorporates instructional technology throughout its K-12 curriculum and programs to support the district's mission which informs our rigorous academic standards for teaching and learning. Creating 21st century learners whose learning outcomes are aligned to our Profile of a North Salem Graduate requires the thoughtful integration of instructional technology from the equipment necessary to teach math units in kindergarten to AP Computer Science courses in the high school. The use of instructional technology at all levels aims at supporting students' independence as active and engaged learners. Instructional technology is used to maximize students' aiblties to apply critical and creative thinking, communicate, collaborate, exhibit digital citizenship and to be continously improving learners in all subject areas.

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.**

   This district is dedicated to providing educational access through the use of technology for all students. The district has equipped all students with 1 on 1 chromebooks and mifi devices for students lacking internet at home. There are SmartBoards in every classroom as well as access to iPads and web-based resources. Our technology department has also made itself accessible for parents/families who are experiencing tech difficulties and are available to answer questions and help troubleshoot any issues that may arise.

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 use of chromebooks will enable us to support 1:1 access in the district and the updated Smartboards will enable us will equip our teachers with the ability to provide distance learning opportunities in a remote and/or hybrid model.   The chromebooks will provide students with access to 1:1 technology that they can use to access remote learning as well as provide students with disabilities access to accommodations and modifications according to student IEPs. Specific instructional technologies that are used include but are not limited to Bookshare for audio books; Google Read and Write to provide students with text-to-speech to hear words, passage, or whole documents read aloud, text and picture dictionaries to see the meaning of words explained, speech-to-text for word dictation to assist with writing, proofreading & studying, and word prediction offering suggestions for the current or next word as students type; Text Help to support students with communicating with accuracy and fluency; and Typing Pal. Additionally, iPads equipped with TouchChat provide our students who are not able to communicate verbally with access and the means to communicate using this equipment and softward as their 'talker'. Educational access for students with disabilities is considered at each CSE/504 meeting for those students eligible for services.
   Employing the use of chromebooks in a 1:1 fashion will also enable us to support our students with disabilities and English language learners in a distance learning environment as our teachers have small group and one on one sessions with them virtually.

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)

Page Last Modified: 05/12/2022

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.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ 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

☑ Helping students with disabilities to connect with the world

☐ 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.**

No

Page Last Modified: 05/12/2022

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)

Page Last Modified: 05/12/2022

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.**

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ 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.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ 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.

☑ 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.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☑ 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.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☑ Provide online mentoring programs.

☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☑ Offer a technology/support hotline during flexible hours.

☑ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

V. NYSED Initiatives Alignment

Page Last Modified: 05/12/2022

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)

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Page Last Modified: 05/11/2022

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	0.00
Technical Support	2.00
Totals:	**3.00**

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Professional Development	NA	81,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NSF Grant
2	Other (please identify in next column, to the right)	Curriculum Development and Research	57,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	NSF Grant

Page Last Modified: 05/11/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Other (please identify in next column, to the right)	Collaboration with the LHRIC	20,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
4	Network and Infrastructure	NA	21,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	NA

Page Last Modified: 05/11/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**179,000**			

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

   Not Applicable

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

   https://ny50000167.schoolwires.net/Page/312

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Page Last Modified: 03/02/2022

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.**

   ☐ 1:1 Device Program
   ☐ Active Learning Spaces/Makerspaces
   ☐ Blended and/or Flipped Classrooms
   ☐ Culturally Responsive Instruction with Technology
   ☐ Data Privacy and Security
   ☐ Digital Equity Initiatives
   ☐ Digital Fluency Standards

   ☐ Engaging School Community through Technology
   ☐ English Language Learner
   ☐ Instruction and Learning with Technology
   ☐ Infrastructure
   ☐ OER and Digital Content
   ☐ Online Learning
   ☐ Personalized Learning

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

Page Last Modified: 03/02/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

Page Last Modified: 03/02/2022

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

Page Last Modified: 03/02/2022

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

Page Last Modified: 03/02/2022

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

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