

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?**

Scott Gardiner

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

Director of Technology

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

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1. What is the overall district mission?

A place where everyone learns, everyone teaches, and everyone belongs. Spartan STRONG! Show self-control, Take Action, Respond respectfully and responsibly, Offer empathy and acceptance, Never give up, Grow together.

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

All students will have the opportunity to engage in relevant and challenging learning with the integration of technology through the use of innovative, differentiated instructional practices that will motivate students to be collaborative, creative and inquisitive.

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.

Three stakeholder groups participated in the development of our Technology Plan: District Technology Group, Teaching Staff, and Student Families. Our District level Technology Committee has met several times (10/28/21, 1/13/22, and 3/24/22) for the purpose of evaluating and reviewing our current Technology Plan (2018-2022). Our District Technology Committee is a cross-sectional group including a Board of Education member, administrators, teachers, support staff, parents, and students. During these meetings it was determined that we should gather survey data from two other stakeholder groups: teaching staff and student families.

Our teaching staff is about 125 teachers, in three buildings, teaching grades P-12. For this stakeholder group, we utilized a local survey developed by our committee to evaluate both the level of technology hardware available for teachers and their level of preparedness through professional development to use that hardware. The survey was completed on 3/18/2022.

For our students and families we utilized the NYS Student Digital Resources survey. This survey was sent out to all families in our district as a NYS SED data collection requirement, but our Technology Committee also realized the importance of this data as we reviewed our plan. This survey was conducted in November/December of 2021.

The results of these surveys provided our committee with feedback as to Greenville's current state of technology readiness and level of effective use. Our committee used this data to assist us in creating goals and action plans for this Technology Plan. This plan will be presented to our Board of Education at their Business meeting on 6/13/2022.

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

In our last Technology Plan we set four goals that we are continuing in this plan: Infrastructure (Goal 1), Technology Equity (Goal 2), Integration Training (Goal 3), and Student Benchmark measures (Goal 4). While we have made much progress since our 2018-2022 plan, there is still much to be accomplished in these areas. This 2022-2025 plan builds on those areas. Goals 1 through 3 will continue with some uncompleted action steps and some additional steps. However, in the area of student technology benchmarks, the pandemic certainly set us back with student learning. We will need to re-evaluate where students are in this goal, develop supports to assist them in their regression, and then modify our benchmark standards if necessary.

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

Having gone through the COVID pandemic, we experienced some rapid training in many areas that would have normally taken much longer to master. These include the use of video conferences for all meetings, virtual teaching and learning, and the use of tools to increase communication with students and parents (Seesaw, Google Classroom, etc). There has been an overall increased comfort with the use of technology by both teachers and students. Technology tools have become more natural and both teachers and students are more willing to utilize it and try new things. Some of the PD we would have planned to recommend in this iteration of our Technology Plan is now no longer needed, so we can turn to other areas of need. As mentioned before, we will need to refocus our efforts to counteract the regression of skills in keyboarding, basic technology use, and coding which did not happen during our pandemic learning time.

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.

Embedded in the technology plan are multiple opportunities to increase staff members' technology literacy, awareness, and confidence. These opportunities include, but are not limited to, in-service course offerings, vendor training, one-to-one tutorials, collaborative faculty groups, and ongoing training by the Technology department. In addition, instructional technology coach and library media specialists provide embedded professional development for faculty and staff. A technology section on the district's website will continue to be available to faculty with support information such as: frequently asked questions, tutorials, and links to other technology applications. All technology professional development will be coordinated in conjunction with the Director for Curriculum, Instruction, and Assessment, our Professional Development committee, and Instructional Administrators. These professional development opportunities will ensure that each professional is well qualified to integrate technology effectively into curricula and instruction and assist students in achieving the New York State learning standards.

Recent and ongoing professional development include:

- Seesaw
- Keyboarding without Tears/ Handwriting without Tears
- ClassLink
- Really Great Reading Playground
- Intervention Compass
- Makerspace (Cricut / 3-D Printers / Laser Engravers / Vinyl Cutters / etc)
- iPads apps
- Google Apps for Education (Drive, Sheets, Slides, Meets, JamBoard, Docs, Gmail, Calendar, Classroom, etc.) - culminating in Google Educator certification
- IEP Direct
- RtiM Direct
- iReady
- Tech Time for personal technology exploration

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

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

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**

The district has met this goal:

Moderately

- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**

The district has met this goal:

Significantly

- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**

The district has met this goal:

Significantly

- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

The district has met this goal:

Significantly

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

The district has met this goal:

Minimally

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Upgrade our existing wireless infrastructure to align with industry standards of one access point per classroom, increase coverage in hallways and common areas, and provide two (2) wireless controllers for redundancy in order to support the expansion of our 1:1 device initiative to include both kindergarten and UPK grade level programs by June 2024.

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

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

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

- 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 action steps in this goal are completion items. The action step will be considered complete if the tool is implemented, equipment installed and in use, or if the specific upgrade project has been completed.

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	Infrastructure	Upgrade 10 WiFi access points in Ellis Elementary classrooms	Director of Technology	Scott Gardiner	09/12/2022	7,160

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Infrastructure	Provide 5 additional access points in Hallway / Common areas at Ellis Elementary	Director of Technology	Scott Gardiner	09/12/2022	3,580
Action Step 3	Infrastructure	Upgrade wireless controller for increased performance, add additional wireless controller for redundancy	Director of Technology	Scott Gardiner	08/29/2022	42,340
Action Step 4	Infrastructure	Upgrade network switches in 4 network closets	Director of Technology	Scott Gardiner	07/03/2023	44,700

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	Infrastructure	Upgrade 8 servers to current operating system	Director of Technology	Scott Gardiner	07/01/2024	0
Action Step 6	Infrastructure	Upgrade UPS power supplies in 5 network closets	Director of Technology	Scott Gardiner	07/01/2022	25,400
Action Step 7	Infrastructure	Select and implement a server and network monitoring tool that will provide real-time notification for events	Director of Technology	Scott Gardiner	07/01/2023	1,000
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:

By June of 2024, 100% of students will have access to upgraded technology, inclusive of laptops, Chromebooks, tablets, internet access devices, and classroom interactive boards in order to increase sufficient student device access from 88% presently to 95%, and increase sufficient student Internet access from 75% to 85%.

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

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

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

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

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

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

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

Most of the action steps in this goal are completion items. The action step will be considered complete if the tool is implemented, equipment installed and in use or if the specific upgrade project has been completed. A few of these action steps do have a measurable metric associated with them and they are listed. For example, increasing the number of families with sufficient Internet access by providing Mobile Broadband hotspots to them and increasing the amount of available outdoor WiFi spaces. This will be assessed by database records of student users, asset management software records, and a student survey.

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	Purchasing	Provide Verizon Hotspots for families in	Director of Technology	Scott Gardiner	12/01/2022	4,000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		need of Internet access to increase our percentage of families with sufficient Internet service.				
Action Step 2	Infrastructure	Increase the available WiFi outdoor venues from 3 to 10 for community access to Internet by adding additional outdoor WiFi access points	Director of Technology	Scott Gardiner	07/01/2023	51,800
Action Step 3	Purchasing	Provide student and faculty devices as per our long range purchasing / replacement plan	Director of Technology	Scott Gardiner	07/01/2025	213,000
Action Step 4	Learning Spaces	Replace out of date interactive whiteboards / projector combinations with interactive touch screen flat panels in 25% of classrooms.	Director of Technology	Scott Gardiner	07/01/2025	40,000

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	Learning Spaces	Install display technology for two new outdoor classroom spaces	Director of Technology	Scott Gardiner	07/01/2025	10,000
Action Step 6	Cybersecurity	Expand our Cyber security solution to include intrusion detection at the device level.	Director of Technology	Scott Gardiner	07/01/2025	20,000
Action Step 7	Learning	Replace MS/HS	Director of	Scott Gardiner	07/01/2	30,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Spaces	projection equipment in Auditorium	Technology		025	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Provide quality, relevant instruction in the use and integration of technology in all facets of learning for students and staff, specifically install a networked based weather station for use by 100% of our students at all grade levels by June of 2024.

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
- 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.

Action items #1 and #2 are completion items. The action step will be considered complete when the tool is installed and implemented, the training has been completed, and teachers are utilizing the tool in their classrooms.
 Action items #3 and #4 are ongoing steps that we will offer and then re-evaluate at the end of each year with data from an annual technology survey as well as feedback from our Tech coach and administrators.

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	Learning Spaces	Install a networked Weather station for	Director of Technology	Scott Gardiner	09/01/2022	12,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		use at all grade levels.				
Action Step 2	Professional Development	Provide grade level appropriate training for Weather Station equipment for classroom use to all teaching staff.	Curriculum and Instruction Leader	Todd Hilgendorff	09/01/2022	0
Action Step 3	Professional Development	Continue to develop a variety of professional development offerings in both content and method of delivery that are rigorous, relevant, and aligned with our District Goals	Curriculum and Instruction Leader	Todd Hilgendorff	07/01/2025	20,000
Action Step 4	Communications	Continue to develop Technology supports on our district website with FAQs, tutorials, links for faculty, staff, students, and families.	Director of Technology	Scott Gardiner	07/01/2025	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	(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)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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8. Would you like to list a fourth goal?

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Identify the implementation level for our Technology Benchmarks (based on ISTE standards) and provide additional support in areas of need.

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.

During the 2022-2023 school year, data will be collected for step #1 of this Goal. Then the benchmarks will be revised and support provided where needed preferably within the same school year. The measure of goal completion will be a revised set of technology benchmarks for all grade levels.

6. List the action steps that correspond to Goal #4 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	Evaluation	Identify the current implementation level of our Technology Benchmarks at each grade level.	Instructional Technology Coach	Vikki Hawkins	06/30/2023	0
Action Step 2	Professional	Provide additional	Curriculum	Todd Hilgendorff	09/01/2	0

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Development	instructional supports for grade levels that are deficient	and Instruction Leader		023	
Action Step 3	Implementation	Review, evaluate, and revise existing Technology Benchmarks in light of pandemic learning.	Curriculum and Instruction Leader	Todd Hilgendorff	09/01/2023	0
Action Step 4	N/A	N/A	N/A	N/A	07/01/2022	N/A

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

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

8. Would you like to list a fifth goal?

No

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

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

The use of instructional technology in our district is not just a standalone effort or project, it has been woven into every aspect of our curriculum and teaching processes. Some examples of how instructional technology are supporting rigorous academic standards and student performance improvements include increased student collaboration, student centered learning, and engagement. Since moving to a one-to-one platform and continuing to invest in the necessary infrastructure to make that happen, students are provided with the necessary tools to work as the outside world works, by collaborating and sharing ideas with both teachers and each other in their learning. Our district utilizes the Google Apps for Education suite (secondary level) and Seesaw (elementary level) to facilitate this sharing. Our goal continues to be having teachers and students use these collaboration products to streamline and facilitate learning through thoughtful student center learning assignments. This has led to increased student engagement in the learning process. Students for the most part are much more eager to respond to an assignment or project facilitated in this manner. Our move to this platform has not been without barriers. First, students need to all be on the same page regarding the use of technology in learning. For technology to be an effective tool in learning, students need to be fluent in its use at every level. Therefore a set of technology skill standards was established by our Technology and Curriculum committees to set the bar on what skills each student should be proficient in at each grade level. This plan seeks to further that work by determining where students are falling short and developing a plan to remediate those deficiencies, especially ones brought on by the pandemic. A second barrier is the inequity students sometimes have with regard to technology. Our goal is to provide students with an equitable experience in the use of instructional technology. This presents itself in two ways in our previous plan and this current plan. One, every student needs to have access to a device for their own work and for collaboration. Two, every classroom needs to have the same set of technology tools, so that teachers provide the same experience to every student. Our plan continues to address both of those barriers by continuing to provide one-to-one technology to every student and by ensuring that every classroom has the same set of teaching technology tools.

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.

In the past several iterations of our Technology Plan, our district has sought to implement action steps to address the “everywhere, all the time” sentiment of the National Technology Plan, indeed our Goal 2, is to provide equitable technology access. During the last two plans, we addressed providing devices to all students and teachers, as well as promoting classroom technology equity by standardizing and providing a common set of technology tools in every classroom. This was a long-term multiplan, multiyear goal that we have achieved. Now in this plan, we are not only looking to maintain that standard through improving our infrastructure as laid out in the action steps of Goal 1 (upgrading WiFi, servers, closets, etc.), but now we turn our attention to providing better Internet connectivity for students, teachers, and community. In Goal 2, we have a short-term goal of providing additional mobile hotspots to families that struggle with Internet connectivity at their home (as identified in the NYS Digital Resource survey). We are also looking to provide better community Internet connectivity by providing improved access to our public Wifi in all of our outdoor spaces. Long-term, we continue to work with our local Internet service providers to identify areas in our school community that either have no broadband service or have poorly performing broadband service.

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.

In addition to technology that is required in a student’s Individualized Education Program (IEP), a variety of technology tools and resources at all levels have been recommended in our Technology benchmarks as possibilities for engaging students in such a way that students with disabilities have equitable access to instruction, materials, and assessments. The district utilizes hardware and software wherever possible to assist both general education and special education students alike. An example of hardware used in this way would be the issuing of iPad tablets at any grade level which afford a specific benefit to special education students, but are also heavily utilized by our general education students. These iPads are often used with additional assistive tech hardware (eg. Osmo interactive hardware) and software apps. A software example would be the use of the assistive tech program Read and Write Gold which is installed on all special education student devices. This allows special education students the ability to have equal access to classroom materials, in spite of their disability.

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

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

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

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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.**

No

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

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

- 8a. **If 'Other' was selected in Question 8 above, please explain here.**

We do not have any ELL students

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V. NYSED Initiatives Alignment

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

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <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 type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity <input type="checkbox"/> Create 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 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 type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. <input type="checkbox"/> 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"/> Class lesson plans, materials, and assignment instructions are available to students and families for <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"/> 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. | <ul style="list-style-type: none"> <input 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"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input type="checkbox"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below) |
|---|--|---|

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

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

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	2.00
Totals:	4.00

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	End User Computing Devices	N/A	645,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Network and Infrastructure	N/A	119,540	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> 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	
3	Network and Infrastructure	N/A	55,440	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Peripheral Devices	N/A	50,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> 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	
Totals:			869,980			

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://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1963023/2018-2021-Instructional-Technology-Plan-2018.pdf

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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 Learning <input type="checkbox"/> Policy, Planning,

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> 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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital

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VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content

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VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				<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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning

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VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				<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

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.