

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 12/09/2021

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

Nicole Marron-Quinn

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

Chief Information Officer

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**II. Strategic Technology Planning**

Page Last Modified: 06/27/2022

1. What is the overall district mission?

The mission of the Lawrence Public Schools, a unifying force at the heart of a cultural mosaic, is to ensure all learners reach their highest individual potential, through an academically rigorous educational system that inspires life-long learning; focuses on creative, student-centered teaching and learning, and enables all to possess the confidence and abilities to meet life's challenges.

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

The vision of the Lawrence District is to advance technology to meet the growing needs of all learners to reach their highest individual potential, through an academically rigorous educational system that inspires life-long learning; focuses on creative, student-centered teaching and learning, and enables all to possess the confidence and abilities to meet life's challenges by utilizing technology. This vision will be aimed to allow students to succeed in the 21st century global society. Our specific vision is to provide access to enable students to acquire, apply and access information. The vision focuses on the skills of critical thinking, collaboration, creativity, communication with an emphasis on character and digital citizenship.

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.

The Lawrence School District utilizes a District Chief Information Officer who interfaces with the various stakeholder groups. This includes teachers, administrators, and parents. As such the technology plan has been developed through a synthesis of the feedback received by the varying stakeholder groups. Through the use of monthly formal and informal discussions and surveys over the past 2 years, the committee was able to develop a plan that advocates for district technology and focuses on the financial resources required to implement the plan. Outcomes from the planning process include the acquisition and distribution of devices for all staff and students. In addition, the district has provided internet access for all staff and students at their residences, when necessary.

Feedback from staff and stakeholders has helped guide curriculum development and application and software choices for classroom use. Participation in NASTECH and DPO forums, as well as an active partnership with BOCES, has increased the District's knowledge in the areas of data privacy and security, as well as compliance with Ed-Law 2d.

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

The District's Technology Plan builds upon the previous goals to ensure that learners have access to the most current classroom technologies. Strengths and areas of improvement have been identified through feedback from school district staff and administrators, as well as district parents/family members. The need for internet connectivity in the home was a prevalent issue, which led to the District's acquisition of hot spots for students and staff in need. The District continues relevant and meaningful ongoing professional development for staff, and continues to monitor learners acquisition of 21 century skills. The District has already accomplished the goal of becoming fully 1:1 with regard to devices for all students and staff, and is in the process of a major WiFi upgrade throughout all school buildings. This will enable less disruption as the learners knowledge base, and therefore usage, increases.

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

The districts technology plan was developed partially upon experiences that occurred as a result of the COVID pandemic. During that time the district swiftly implemented a 1:1 device policy and transitioned to virtual learning. The district managed to secure internet connectivity for all students and staff via hotspots, and we implemented a system for monitoring and troubleshooting devices remotely. The technology plan reflects the districts ability to provide continuing education to all students regardless of modality or location by offering hybrid instruction for the 2020-2021 school year (alternating in person/remote instruction weeks; full every day in-person instruction available for students with special needs.) Virtual training and professional development was provided for all staff in the areas relevant to their instructional needs, including best practices to implement virtual learning successfully. The District also held virtual parent workshops in order to ensure parents were taught how to navigate the various platforms used for virtual learning (Google Classroom, iTutor, Frontline Health.)

6. Is your district currently fully 1:1?

Yes

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

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

The Lawrence District utilizes job emended professional development. We will use selected staff members proficient in technology to serve as instructional coaches who can make an impact across multiple grade levels and school sites. The approach of peer coaching has a unique vantage point; they see things happening at the ground level and can offer a perspective that few educators have. The goal as an instructional technology coach is to do away with "Show and Go" PD sessions where "an expert" visits the school for a day or two and does not return again. This is imperative to establish a professional development program that provides regular training and learning opportunities throughout the entire school year. In this way, teachers will be given the support they need for daily growth which is a critical factor in student achievement.

The district will evaluate the effectiveness of professional development by informal classroom drop-in visits, and formalized evaluation in the Marshall Rubric element of technology through the districts APPR. Additionally, staff will complete surveys at the conclusion of each professional development session, thus guiding the agenda for the next session.

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

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

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

Fully
- 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:

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:

Significantly

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 1**

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1. Enter Goal 1 below:

To expand the use of educational technology to support the academic strengths and needs of all students.

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

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

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

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

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

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

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

The instructional technology goal will be accomplished, measured and evaluated through student performance via software assessments, usage reports and educational data generated from the various platforms used in the classroom. We will know if the use of educational technology to support the academic strengths and needs of all students has expanded by comparing usage to ensure these researched based programs are being implemented with fidelity and integrity. Program data will be reviewed and analyzed by District departments and/or school building staff during faculty meetings and professional development sessions, trainings, and staff development days in order for collaborative analysis and discussion. Monthly data team review meetings will take place with an external data consultant. Through critical data analysis, the District will be able to determine if educational software and technology used in the classroom is contributing to goal attainment by demonstrating an increase student achievement across disciplines. To ensure all students and staff have equitable access to technology, the district will continue to provide devices as needed (chromebooks - estimated cost \$245,000 over 3 years for new entrants and new staff.)

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.

2022-2025 Instructional Technology Plan - 2021

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 1 | Purchasing | The District will continue to adopt budget lines that support the goal and provide necessary technologies to staff and students | Superintendent | Assistant Superintendent | 06/30/2025 | 245,000 |
| Action Step 2 | Curriculum | Continue to utilize digital curriculum | Superintendent | Building Principal | 06/30/2025 | 0 |
| Action Step 3 | Implementation | Classroom teachers and building administrators will continue to implement curriculum via digital platforms and classroom technologies such as Interactive Display Boards, chromebooks, chromeboxes, and desktop computers | Classroom Teacher | Building Principal | 06/30/2025 | 0 |
| Action Step 4 | Collaboration | Collaboratively analyze student performance data throughout the school year | Building Principal | Administrative Staff | 06/30/2025 | 0 |

7. This question is optional.

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

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

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 1

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

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 2**

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1. Enter Goal 2 below:

To continue ongoing and supportive professional development with regards to technology, including coaching and technical assistance in real time.

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

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

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

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

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

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

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

The computer based programs generate usage reports; these include a comparison of actual usage to the programs standard. We will use "approaching" or "at standard" as our benchmark. The instructional technology goal will be measured by evaluating teacher and student performance based upon ease of use and successful implementation of both classroom technological devices as well as software use, access, and performance. The District will continue to offer many opportunities for professional development through My Learning Plan, ASCD, and professional development embedded within software applications. In addition, the District works with Nassau BOCES and outside vendors in order to maximize the amount of professional development available to faculty and administration. We will know the goal has been accomplished by reviewing feedback from staff with regard to the purposefulness of the professional development as well as the access to technology throughout the school year.

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

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|--------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Professional | Provide ongoing | Superintend | Instructional/PD | 06/30/2 | 250905 |

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 |
|---------------|----------------|--|--------------------------|---------------------------------|--------------------------------|------------------|
| | Development | professional development to staff via in person workshops, access to professional online platforms, and technological support as needed | ent | Coach | 025 | |
| Action Step 2 | Staffing | The District will continue to employ highly qualified teachers and staff in order to support the educational vision of the district | Superintendent | Assistant Superintendent | 06/30/2025 | 2,628,660 |
| Action Step 3 | Evaluation | Evaluation of ease of use and software performance by school District leaders in order to ensure purchases are relevant and implemented successfully | Superintendent | Assistant Superintendent | 06/30/2025 | 0 |
| Action Step 4 | Communications | Continue to encourage staff communications with the department of technology and school building leaders in order to ensure technology is being used effectively in the classroom, while providing ongoing support as needed | Director of Technology | Classroom Teacher | 06/30/2025 | 0 |

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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

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 |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| | Response) | | Response) | | Response) | |
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3**

Page Last Modified: 06/15/2022

1. Enter Goal 3 below:

To continue to develop 21st century skills utilizing inquiry based learning, and encouraging creativity and collaboration.

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

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

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

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

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

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

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

The instructional technology goal will be measured and evaluated by observing students and teachers in the classroom as they work collaboratively, while noting the use of technology during the sessions. Once again, using monitoring software including GoGuardian, we will have concrete evidence of the utilization of programs and all internet data searches. We expect to see an increase in the learners accessing appropriate sites to enhance their 21st century skills.

In addition, the facilities department will continue to monitor, evaluate, and re-arrange, when necessary, learning spaces to accommodate the goals set forth by the classroom teacher, building principals and administrators, with the purpose of ensuring learning spaces are set up to promote inquiry based learning, student engagement and collaborative work while utilizing classroom technology with no restrictions to access.

We will know the goal has been accomplished when evidence of successful collaboration and inquiry based learning is observed. Through review of students portfolios, including Google Classroom projects and assignments, software utilization and data reports, and conversation with teachers and school building leaders, we will be able to gauge the goal attainment.

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.

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 |
|---------------|------------------------|---|--------------------------|-----------------------------------|--------------------------------|------------------|
| Action Step 1 | Community Partnerships | Collaborate with Nassau Boces | Director of Technology | Assistant Superintendent | 06/30/2025 | 0 |
| Action Step 2 | Infrastructure | Ensure reliable and continuous internet connectivity while offering access to new classroom technologies | Director of Technology | Assistant Superintendent | 06/30/2025 | 1,336,978 |
| Action Step 3 | Learning Spaces | Continue to improve classrooms and shared spaces to promote collaborative learning and increase student participation | Classroom Teacher | Director of Facilities | 06/30/2025 | 0 |
| Action Step 4 | Curriculum | The District will continue to adopt a curriculum rich with opportunities for inquiry based and collaborative learning opportunities which allow for student's prior knowledge and creativity to be the foundation of the acquisition of new knowledge and information | Building Principal | Curriculum and Instruction Leader | 06/30/2025 | 0 |

7. This question is optional.

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

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 5 | (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) |

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 |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| | | | | | nse) | |
| 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 - 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 District use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students. The District will continue to use data analysis, snapshot data, assessments and ongoing student performance monitoring to support the objective. The Districts current educational software applications generate a multitude of data reports which are reviewed and analyzed on an ongoing basis, to ensure student success and to allow educators to provide an increase in academic support as necessary including learning modifications, individualized academic and social-emotional support, as well as any technological assistance necessary in order to sustain student learning.

The District has installed BenQ Boards and Chrome Boxes in all classrooms which allows for teachers to present educational material to all students regardless of modality. This technology also promotes student engagement and collaboration as students can interact and present work, answer questions, work collaboratively on projects and group assignments, and receive one-on-one instruction and support, all through Google Classroom Meets via their personal devices (district provided Chromebooks), and the BenQ.

- 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.**

The District will continue to provide 1:1 devices to all staff and students, upgrading where appropriate to ensure that learners with specific learning differences have access to software and hardware that addresses their needs. In addition hotspots will continue to be provided for any student or staff member that lacks internet connectivity at their place of residence. The District is currently upgrading the entire WiFi system to improve connectivity throughout the District, as well as installing a new and improved phone system to ensure reliable communication at all times.

The Districts contract with Worth Ave. guarantees that devices are repaired and returned to students swiftly (loaners are provided when a device is sent out for repair.)

As a long term goal, the District will continue to partner with BOCES Model Schools, and will utilize the information learned through APPR evaluations to capitalize on the "bright spots" of those who are implementing technology.

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

The District purchases and provides devices based upon the specific needs of all students with disabilities as the primary goal for students with disabilities is to provide them with the services identified in their IEP and/or 504 document. Students are provided with appropriate assistive technology which includes, but is not limited to: ipads for non-verbal students, bluetooth keyboards, mice, headsets, touchscreen devices, talk to text software applications, wheelchair mounts, switches, etc. In addition, teachers, students, and parents/caregivers have access to many software programs designed specifically for students with disabilities (*Boom Learning, Learning Ally, Boardmaker, Proloquo*), and the District Superintendent and Special Education Department leaders work to ensure that all students with disabilities have access to whatever accommodations they need for a successful educational experience.

Special Education staff work collaboratively to research and select appropriate programs for use with students with special needs. This may include, but is not limited to, various apps which are installed on student devices in order to accommodate the instruction of the student. In addition, the utilization of software programs is often modified by the District CIO in order to meet the needs of the students (ie: changing a students "actual" grade level within a platform to a grade level that presents content appropriate for the learner.)

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

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

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

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

- | | |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" 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 checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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

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

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V. NYSED Initiatives Alignment

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

Yes

- 7a. **If Yes, check one below:**

Other (please explain in Question 7b, below)

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

20 language options on website; all written communication translated to home language

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

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

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input 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"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

| | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 1.00 |
| Instructional Support | 19.00 |
| Technical Support | 6.00 |
| Totals: | 26.00 |

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 | 245,000 | 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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | District Operating Budget |
| 2 | Network and Infrastructure | N/A | 1,336,978 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public | N/A |

2022-2025 Instructional Technology Plan - 2021

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 |
|---|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
| | | | | | Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| 3 | Staffing | N/A | 2,628,660 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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 | Professional Development | N/A | 250,905 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid | Grants |

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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: | | | 4,461,543 | | | |

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

Yes

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

<https://www.lawrence.org/documents/important-district-documents/district-technology-plans/47142>

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

2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs**

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Engaging School Community through Technology | <input checked="" type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input checked="" type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Blended and/or Flipped Classrooms | <input checked="" type="checkbox"/> Instruction and Learning with Technology | <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Infrastructure | <input checked="" type="checkbox"/> Technology Support |
| <input checked="" type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input type="checkbox"/> Other Topic A |
| <input checked="" type="checkbox"/> Digital Equity Initiatives | <input checked="" type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Digital Fluency Standards | <input checked="" 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 | Nicole Quinn | CIO/DPO | nquinn@lawrence.k12.ny.us | <input checked="" 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 checked="" type="checkbox"/> Data Privacy and Security <input checked="" 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 checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized |

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

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