

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/22/2021

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

Gina Fusco

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

Other

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

Director of Instructional Technology

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

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1. What is the overall district mission?

Our mission at the Lansingburgh Central School District is to create for all students a productive, challenging and safe educational environment. Our students will acquire civic values and learning skills and strategies through a dynamic partnership between the schools and community. These experiences will inspire a lifetime of learning and self-sufficiency.

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

Educators will improve the use of technology for students to become curators of knowledge and provide a future-ready learning environment for all students that include collaborative, experiential, equitable, innovative, and culturally responsive learning. Through embedded professional development and ongoing Inservice programs, teachers will gain confidence in their ability to implement a rigorous curriculum that builds life-long learning skills through personalized, technology-empowered, and deeper learning experiences. . Our hope is to ignite the passions deep within our students through learner-centric experiences and creative real-world applications. By giving students the opportunity to explore these passions further, we will be supporting and nurturing their individual dreams, while guiding and fostering a desire to be intrinsically motivated learners with agency, passion, and skills to be a productive, successful, and responsible citizen.

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 Lansingburgh CSD Curriculum and Technology team meets monthly throughout the school year and has worked collaboratively to develop the plan. The planning process began in January 2021 by evaluating the goals of the previous Instructional Technology plan and determining the outcomes based on our anecdotal observations and needs surveys. We also looked at the current landscape of educational technology and the impact of the previous three years to determine the goals. We will continue to meet monthly to determine the progress of the plan, and the effectiveness of the actions taken to achieve the goals.

The committee is a range of teachers, administrators, parents and BOE members. Further, the committee develops a technology use survey that is

distributed annually to students, staff and community members. All members of the Technology Committee received a copy of the full Instructional

Technology plan in a collaborative document and we discussed the goals with respect to the current District mission and vision. We further analyzed

the results of the technology use surveys and the NYS assessment scores, and other data points to determine how we could develop goals that would improve teacher, student and administrator capacity to use educational technology resources in a meaningful way. The input of all members of the Technology

Committee and results from the community feedback are essential to our process and was included in the development of this proposal.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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

The planning process for the Instructional Technology plan has changed as a result of the increased use of video conferencing and online collaboration. The demands of post-COVID educational environments are daunting, with the ability for each member of the committee to edit, share ideas and provide feedback on their own timeline makes the planning process easier.

The planning committee used student, staff and community surveys to measure the goals from the previous LCSD Instructional Technology Plan (2018-2021). As a district, we have made a lot of progress toward the goals previously outlined and still have some work moving forward. In the previous plan, we were primarily focused on building a capacity to use technology in the classroom. In 2018, we still had shared Chromebooks throughout the district and teachers were hesitant to plan with a focus on technology resources since they didn't always have access to Chromebooks for multiple days in a row. Professional development for technology integration was not as well-attended as it is now. The changes that have taken place over the last two years have had a tremendous impact on the focus of technology integration and training. In 2019, the district approved the implementation of a full time Instructional Technology TOSA who has provided 1:1 coaching as well as personalized professional development. As a result, teachers have been more confident in integrating technology into their curriculum.

Now that teachers have a more thorough knowledge of technology tools and we have 1:1 Chromebooks in grades 3-12, we have received a greater interest in professional development and the use of technology to enhance curriculum. In this plan, we will continue progress toward our previous goal of 21st Century learning, but with a new focus on student creation as to integrate it more authentically into their curriculum.

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

As a result of the COVID-19 pandemic, the Lansingburgh Central School District has transformed from a school that used technology as a tool, to full integration of technology in the classroom. We have implemented 1:1 Chromebook Distribution in Grades 3-12. In PK-2 we have shared carts where each teacher has 15 Chromebooks available for instruction. In September of 2020, the Lansingburgh CSD made a decision to keep 3 of our 4 buildings fully remote and offered concurrent and remote instruction at all grade levels. This created a unique challenge, as well as some benefits. As a result, we have an entire district full of teachers who had to quickly assimilate to the changing environment. The basic tools and knowledge have now become second nature and teachers are more confident moving forward integrating technology. We have also added a Technology Integration TA to our staff who is adept at repairing Chromebooks and manages our fleet of 2400+ Chromebooks. This allows staff and students to have access to devices throughout the school day and at home. We also purchased a lot of new creation software with ARP funding that has allowed us to integrate more student creation.

One of the major challenges that came with these changes, is the lack of digital citizenship framework that was not embedded in the curriculum prior to the COVID pandemic. Additionally, we have had a lot of teacher turnover and new teachers entering the district. Professional development and appropriate training has become crucial. We have begun to offer a larger variety of training to reach more staff.

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

No

- 6a. **What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

We are 1:1 in grades 3-12 and provide shared devices for PreK-2nd Grade. There is no plan to modify the allocations.

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

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6b. When will the District become fully 1:1?

Unknown

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 Lansingburgh Central School District has a well-established professional development program that will provide a foundation for professional development aligned with the objectives of this plan. The professional development will be ongoing throughout the period of the Instructional Technology plan. The delivery methods include year-long PLCs, embedded professional development components, 1:1 IT Coaching (or small group) , book studies and virtual learning opportunities which are facilitated by over twenty teachers, administrators, curriculum specialists and coaches. In addition to the programs offered through the Lansingburgh Academy, the Director of Instructional Technology and Technology Integration (TOSA) will participate in 1:1 meetings with teachers, department meetings, grade level meetings, faculty meetings, curriculum & technology team meetings, and building PLCs to determine deficits and needs of faculty and staff. They will also participate in informal classroom observations and distribute technology resources and use surveys bi-annually to faculty, staff, administrators and students. The Instructional Technology TOSA will also provide 1:1 embedded coaching opportunities for teachers to integrate technology to enhance productivity and student engagement. Topics for professional development will be identified through the technology resource and use surveys and informal classroom observations, along with ongoing conversations with teachers, administrators and curriculum specialists. PD curriculum will be closely aligned with the ISTE standards for Educators and the NYS Digital Fluency and Computer Science Standards as well as the EdVolve Digital Citizenship framework.

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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:
Significantly
2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.
The district has met this goal:
Significantly
3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.
The district has met this goal:
Significantly
4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
The district has met this goal:
Significantly
5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.
The district has met this goal:
Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

Lansingburgh Central School District will implement NYS Digital Fluency and Curriculum standards and update PK-12 curriculum maps to reflect the changes.

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.**

- Curriculum maps will be updated with digital fluency and computer science standards K-12 Business, Tech, Library and FACS-12 Content areas
- Scope & Sequence for Digital Fluency and Digital Citizenship will be developed for PK-12
- Students will demonstrate knowledge of digital fluency through 70% proficiency on benchmark assessments
- Teachers will report increased ability to integrate lessons into their curriculum on teacher technology survey
- Students will report increased understanding of digital fluency and digital citizenship on the student technology survey

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IV. Action Plan - Goal 1

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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	Budgeting	Budget for Professional Development and Curriculum Work	Assistant Superintendent	n/a	06/30/2025	\$10,000
Action Step 2	Curriculum	Participate in Summer Curriculum Development	Director of Technology	n/a	08/31/2023	\$10,000
Action Step 3	Professional Development	Consulting with EdVolve for Director of Instructional Technology and Technology Integration TOSA	Director of Technology	n/a	08/31/2023	\$0
Action Step 4	Professional Development	Offer 1:1 Coaching, Department/GL Meetings, Inservice programs	Director of Technology	n/a	06/30/2025	\$0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #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	Evaluation	Distribute Annual Technology use Surveys, Benchmarks	Director of Technology	n/a	06/30/2025	\$0.00
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)

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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 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:**

Develop and Implement an Assistive Technology Handbook in order to provide equitable access to rigorous content using technology tools available to all students.

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 type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" 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 checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input checked="" 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 checked="" 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.**

- Develop an assistive technology handbook inclusive of all approved resources to make content accessible by all students. Communication (Reading and Writing)AcademicVocational
- Assistive technology handbook will include no tech, low tech and high tech resources at all levels.
- Teachers will report increased use of assistive technology tools to provide equitable access to content while maintaining rigor.
- Students will report increased use of assistive technology tools to access learning.
- Teachers will participate in at least 2 hours per year of professional development focused on assistive technology tools

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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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	Collaboration	Collaborate with Questar III Special Education Consultant to develop a plan for Assistive technology handbook	Director of Technology	n/a	06/30/2024	\$2,000
Action Step 2	Professional Development	Offer 1:1 Coaching, Department/GL Meetings, Inservice programs	Director of Technology	n/a	06/30/2025	\$0
Action Step 3	Implementation	Develop an assistive technology trial guide	Director of Technology	n/a	06/30/2024	\$0
Action Step 4	Evaluation	Distribute Annual Technology use Surveys, Benchmarks	Director of Technology	n/a	06/30/2025	\$0

7. This question is optional.

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

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

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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)	

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

Lansingburgh School District students will participate in authentic learning opportunities using technology to create and edit videos, podcasts, blogs and websites in order to become active global citizens.

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.**

Teachers will report high confidence (on a scale) integrating technology in a way that provides students with the ability to create, gives students voice and choice on the technology needs assessment survey

Students will report 50% increase in use of technology tools to create videos, blogs, podcasts and websites on technology needs assessment survey.

Students will report 50% more confidence to use technology in a real-world application to solve problems, demonstrate knowledge and collaborate with people beyond the physical space of their school environment on the technology needs assessment survey.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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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	Budgeting	Purchase of WeVideo, Soundtrap, podcasting and AV equipment	Director of Technology	n/a	06/30/2023	\$10,000
Action Step 2	Professional Development	Offer 1:1 Coaching, Department/GL Meetings, Inservice programs	Director of Technology	n/a	06/30/2025	\$0
Action Step 3	Implementation	Student training on resources	Instructional Technology Coach	n/a	06/30/2025	\$0
Action Step 4	Evaluation	Distribute Annual Technology use Surveys, Benchmarks	Director of Technology	n/a	06/30/2025	\$0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #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?

No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

Through the integration of technology, students will focus on digital citizenship, digital literacy, and computer skills required for collaborative learning and enhanced communication with their teachers and families. Teachers will participate in high-quality training to use state-of-the art technology to prepare and deliver high-quality, technology-based instruction. Students and teachers alike will effectively utilize technology resources to design, develop, publish, and present products that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. Technology will support increased student-centered learning opportunities, as well as facilitate the evaluation of technology-based options, including distance and distributed education. We aspire to inspire our students to become lifelong learners. The vision of technology within the Lansingburgh Central School District is to incorporate and effectively utilize technology kindergarten through twelfth grade to expand students knowledge, critical thinking and problem-solving skills, thus creating global citizens and preparing students for college and careers. With the addition of a Technology Integration Specialist and access to communication with the global community through video conferencing units, we will continue to make progress toward these goals.

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.

Lansingburgh CSD has taken the steps to ensure equitable learning "everywhere, all the time" by providing the following:

- Upgraded wireless and network infrastructure
- 1:1 Chromebook distribution with take-home policy for grades 3-12
- Over 100 hotspots purchased to provide to families who do not have reliable Internet Access
- Added 1.0 FTE Instructional Technology TOSA in 2019-2020 school year
- Added 1.0 FTE Instructional Technology TA
- Continued partnership with Questar III Model Schools, Special Ed, Literacy, RBERN to provide embedded and inservice
- Questar III Technical Support contracted 1 day per week
- Ongoing budgeting to support replacment of devices, chargers, allocation for damages, continuous upgrades of infrastructure, professional development opportunities.

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V. NYSED Initiatives Alignment

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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 goals outlined in the instructional technology plan of the Lansingburgh CSD are inclusive of all students, general and special education. Specifically, the ISTE and NYS Digital Fluency and Computer Science standards encompass the needs of all students and promote differentiation to support diverse learning abilities. The district will strive to implement a collaborative learning environment where students and teachers will work together to create and innovate. We will continue to evaluate the needs of all learners and ensure fair access to all resources. Lansingburgh will also seek the assistance of our local BOCES to ensure that we can provide the appropriate services to our students. We will continue to support learning and teaching with focus on improving the classroom experiences for students with disabilities through proper use of educational technology. Teachers will participate in inservice and embedded professional development programs that focus on using technology to support individualized learning needs. Topics include: Assistive technology tools, Reading fluency with technology, formative assessment tools, screen casting your lessons, Google Classroom for differentiation and many more. Further, students are taught to use accessibility tools on district-provided Chromebooks including, but not limited to: screen contrast, text to speech, print enlargement, screen magnifier, and text improvement extensions. The technology department works closely with teachers and occupational therapists to ensure that students are using appropriate tools to access content in their classrooms, including slant boards, screen magnifiers, headphones, large key keyboards, and large track mice. We will continue to evaluate the needs of our students and provide assistive technology on a case-by-case basis to ensure that students can successfully participate in the general curriculum. We will offer professional development to staff members to ensure that they understand how to adapt their learning environment for students with diverse needs.

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

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

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

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V. NYSED Initiatives Alignment

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|---|---|
| <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 checked="" 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 checked="" type="checkbox"/> Web authoring tools |
| <input checked="" 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 type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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V. NYSED Initiatives Alignment

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

<p><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</p> <p><input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</p> <p><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</p> <p><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</p> <p><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.</p> <p><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</p>	<p><input type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</p> <p><input type="checkbox"/> Replace devices that are damaged or stolen/as needed.</p> <p><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><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)/</p>	<p><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.</p> <p><input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</p> <p><input type="checkbox"/> Provide online mentoring programs.</p> <p><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
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V. NYSED Initiatives Alignment

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- | | |
|--|--|
| clarify enrollment instructions. | <input type="checkbox"/> Technology is used to |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |
| <input type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | |

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

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

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

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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	2.00
Instructional Support	1.00
Technical Support	2.00
Totals:	5.00

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	Staffing	n/a	100,000	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,	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
					to the right) <input type="checkbox"/> N/A	
2	Professional Development	n/a	75,000	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 checked="" 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
3	End User Computing Devices	n/a	100,000	Annual	<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 checked="" type="checkbox"/> Instructional	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
					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	
4	Instructional and Administrative Software	n/a	80,000	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 checked="" 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
Totals:			355,000			

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

Not Applicable

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- 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.lansingburgh.org/Page/2189>

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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VII. Sharing Innovative Educational Technology Programs

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

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

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VII. Sharing Innovative Educational Technology Programs

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

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/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<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, 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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/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, and Leadership <input type="checkbox"/> Professional Development /

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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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