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

    Kimelyz Blau

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

    Director of Technology

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

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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

"The Somers Central School District will ignite the passion in each student by engaging students at a personal level to ensure success in a global society." As a collective team of educational professionals, we are committed to the children and families of SCSD. We believe the learning environment in SCSD must support the overarching elements of the district vision – 21st Century Knowledge and Skills, Social/Emotional/Physical Wellness, and Global Citizenship – in order to support the development of the Whole Child. We are committed to understanding the story of each and every child and providing a personalized learning experience for all.

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

Somers Central School District recognizes that digital literacy is a fundamental component of supporting the development of the Whole Child. As a district, we strive to create a student body with a strong background in digital literacy, which will enable them to develop skills necessary for competition in a growing and global marketplace. The development of skills such as critical thinking, problem-solving, creativity, innovation, communication, and collaboration are fundamentally aligned with the pursuit of educating the Whole Child. As a school district, we strive to ensure faculty, staff, and students of the Somers Central Schools have the technology infrastructure and resources needed to develop essentials skills in order to compete, lead, and innovate in the future. The Somers Central School District will focus on student learning to adjust our professional practices. To that end, as a team of professionals, we will focus on three large values as follows: 1. Ensure all students learn. 2. Develop a culture of collaboration. 3. Focus on results. To better supports these areas, SCSD will guide and support the related organizational structures in all schools across the District.

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 creation of this plan began at the begining of the 2021-2022 school year. Each of the comittee listed below met serperatly to provide input of the content of the plan and ensure aligment with district strategic goals.
District Technology Leadership Committee: This group was initially constituted with the development of new building level technology leaders in the fall of 2014 and continues through the timeline of this plan. The evolution has led the committee to provide direct insight into the different initiatives identified in the Technology Success Plan. This committee allows the direct input on all decisions related to technology. The committee consists of the Director of Technology and representation from each Building Technology Committee. The dristict comittee met quarteerly during the creation of this plan.
Building Technology Committees: The organization of these building-based committees is a joint approach by the school administration and the building-level technology leader. Each committee has department and/or grade level representation. The committee focus has recently changed from one that was focused on technology complaints, what was not working, to a clear focus on the integration of technology in the District and strategic planning of technology initiatives. The committee provides keen insight regarding the professional development needs of staff and provides overall input to the District on the needs of the school as related to technology. The dristict comittee met monthly during the creation of this plan.
Director of Technology: The Director of Technology provides oversight and coordinates all District technology including, but not limited to, the technology budget, vendor contracts, project management, staff management, and District technology policies. The Director of Technology ensures the District is compliant with all federal, state, and local policies. Furthermore, the Director of Technology must maintain foresight regarding the integration of technology and instruction and provides management and oversight of daily technology operations via liaising with the Manager of Network Services.

Building Technology Leaders: Each school has a stipend position, filled by a classroom teacher. The role of the building technology leader is to facilitate monthly building technology meetings, to pilot new technology in their classroom, and to share best instructional practices related to technology with the faculty in each building.
Assistive Technology The assistive technology responsibility is a partnership between the Manager of Network Services and the Director of Special Services. Monthly building-based technology support meetings facilitate the use of technology tools to support those children with technology needs identified in Individual Education Plans.
Directors of Learning: The Directors of Learning are responsibile for all curriculum, instruction ,assessment and professional leanring in the istrict. The Directors of learning liase with the Director of Tehcnolgoy weekly to ensure alignment of the strategic vision and actioan of the district towrd the attainment of that vision.
The outcomes of the developed plan is to improve the district ability to meet the needs of students throught the use of instructional technology.

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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?**

This instrucitonal technology plan builds upon the development of a data warehouse for instrucinal use, in addition to ugmentsing critical safecty and secutity measure that are necessary to safeguard the enducational environment for students. The planning process was notably differnt from pervious years as a result of administrative restructuring in the district. When the last technolgoy paln was creted, the district did not have a director of technolgoy, nor did it have directors of learnings. Those roles were fulfilled by one Director of Innovations in Learning. Since the new structure requires alignment of multiple personnel, the planning process fo rthis plan invluded weekly meetings with the Director of Technology and directos of learning to ensure alignment of goals and actions.
Each committee involved in the planning process reflected on the last instructional plan's goals, and recognizing tht some were not achieved due to the insuttuptions caused by the pandemic. In addition, tecnolohy use and comfort surveys were acquired from instructional staff and reviewed as part of the reflection and development process.   The district piviored to a 1:1 initiative quickly when the pandemic hit, and focussed its resources on the infrastructure upgrades rather than the stated goals of the previous technolgoy plan.

This plan addresses goals that were not met in the last plan due to the COVID pandemic. Specifically, this plan refocusses on the developemnt of a datawarehouse for the monitoring of student learning- a goal that was stated on the pervious plan that did not come to full fruition.

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

As a result of the pandemic, the district purchased an additional 1,095 students' personal learning devices for our Kindergarten through 5th grades students and furthermore, it increased the internet bandwidth from 1GB to 2GB to keep up with the additional user demands of the internet. Prior to the pandemic the district had only purchased students' personal learning devices for students in grades 6th through 12th but since the pandemic the district is now fully one-to-one K through 12th.
To continue to support the district one-to-one student device initiative, the district plans to enhance all infrastructure systems to provide additional system accessibility and to strengthen security requirements. The additional devices on our network have increased the demand for network speeds and accessibility and security will need to be extended to protect devices inside and outside of our network.

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

Yes

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

The Somers Central School District utilises a professional learning plan that leverages institutional knowledge, regional partners in addition to national consultants. The goals of this plan directly addres the need to utilize student learning data to equip teachers with the inforamtion needed personalize learning and monitor the progress of student learning. To support the developemtn of teacher skill and organizational structures, this plan seeks to add an instructioanl technology coach, whose primary responsibility will be integrating the use of data and technology supports.

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III. Goal Attainment

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

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

   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:

   Moderately

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

   Significantly

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

   Moderately

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1. **Enter Goal 1 below:**

   Implement a system that will use student learning results to drive change to instructional practice by developing a student learning data warehouse. A train the trainer model will be implemented, utilizing a newly created instructional technology coach so that key members of Multi Tiered System of Support (MTSS) teams and teachers are supported in the use of the data warehouse to proactively and reactively identify students in need of instructional and social emotional support.

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

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

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

   ☑ All students
   ☐ Early Learning (Pre-K -3)
   ☐ Elementary/intermediate
   ☐ Middle School
   ☐ High School
   ☐ Students with Disabilities
   ☐ English Language Learners
   ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   ☐ Students experiencing homelessness and/or housing insecurity

   ☐ Economically disadvantaged students
   ☐ Students between the ages of 18-21
   ☐ Students who are targeted for dropout prevention or credit recovery programs
   ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   ☐ Students who do not have internet access at their place of residence
   ☐ Students in foster care
   ☐ Students in juvenile justice system settings
   ☐ Vulnerable populations/vulnerable students
   ☐ Other (please identify in Question 3a, below)

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

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

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

   Evidence that demonstrates the efficacy of his goal includes:

   Change in academic performance of students who have been identified through the use of learning data warehourse. Specifically:

   • Percentile rank in STAR assessment over time with benchmark of 80% of students scoring at or above 40th percentile
   • Increase in attendance rate
   • Increase in attendance rate by course with a benchmark of 5% increase
   • Number of small group interventions and the metrics used to select students into small group interventions
   • Type and scope of small group interventions available, and criteria for selection.
   • Surveys of teachers about their awareness of the data warehouse, and their understanding of its use with MTSS and instructional teams to proactively and reactively identify students who are in need of support.
   • An analysis of the number of instructional and social emotional intervention plans that are created or initiated by classroom teachers. This information will be reviewed by the district MTSS team.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	Budget funds for the purchase of Data warehouse software	Director of Technology	Superintendent	07/01/2022	25000
Action Step 2	Implementation	Align data sources and link data feeds from SIS, outside data sources	Director of Technology	Database Manager	03/01/2023	5000
Action Step 3	Professional Development	Provide professional learning for stakeholdergroups in use and logging of data warehouse for whole child success meetings and intervention protocols	Assistant Superintendent	District instructional Technology Coach	06/24/2025	200000
Action Step 4	Data Privacy	Ensure privacy of PII in data warehouse	Director of Technology	Superintendent	06/30/2025	0

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

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

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1. **Enter Goal 2 below:**

   Implement new network equipment across all four of our buildings which includes new and enhanced firewalls, IDFs/MDFs, wireless access points, SANS SAN server and Virtual Host/to improve computer network connectivity, reliability and system security for students, teachers, and leaders.

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

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

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

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

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

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

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

   Before and after the implementation of new equipment, the network will be measure for speed by running speed test tools such as speedtest.net. The plan is to take the information from the pre and post snapshot and use this to gauge the efficiency of the systems configuration as well as confirm network speed enhancement. The firewall will provide us with several reports that show inbound and outbound traffic and details the applications that are being blocked based on configured system security policies that can be compared to previous firewall. In addition to this report, network and security system logs will be evaluated after the implementation and will be used to validate system enhancement for those areas identified as needing improvement, ultimately assuring the attainment of improved network connectivity, reliability and system security.

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	Planning	Develop a five-year plan for	Director of Technology	Edutek	07/01/2022	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		implementation that specifies the network equipment needed at each of our four buildings, list prices and installation costs and includes a detailed schedule for the implementation steps that would need to take place. Share the plan with Superintendent and Assistant Superintendent of Business and Operations for approval.				
Action Step 2	Budgeting	Develop ad fiver-year plan that will outline a yearly expense chart for the equipment that will be purchase and for which building. This includes information of the use of capital lease purchase funds and category 2 e-rate funds that will need to be accessed to cover for the purchases. Share the plan with Superintendent and Assistant Superintendent of Business and Operations for approval.	Director of Technology	Assistant Superintendent of Business and Operations	07/01/2022	0
Action Step 3	Purchasing	Purchase new network equipment and paid for installation when necessary. The purchase for this would be based on the yearly budgeted plan and it would range	Director of Technology	Assistant Superintendent of Business and Operations	07/01/2022	1000000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		from $300,000 to $400,000 per year.				
Action Step 4	Implementation	The implementation plan is to replace the aging network equipment one building at a time and starting with our middle school building, then moving to our high school, intermediate and lastly the elementary building.	Director of Technology	Edutek	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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1. **Enter Goal 3 below:**

   Provide job-embedded professional learning for teachers, teaching assistants, administrators and support staff that is aligned to the needs of the district and reponsive to the needs of the staff.

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

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

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

   ☑ All students
   ☐ Early Learning (Pre-K -3)
   ☐ Elementary/intermediate
   ☐ Middle School
   ☐ High School
   ☐ Students with Disabilities
   ☐ English Language Learners
   ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   ☐ Students experiencing homelessness and/or housing insecurity

   ☐ Economically disadvantaged students
   ☐ Students between the ages of 18-21
   ☐ Students who are targeted for dropout prevention or credit recovery programs
   ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   ☐ Students who do not have internet access at their place of residence
   ☐ Students in foster care
   ☐ Students in juvenile justice system settings
   ☐ Vulnerable populations/vulnerable students
   ☐ Other (please identify in Question 3a, below)

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

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

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

   Impact of the Technology Coach on teaching and learning K-12 will be evaluated using the following data:
   1. # of Professional Learning opportunities provided (individual and large group)
   This information will be evaluated by the district data team and the direct supervisor of the Technolgoy Coach to determine whether the position is being utilized in the most efficient way. Schedules and working hours will be flexted based on what this data reveals about the availability of the coach to learning teams.
   2. Feedback from Professional Learning opportunities.
   For each engagement the Technology Coach has with learning teams in the district, specific goals will be developed and aligned with the yearly district goals that are enumerated in the district's success plan and approved by the Board of Education. Surveys will be distributed to each group that engaged with the coach, and with the coach's direct supervisor and the district data team will review this data to determine the extent to whcich the coach is simuntaneousy meeting the broad goals of the district as well as the individual goals of faculty an staff.
   3. Increase of technology tools utilized for instruciton K-12
   Usage reports related to district-purchased technology platforms will be examined by the coach's direct supervisor and the district data team to determine the extent to which there is correlation between the coach's engagement with groups of faculty and the usage of technology tools for which the coach provides training.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Work with Assistant Superintendent for Business and Superintendent of schools to determine the availability of an FTE to reassign to this coaching role by examining enrolment projections and certification requirements.	Superintendent	Business Official	05/25/2023	100000
Action Step 2	Implementation	Assign a TOSA as a Technology Coach K-12.	Superintendent	Director of Technology	09/04/2023	100000
Action Step 3	Collaboration	Increase the capacity of teachers and teaching assistants K-12 to utilize technology tools to effectively enrich and enhance instruction in an engaging manner. This includes small study and focus groups of faculty and staff, sharing best practices, and creating a handbook of best practices for others in district.	Teacher on Special Assignment	Director of Technology	09/02/2024	100000
Action Step 4	Professional Development	Work with teachers and teacher teams to effectively integrate technology tools into everyday curriculum and assessment.	Teacher on Special Assignment	Directors of Technology	09/08/2025	100000

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.

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 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8.   **Would you like to list a fourth goal?**

No

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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 Somers Central School District uses instructional technology to sustain rigorous academic standards by leveraging communication collaboration and data analysis tools embedded within the system. In addition, technology is used in the classroom to augment, differentiate and assess students in ways that are appropriate to individual needs. Specifically, a data warehouse tool will be used by classroom teachers and building-based teams to proactively identify students in need of tiered instruction in social emaotional or behavioral areas. This warehouse will store intervention plans, provide progressmonitoring, communicate with families, and provide teachers with a listing of appropriate interventions based on identified needs of students.

   Students in the Somers Central School District will utilize technology to demonstrate skills and concepts through multimedia platforms and learning management systems. Specifically, student acquistion of the skills and dispositions identified in the District success plan will be stored as a learning portfolio in the learning management system.

   Technology is used to provide multiple pathways for students to access instruction by leveraging assistive tools in additon to live tranlation services embedded in the district systems to ensure all students have access to the same opportunities for engagement.

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 Somers Central School District provides access to instructional technology in an equitable way by ensuring that all students in the district are provided with a personalized learning device starting in kindergarten. All families in the district have access to high-speed internet when not in school. In the rare case of a family not having access to high-speed internet outside of school, they are povided access by the District at no cost. This plan addresses human capacity by implementing data systems that provide meaningful and relevant learning data to instructional staff, an instructional technolgoy coach to build capacity of instructional staff in using data systems, and infrastructure investments to ensure the security of the data contained in district systems.

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.**

   Primarily the district reflects on the individual needs for SWDs through an evaluation process of the need for assistive technology. This includes individual assessments of students cognition of expectations, physical capacity to express learning though identified personal strengths, and required modifications to instructional practices with receptive and expressive technologies that ensure the student's identified disabilities do no preclude them from interacting with instruction and curriculum. Having established that adaptive considerations are resolved, the SCSD implements a training and familiarity agenda for those students, teachers, and paraprofessional providers to ensure that all members of the students' learning circle are comfortable and capable applying the Assistive technology to the instructional technology already in use in the classroom. This augmentation of the instructional technology extends the lessons allowing the required multiple points of access necessary to all SWDs, thus breaking down barriers in the learning for students identified with the highest levels of need. In addition, this plan seeks to improve the instructional staff's ability to monitor and understand learning outcomes for all students, building capacity for reflection.

   The district utilizes the following sepcific technology tools to serve students with disabilities:
   • Dictation tools such as Windows dictation for tablet, Microsoft Word dictation, OneNote dictation, and iPhone/iPad dictation
   • Written coposition tools such as Microsoft Word text suggestion for word completion, iPhone/iPad predictive text
   • Text to speech readers such as web base browser read aloud, Microsoft Word immersive reader and read aloud, Pear Deck immersive reader, Ed Puzzle read aloud and Kami text to speech
   • Audio enhacing devices

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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.**

☑ Technology to support writers in the elementary classroom	☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
☑ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☐ Research, writing and technology in a digital world	☑ Electronic communication and collaboration
☐ Enhancing children's vocabulary development with technology	☑ Promotion of model digital citizenship and responsibility
☐ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☐ Choosing assistive technology for instructional purposes in the special education classroom	☐ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ 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)

V. NYSED Initiatives Alignment

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- ☐ Technology to support writers in the elementary classroom
- ☐ Technology to support writers in the secondary classroom
- ☐ Research, writing and technology in a digital world
- ☐ Writing and technology workshop for teachers
- ☐ Enhancing children's vocabulary development with technology
- ☐ Writer's workshop in the Bilingual classroom
- ☑ Reading strategies for English Language Learners
- ☐ Moving from learning letters to learning to read
- ☐ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom

- ☐ Multiple ways of assessing student learning through technology
- ☐ Electronic communication and collaboration
- ☐ Promotion of model digital citizenship and responsibility
- ☐ Integrating technology and curriculum across core content areas
- ☐ Web authoring tools
- ☐ Helping students connect with the world
- ☑ The interactive whiteboard and language learning
- ☑ Use camera for documentation
- ☐ Other (please identify in Question 8a, below)

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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.**

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

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

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

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

☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

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

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

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

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

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

☐ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☐ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

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

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./

☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☐ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

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

   ☑   a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

   ☑   b) The district uses instructional technology to facilitate classroom projects that involve the community.

   ☑   c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

   ☑   d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

   ☑   e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

   ☑   f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

   ☐   g) Other (please identify in Question 10a, below)

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	10.00
Totals:	**12.00**

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	Network and Infrastructure	N/A	1,000,000	N/A	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	Capital Lease Purchase
2	Staffing	Instructional Technology Coach	100,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	NA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
3	Other (please identify in next column, to the right)	Data Warehouse	25,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	N/A
4	N/A	N/A	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			1,125,000			

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?**

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.somersschools.org/Page/13233

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

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

2. **Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

VII. Sharing Innovative Educational Technology Programs

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

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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 ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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