2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/22/2022

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

Jessie Joy

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

Chief Information Officer

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

Page Last Modified: 06/02/2022

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

   We are committed to provide our students high-quality, 21st century learning experiences within and beyond our classrooms so that our graduates are prepared to excel in college, career, and life.

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

   In order to benefit most from educational technology, students must not only have ready access to the necessary tools for learning but also must have access to teachers who use these tools effectively to engage students in authentic, meaningful learning tasks. Students will use instructional technology to engage in personalized learning activities that promote high levels of interactivity and emphasize discovery and exploration; to engage with data, complex content, and multiple forms of representation; and to receive significant levels of teacher support, real-time feedback, and opportunities for social interactions among students. Teachers will receive the necessary resources and support to design and deliver lessons that engage students in transformational learning experiences that promote personalized learning and culturally-responsive instruction.

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 Instructional Technology Plan was developed by members of the Digital Learning Steering Committee, including the Chief Information Officer, Chief Academic Officer, Director of Information Technology, Academic Coordinators, and Technology Integration Specialists. The plan also reflects input provided by multiple focus groups that included over 75 teachers and administrators representing all schools and content areas. The initial planning process began in March 2020, with additional focus group meetings held throughout the 2020-21 school year. The plan was also informed by the results of a Learning Technology Survey administered in November 2021, and monthly focus group meetings that continue during the 2021-22 school year. Going forward, a Digital Learning Advisory Board will be convened to meet three times per year to review the status of plan implementation, consider measurement and evaluation of the impact of the plan, and propose recommended adjustments to the plan as needed.

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

   This Instructional Technology Plan for 2022-25 builds upon the previous plan by supporting and sustaining access to instructional technology hardware and network infrastructure while building greater capacity to strengthen and support teachers to design and deliver high-quality lessons that leverage available technology to personalize learning and promote high levels of engagement.
   The district has leveraged available resources to ensure that teachers and students have 1:1 access to instructional technology. The district must plan strategically to sustain the accessibility of 1:1 devices while making essential upgrades to classroom technology and network infrastructure in order to support regular and frequent use of devices for daily learning activities.
   Observation of instructional plans and educator practice has revealed that learning technology is used in many classrooms as a substitution for traditional, teacher-centered instruction. Lessons are generally not differentiated or personalized and do not maximize the use of learning technology to engage students through investigation, collaboration, creation of new content, and communication of ideas and understandings.
   The planning committee recognizes the need to support and sustain access to the digital tools and resources needed to support a technologically-rich learning environment, with an increased focus on professional learning opportunities that strengthen teacher competency and collaboration in the effective use of instructional technology to promote personalized learning.

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

   As a result of the COVID pandemic, the district found it necessary to redistribute all available technology resources, shifting from shared mobile and stationary labs to a 1:1 iPad model. The district must establish and implement a device replacement plan that sustains this model over time so that all students and teachers will continue to have access to a dedicated device provided by the District for use both in school and at home, as needed.
   While we have been able to make devices available to every student and will continue to do so going forward, we found that teachers, students and parents were largely unprepared for remote learning during the COVID pandemic. We believe that the lack of preparedness is due to irregular access and infrequent use of learning technology that existed prior to the COVID pandemic.
   The lack of preparedness for remote learning during the COVID pandemic reinforces the need for a comprehensive professional development plan that strengthens teacher competency and collaboration in the effective use of instructional technology to promote personalized learning.

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

   Yes

Page Last Modified: 06/02/2022

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 district has envisioned a strategic and systematic approach to professional development that builds capacity and collaboration over time. The professional learning plan aims first to develop background knowledge, followed by application to the design of model lessons, ultimately leading to regular opportunities for teacher collaboration and lesson implementation supported by technology mentors who provide peer coaching and collegial support.

Topics for professional development will include the use of digital resources to promote learner engagement, principles of high-quality lesson design, application of educational technology framework (e.g. SAMR), the use of technology to promote culturally- and linguistically- responsive learning environments, and the use of adaptive technology to enable all learners to access and communicate their learning. In addition, professional development will be provided for technology mentors and school administrators to strengthen their vision, leadership and feedback to promote effective integration of learning technology. Additional topics will be identified based on the results of a Technology Integration Survey, recommendations made by the Digital Learning Advisory Board, and ongoing evaluation and feedback from participants.

In order to build capacity and strengthen the support available to teachers to use instructional technology most effectively, the district will recruit, select, and develop technology mentors who will acquire advanced expertise in personalized learning and peer coaching in order to provide job-embedded modeling and collegial support. School leaders will also engage in professional learning opportunities to establish clear vision, expectations, and support for regular teacher collaboration to design and deliver high-quality lessons enhanced by educational technology. Finally, classroom teachers will participate in professional learning that leads first to the development of model lessons, followed by regular opportunities to collaborate with peers to create, share, and improve lessons with the support of technology mentors.

The intended learning outcomes for all professional learning is for teachers to develop proficiency in the application of educational technology to design and deliver high-quality learning experiences that are both engaging and accessible to all learners. All professional learning sessions will be designed to lead to the development of model lessons that reflect the use of technology to enrich, enhance, and personalize each student's learning experience. Model lessons will be shared for use by district teachers and others seeking to improve the use of technology for learning.

The effectiveness of professional learning will be evaluated by the quality of projects or model lessons produced by participants, as measured by the lesson design rubric to be developed. In addition, participant feedback and technology mentor observations will also be used to formatively assess the need for adjustment to the professional development plan. The Technology Integration Survey results will also be used to evaluate the needs of participants and monitor progress over time.

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

III. Goal Attainment

Page Last Modified: 03/23/2022

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

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

   Moderately

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

   Moderately

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.**
   The district has met this goal:

   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

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.

Page Last Modified: 06/10/2022

1. **Enter Goal 1 below:**

   Provide the digital tools and resources necessary to ensure that all students and educators engage in regular and frequent technology-rich, personalized learning experiences that are adapted to the individual needs, strengths, and interests of each learner.

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

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

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

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

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

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

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

   The district expects that 100% of students will have daily access to an iPad or other appropriate internet-enabled learning device, as evidenced by data obtained from the device management system. Additionally, results from the NYSED Digital Access Survey will be used to evaluate the degree to which the district has adequately supported families who need wireless access to support learning at home.

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	Purchasing	Establish and sustain a device replacement plan in order to maintain 1:1 device access for all students,	Director of Technology	Business Official	06/30/2025	$2,100,000

Page Last Modified: 06/10/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		teachers, and instructional staff.				
Action Step 2	Purchasing	Establish and sustain a device replacement plan in order to sustain state-of-the art computer labs and technology-rich learning spaces to support specialized classes and instructional programs.	Director of Technology	Business Official	06/30/2025	$1,050,000
Action Step 3	Purchasing	Maintain an adequate supply of mobile hot spots to enable families in need to have sufficient access to wireless internet to support learning at home.	Director of Technology	Business Official	06/30/2025	$15,000
Action Step 4	Purchasing	Evaluate, select, and implement high-quality web-based applications and learning management systems to support digital learning experiences that enable learning to occur in a virtual, in-person, or hybrid instructional model.	Director of Technology	Curriculum and Instruction Leader	06/30/2025	$510,000

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)

IV. Action Plan - Goal 1

Page Last Modified: 06/10/2022

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

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.

Page Last Modified: 06/09/2022

1. **Enter Goal 2 below:**

The district will provide essential upgrades to classroom technology, wireless network, and technology infrastructure to maintain high standards of reliability, efficiency, security, and support necessary to ensure that all students and educators can engage in regular and frequent technology-rich learning experiences,

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
☐ Middle School	credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at their
☐ English Language Learners	places of residence
☐ Students who are migratory or seasonal farmworkers,	☐ Students who do not have internet access at their place
or children of such workers	of residence
☐ Students experiencing homelessness and/or housing	☐ Students in foster care
insecurity	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

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

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

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

The district aims to reduce network downtime and disruptions to learning as a result of out-of-date classroom technology and network infrastructure. We will measure and evaluate the attainment of this goal through data collected in the technology support ticketing system and reports on the usage and status of network resources to ensure optimal bandwidth to support increased use of classroom technology.

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	Infrastructure	The district will substantially upgrade the network infrastructure in all	Director of Technology	Business Official	06/30/2025	$8,000,000

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		schools as part of a district wide capital improvement project.				
Action Step 2	Learning Spaces	The district will substantially redesign classroom technology, including interactive displays, classroom audio, and videoconferencing equipment to maximize flexibility and learner engagement in digitally rich lessons that promote personalized learning and collaboration.	Director of Technology	Business Official	06/30/2025	$7,800,000
Action Step 3	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

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 Respo	(No Response)

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	

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.

Page Last Modified: 06/09/2022

1. **Enter Goal 3 below:**

Improve teacher collaboration and competency in the design and delivery of technology-rich, personalized learning experiences that are adapted to the individual strengths, needs, and interests of each learner.

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.**

The district expects to see measurable improvements in teacher reports of self-efficacy and effective use of instructional technology to promote personalized learning as evidenced by data collected annually through the Learning Technology Survey. Additional evidence of goal attainment will be obtained through participant feedback, model lessons, and technology mentor observations.

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	Professional Development	Recruit, train, and assign technology mentors in each school to provide job-	Curriculum and Instruction Leader	Instructional Technology Coach	06/30/2025	$375,000

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		embedded modeling and collegial support in the effective use of educational technology to promote personalized learning.				
Action Step 2	Professional Development	Design and deliver comprehensive professional development that leads to improved educator practice in the design and delivery of lessons that effectively integrate educational technology to personalize learning.	Curriculum and Instruction Leader	Instructional Technology Coach	06/30/2025	$375,000
Action Step 3	Professional Development	Provide structured opportunities for teachers to develop and share lessons and instructional strategies that promote personalized learning through educational technology.	Curriculum and Instruction Leader	Instructional Technology Coach	06/30/2025	$375,000
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

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 Respo	(No Response)

Page Last Modified: 06/09/2022

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

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

    No

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.

Page Last Modified: 06/10/2022

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

   The district aims to ensure that instructional technology is both readily available and used effectively to support all students to achieve rigorous academic standards. The goals and objectives of the Instructional Technology Plan are expected to assure that students and educators have reliable access to state-of-the-art technology both at school and at home, and that instructional technology is used to promote personalized learning that leads to higher levels of student engagement and achievement.

   Goals 1 and 2 aim to ensure that students and educators have the digital tools and resources necessary to engage in teaching and learning that is enhanced by instructional technology. The district has planned strategically to invest in a device replacement plan that will support 1:1 access for all. In addition, the district will commit to significant and necessary upgrades to classroom technology, wireless network and supporting infrastructure to ensure that digitally rich learning experiences are sustained without interruption.

   Goal 3 aims to increase district capacity to provide high-quality professional development, leading to improved teacher competency and collaboration in the effective use of educational technology. This will be achieved through a systematic approach to professional learning that systematically builds background knowledge for both teachers and leaders in evidence-based practices, engages teachers in collaborative opportunities to design and deliver model lessons, and provides high levels of collegial support through recruitment and development of technology mentors to provide guidance and feedback through a peer coaching model. These actions are strategically designed to provide increased access to relevant and rigorous professional development to ensure that educators and leaders are proficient in the integration of learning technology. As a result of improved educator practice in the design and delivery of high-quality digital learning experiences, it is expected that all students will experience higher levels of personalized learning that leads to increased engagement and higher levels of achievement. Further, by supporting teachers to understand and use educational technology to address students' cultural, linguistic, and accessibility needs, it is expected that our most at-risk students will benefit from learning experiences that are relevant, engaging, and allow for high levels of success.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

   The district has committed resources to sustain a 1:1 device initiative in all district schools. All students have access to their own personal learning device throughout the school day, and at home as appropriate. Over the next five years, the district will upgrade network infrastructure and classroom technology to sustain robust and reliable support for increased usage of wireless learning technology in school, with maximum flexibility for the end-user. In addition, the district will aim to provide wireless mobile hotspots for students who do not have sufficient internet access at home. Through ongoing professional development and collaborative lesson design, the district will continue to develop technology-enhanced lessons that are accessible to all learners, whether at school or at home.

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.**

   Teachers of students with disabilities are able to leverage instructional technology to provide multiple means of access to instructional content. The district provides learning devices and instructional support for teachers and students to utilize readily available accessibility features. These may include digital text sets at various reading levels, screen readers that feature text-to-speech, or instructional videos. Interactive displays enable students with disabilities increased access to learning through video, graphics, and animation. Students with disabilities may also use instructional technology to accommodate multiple means of expression. This may include options such as word processing, creating videos, speech-to-text, or assistive technology that enables communication for students who are nonverbal. Finally, teachers may use instructional technology to adapt learning tasks and assessments according to each students' readiness level, thus enabling students greater opportunities for participation and engagement in a personalized learning environment. This may include individualized tasks assigned in a learning management system, as well as differentiated practice through learning games and other applications.

Page Last Modified: 06/10/2022

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

Page Last Modified: 06/10/2022

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)

Page Last Modified: 06/10/2022

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/10/2022

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

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

☐ The district uses instructional technology to facilitate classroom projects that involve the community.

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

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

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

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

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

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.

Page Last Modified: 06/10/2022

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	2.00
Technical Support	6.00
Totals:	**10.00**

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	3,675,000	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
2	Peripheral Devices	N/A	7,800,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	ARP-ESSR

Page Last Modified: 06/10/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☑ Instructional Resources Aid ☑ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	N/A	8,000,000	Both	☑ 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	Professional Development	N/A	1,125,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/10/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			20,600,000			

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

   Not Applicable

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

   https://www.jpsny.org/Page/2201

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.

Page Last Modified: 03/23/2022

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

☑ 1:1 Device Program	☐ 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	Jessie Joy	Chief Information Officer	jessie.joy@jpsny.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

Page Last Modified: 03/23/2022

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

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

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

Page Last Modified: 03/23/2022

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

Page Last Modified: 03/23/2022

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

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/23/2022

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

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.