2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Alissa Oliveto

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

Other

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

Director of Teaching and Learning

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

   Our district mission is We inspire. We educate. We graduate. All students, all of the time.

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

   Technology integration will enable educators to prepare students for the 21st century by providing access to authentic learning experiences that are student-centered, differentiated, culturally relevant and aligned with NYS standards

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 Teaching and Learning department met to go through an overview of the plan, including the goals the district would like to achieve as well as the discussion of stakeholders that will be asked to be involved in the development of the plan. The stakeholders that were included in the development of the plan are as follows; District and building administrators, teacher representation at elementary, middle and high school, technology liaisons, librarians, teaching assistant, and the Director of Technology. Out of district stakeholders included parents and community partners.

   Timeline:

   An overview with the Teaching and Learning department was conducted to establish and collaborate on the goals the district would like to work toward in the plan. Collaboration on the vision statement used in the past, along with NYSED instructional technology vision was conducted. The development of a vision statement was established with all stakeholders feedback through a survey software that allows detailed thoughts to be expressed.

   Once the feedback from the survey was reviewed, a vision statement was developed and communicated with all stakeholders. A meeting with the all stakeholders took place to review the process of the development of the plan. Work groups were then established based on goals, which contained a goal facilitator. Each goal facilitator set up an initial meeting to review the goal they were tasked with. During weekly follow-up work sessions, the stakeholders met as a group by specific goal, and discussed the following:

   It was important for the district to develop work sessions that focused on a specific goal that included stakeholders that were well versed professionally in the area identified. The process that was adopted for this technology plan reflects the same structure as our district improvement plan in that work groups were created by the goal to focus efforts on constructing effective action plans to achieve the goal successfully.

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

The planning process of the instruction technology plan, has been a collaborative approach that included stakeholders that are well-versed in the goal they worked on. Using a collective approach, the development of action steps and identifying how to best implement and support each goal as we progress through time is different in years past. The previous plan was the foundation of building identified technology to support our curriculum. The onset of the covid pandemic, resulted in our district, like all others to quickly pivot to remote instruction. This change in learning platform exposed our technology deficiencies and allowed us to evaluate how to improve our instructional methodology as well as our current software moving forward. This plan is a result of what was learned and reflected upon through the pandemic.

The previous plan targeted the development of a technology curriculum at the elementary level that was to be developed and supported by our curriculum instructional coaches. In September of 2020, our instructional coaches at the elementary level were distinguished. The middle school portion of the technology plan focused on the math and reading block and how to best support learning with district approved software. This component has been successful and now look to enhance the integration of supportive curriculum to ensure engagement, enhance and extension of learning is occurring. At the high school level, the previous plan was to focus on the utilization of Microsoft Teams to create a collaborative platform. This foundation has now been developed due to covid pandemic and our district is now ready to move forward to understand how to best utilize this learning platform with the implementation of our 1:1 initiative.

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

The covid pandemic, forced instruction to be carried out remotely and eventually in a hybrid model through the Microsoft Teams platform. Although our educators had a brief awareness to this platform, it took a pandemic to move us forward in implementing at least the foundational supports that the platform offers. The extensive professional development on the tools inside this platform to enhance instruction and collaboration was conducted by our instructional technology coaches. Detailed training on more enhanced options became available to teachers as the level of introductory skills in remote instruction were mastered by some. Continuous foundational training supported teachers on how to utilize the tools for student learning.

Through the remote learning phase, teachers were better able to identify the type of device they felt would provide enhanced learning. Touch screen devices for our younger learners were identified while our older students benefited best from a Chromebook. The implementation of a small sample of 1:1 classroom pilot has now revealed our older students may benefit from the use of a laptop. Through the pandemic, many software products were utilized which are now being audited for the effectiveness in learning to ensure the software is not just for entertaining purposes, but for engagement and enhancement of instruction.

Students will be exposed to computer science standards beginning in September 2022 with complete implementation of the standards in September of 2023. The standards will be evaluated on the student report card to assist in accountability of implementation.

Our stakeholders included community partners of who work with our at-risk students after school hours. The result of the pandemic has left our students struggling in many areas of academics and social emotional development. Incorporating the essential community partners, allows a voice in how to best support students in our afterschool programs both academically as well as socially and emotionally.

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

No

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

We are currently conducting a pilot of our 1:1 initiative that includes the following sampling of our student population. Grade 4 are 1:1 in the classroom setting. Grade 5 and 6 each have section in which students are 1:1. In addition, one grade 9 Global Studies section, and one ENL section of Social Studies are participating.

Grade 4: Will remain a 1:1 within the classroom. Increase in PD for grade 4 teachers is being provided on how to best support technology with instruction to enhance engagement, enhancement and extension of what students are learning.

Grade 5-6

Phase 1: All students had a device within their classroom that was assigned to them (September 2021).

Phase 2 at the middle school level included movement of student devices to other core class (December 2021).

Phase 3 at the middle level included movement to all classes (March 2022)

Phase 4 at the middle school level will include the devices going home and returning to school (May 2022)

High School Pilot:

Phase 1: all students have access to a computer in the classroom (December 2021)

Phase 2: students will be moving to other classes with device (May 2022)

Phase 3: Students will carry the device throughout school and bring device home and back to school (September 2022).

All pilot teachers meet with administration and technology integration specialist meet monthly to discuss the progress of the pilots and what is needed in the form of professional development.

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

School year 2022-2023

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.**

Professional development will focus on how to best integrate purposeful technology into instruction while keeping student learning at the forefront. Instructional technology specialists will provide professional development to teachers and administration on how to best evaluate if technology is providing enhancement, engagement and extension in learning among their students. Teachers and administrators will also be eligible to seek professional development opportunities with local BOCES and within our district on topics that focus how to shift instruction to utilizing the effective technology. In addition, faculty and administration will be provided awareness of the computer science standards and how to best incorporate these standards into daily instruction.

Teachers will also be provided professional development on technology tools in addition to software and how it will be used to enhance instruction of a lesson. This professional development will be conducted by our technology integration specialists.

Our mission statement for our technology implementation plan states, we will strive to prepare students for the 21st century by providing access to authentic learning experiences that are student-centered, differentiated, culturally relevant and aligned NYS standards. To support this mission, curriculum writing will be supported by our Director of Equity and Inclusion that will assist with implementing resources that support culturally relevant education that tie directly into the curriculum. Teachers will receive professional development on how to shift delivery of instruction that will allow students to guide the learning process while the teacher takes on a facilitator approach. This professional development will include training on our technology equipment that allows student exploration and the ability to learn in a small group setting. The effectiveness of this training will be through a teacher survey after the training on the comfort level of implementing a student-centered approach to learning.

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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:

   Minimally

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:

   Minimally

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:

   Fully

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

   The district has met this goal:

   Minimally

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1.   **Enter Goal 1 below:**

By June of 2023, there will be an increase in the use of a collection of technology resources to increase engagement.

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

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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.**

Evaluation tools during implementation:

- Software rubric from the Triple E framework by Liz Kolb will be used to evaluate current software and prior to any software purchases to evaluate student engagement, student learning enhancement and student learning extension. This framework will be used to evaluate the developed computer literacy guide.
- Pre-assessment of teacher awareness of imbedded instructional technology into lessons
- Analysis of pre-assessment will determine development of professional development opportunities

Evaluation tools after implementation:

- Report card will contain computer science standards that will be evaluated to determine trends to address any learning deficiencies. Evaluation of an increase in 3's and 4's on computer based standards will be analyzed on K-6 standard based report cards.
- Post-assessment of teacher awareness of imbedded instructional technology into lessons

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	Curriculum	Creation of a literacy guidebook to assist with integrating technology tools into lessons that tie to core standards.	Curriculum and Instruction Leader	Instructional Technology Specialist	09/01/2023	$8,000
Action Step 2	Implementation	Use the Triple E rubric to curate a collection of fully vetted resources that can be used to increase engagement	Instructional Technology Coach	Director of Teaching and Learning	09/08/2023	$2000
Action Step 3	Evaluation	Pre-assessment of teacher use of vetted resources into lessons	Instructional/PD Coach	Director of Teaching and Learning	01/06/2023	$0
Action Step 4	Evaluation	Analysis of pre-assessment will determine development of	Curriculum and Instruction Leader	Director of Technology	09/15/2023	$ 0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		professional development opportunities				

7.   **This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Post-assessment of teacher self evaluation of vetted resources into lessons	Curriculum and Instruction Leader	(No Response)	06/30/2024	$0
Action Step 6	N/A	(No Response)	(No Response)	(No Response)	(No Response)	$0
Action Step 7	N/A	(No Response)	(No Response)	(No Response)	(No Response)	$0
Action Step 8	N/A	(No Response)	(No Response)	(No Response)	(No Response)	$0

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1. **Enter Goal 2 below:**

The district will provide technology enhanced culturally, linguistically, and responsive learning environments to support improved teaching and learning by June 2023.

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

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

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

☑ 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

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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 parent academy portion of the goal will be measured through attendance of parents and a evaluation survey. The information received from the survey will assist in determining future steps. A pre and post survey will be conducted to evaluate parent awareness and ability to use technology and software products.

Activities for collaboration and professional development for differentiated instruction, specific to technology, will be documented in MLP. In addition, PD on building awareness and implementing computer science standards in to lessons will be conducted. Each activity or training session will have a follow-up survey to determine direction of new training opportunities. Measurement of effectiveness of the PD will be evaluated through surveys and implementation sucess will be evaluated through classroom visits by building and district administration. PD on building awareness and evaluation of effective software will be conducted. The PD will focus on Liz Kold's Triple E Framework to evaluate software.

The goal will be evaluated through the results of the survey as well as classroom visits by building and district administration utilizing a walk through evaluation form to provide feedback to teachers.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Parents will be educated on the use of educational technology with increased communication through virtual townhalls as well as in-person sessions.	Other (please identify in Column 5)	Communication Dept	06/30/2023	$8000
Action Step 2	Planning	By June 30 2022, the district will administer a needs assessment to determine a baseline of perspectives on culturally and linguistically responsive learning environments.	Other (please identify in Column 5)	Director of Equity and Inclusion	06/30/2023	$1200

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 3	Planning	By January 30, 2023, professional development for differentiated instruction, specific to technology will be developed to enhance culturally and linguistically responsive learning environments and provided	Other (please identify in Column 5)	Director of Equity and Inclusion	01/30/2023	$9000
Action Step 4	Professional Development	By June 30, 2023 professional development will be provided on integration of technology to support culturally and linguistically responsive learning environments	Other (please identify in Column 5)	Director of Equity and Inclusion	06/30/2023	$10,000

7.   **This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Collaboration	Developing and organizing coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences	Assistant Superintendent	N/A	07/30/2023	$1200
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

By June 2025, the district will design, implement and sustain a robust secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, 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
☐ 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.**

This goal will be measured in network reliability as measured using Orion Network Monitoring.
Network Wireless coverage will be increased and measured by Wireless coverage maps in Cisco Prime Infrastructure.

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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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Evaluate existing hardware and EOL dates for equipment. Existing Wireless coverage Maps	Director of Technology	N/A	08/31/2022	$25,000
Action Step 2	Staffing	Identify needs for additional Staff to handle more equipment	Director of Technology	N/A	07/01/2022	$100,000
Action Step 3	Purchasing	Purchasing additional Network hardware: Switches and Wireless Controller/Access points	Director of Technology	N/A	06/30/2025	$650,000
Action Step 4	Implementation	Upgrade, Install and Configure network equipment	Director of Technology	N/A	06/30/2025	$150,000

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	Implementation	Seamless integration of on and off-Site Filtering services	Director of Technology	N/A	07/01/2022	$66,000
Action Step 6	Infrastructure	Replace and Expand Security Cameras and Door Access Control Systems	Director of Technology	N/A	12/29/2023	$3,500,000
Action Step 7	Infrastructure	Community Expansion of Network access	Director of Technology	N/A	12/31/2024	$500,000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

Yes

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1. **Enter Goal 4 below:**

By October 2022, the district will provide access to relevant rigorous professional development to ensure educators and leaders are proficient in integration of learning technologies as documented in My Learning Plan.

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

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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.**

A pre-assessment will be given to teachers that will evaluate their understanding of how to utilize technology to increase engagement and enhancement of learning. A post assessment will follow the training to evaluate understanding of how to utilize technology to engage and enhance instruction.

A pre-assessment will be given prior to awareness training of computer science standards to teachers on their understanding of the computer science standards and how they can best be incorporated into core content lessons. A post assessment will follow the PD to direct further training needs.

A walk thru form will be used by building and district leaders to provide feedback to teachers on integration of computer science standards in their instruction. Evaluation of student understanding will be completed by analyzing the increase of 3's and 4's on the computer based standards on the K-6 report card.

6. **List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Provide professional development on the triple E Rubric	Curriculum and Instruction Leader	Instructional Technology Coaches	06/30/2023	$8000
Action Step 2	Professional Development	Provide professional development on the computer science standards and how to integrate into instruction	Curriculum and Instruction Leader	Instructional Technology Coaches	06/30/2023	$5000
Action Step 3	Professional Development	Provide professional development on 1:1 awareness and how it will be implemented and assessed to determine areas of support	Curriculum and Instruction Leader	Instructional Technology Coach	01/13/2023	$7000
Action Step 4	Professional Development	District will provide professional development to provide awareness of what technology is	Curriculum and Instruction Leader	Instructional Technology Coach	06/30/2023	$5000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		available and how to access equipment and how it aligns with curriculum topics				

7. **This question is optional.**

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

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

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

Yes

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1. **Enter Goal 5 below:**

By June 2025, computer science standards evaluated on the standards based report card K-6 will increase proficiency scores of 3's and 4's 30%.

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	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing 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.**

Prior to PD sessions to build awareness of computer science standards to teachers, a pre-assessment of computer science standards awareness will be given and evaluated. Utilizing information from the pre-assessment, PD will ensure that misconceptions of the standards are addressed. PD sessions conducted by technology instructional coaches will be given to assist teachers to build an understanding of how to implement computer science standards into core content lessons. A walk thru form will be used by building principals and district administrators to provide feedback to teachers on instructional delivery of the computer science standards. Students' progress on the development of these standards will be evaluated through evaluation of an increase of 3's and 4's on the standards based report card.

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6. **List the action steps that correspond to Goal #5 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	Build awareness of the computer science standards among out faculty, staff and administration	Curriculum and Instruction Leader	N/A	01/30/2023	$0
Action Step 2	Professional Development	Provide PD to teachers on how to best implement computer science standards into core instruction	Instructional Technology Coach	N/A	06/30/2023	$0
Action Step 3	Planning	Build computer science standards into standards based report card	Curriculum and Instruction Leader	N/A	06/30/2023	$1000
Action Step 4	Evaluation	Evaluate progress of student learning of computer science standards to determine areas of needed support	Curriculum and Instruction Leader	N/A	06/30/2024	$0

7. **This question is optional.**

If more action steps are needed, continue to list the action steps that correspond to Goal #5 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Evaluate percentage increase of 3's and 4's on the standard based report card K-6	Curriculum and Instruction Leader	(No Response)	06/30/2025	0
Action Step 6	N/A	(No Response)	N/A	(No Response)	(No Respo	(No Response)

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

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V. NYSED Initiatives Alignment

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

   The integration of technology into instruction will include awareness, professional development and instructional technology integration specialist support throughout the implementation process. Teachers and the technology integration specialist will collaborate and identify where and how technology may be embedded to benefit to enhance instruction. In addition to software, we will be integrating technology tools that we received with the science lab initiative grant. These tools will be utilized to complement the instruction and provide authentic, hands-on learning approach to instruction. For example, VR headsets will be utilized to allow for virtual field trips that align to the content in instruction. The embedded instruction utilizing these technology tools will become part of the instruction instead of a sidebar non-aligned use of technology that has been practiced in the past.

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.

   Community partnerships with Brothers of Bard and the local Boys and Girls club allowed for the purchase of devices through the My Brothers Keeper grant. Continued collaboration on how to utilize technology to support learning gaps will take place throughout the academic year. In addition to collaborating on awareness of addressing learning gaps, will be ongoing discussion on internet access and guidance on federal connectivity funding for low-cost or no-cost access for students. In addition, the utilization of hot spots when needed may be incorporated during transition of service when needed.
   Building awareness of how community partners can assist with the implementation of the instructional plan will be discussed in future partnership meetings.

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.**

   Instruction for students with disabilities will be differentiated to support students' strengths, needs, and goals as identified on the IEP or 504 accommodation plan. In some cases, assistive technology evaluations will be conducted and discussed in CSE meetings to determine future student need. Specific technology utilizes text to speech for students with specific modifications. In addition, students also have access to the software product, LAMP that provides augmentative communication that supports language acquisition through planning principals and strategies.
   The district also utilizes the software Board Maker to provide visual schedules for students to build structure
   Visually impaired students have access to magnification tools to assist with accessibility with text.
   Integration of technology to support increased understanding and student learning has been implemented for all learning levels of students, not just our identified students. Many of our programs are adaptive to provide support or rigor dependent upon the student need.

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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

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ 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

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

V. NYSED Initiatives Alignment

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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)

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)

V. NYSED Initiatives Alignment

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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

☑ 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)./

☑ 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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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.

☑ 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.

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)

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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	3.00
Technical Support	7.00
Totals:	**11.00**

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	750,000	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,	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) ☐ N/A	
2	Network and Infrastructure	N/A	250,000	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
3	Internet Connectivity	N/A	85,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Staffing	N/A	1,200,000	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
Totals:			**2,285,000**			

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?**

   No

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

https://www.kingstoncityschools.org/Page/616

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VII. Sharing Innovative Educational Technology Programs

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

☐ 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	
☐ Data Privacy and Security	☐ OER and Digital Content	☐ Technology Support
☐ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic A
☐ Digital Fluency Standards	☐ Personalized Learning	☐ Other Topic B
		☐ 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

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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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				☐ 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 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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development /

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

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