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?**

Richard Wert

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

Director of Technology

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2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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

   The Hyde Park Central School District empowers our community to strive for excellence and embrace the opportunities of our globally connected world.

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

   District Vision Statement: We are confident, curious, and courageous learners who change the world.
   Instructional Technology Vision Statement: The Hyde Park Central School District ensures a flexible digital literacy environment that is adaptive and responsive, meeting the needs of all learners.

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 Director of Technology completed the initial data entry over the course of Fall 2021 and Winter 2022. A stakeholder group gathered to review the entries and make corrections and enhancements. Stakeholder groups included community members, parents, students, instructional staff, technical services staff, and district administrators.
   Two review meetings were held as needed during the month of February.

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

   Due to the nature of the COVID pandemic, pulling large groups of people together to draft, revise and publish a comprehensive Instructional Technology Plan was not deemed prudent. Instead, the Director drafted the initial language and then enlisted the assistance of small groups of stakeholders to review the draft and revise as needed.
   As this plan was developed from the prior 3-year plan, stakeholder discussions began with a review of the prior plan's goals and level of attainment; these conversations yielded district strengths and challenges as related to technology integration.
   Identified challenges were then incorporated as goals for this plan.

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

The onset of pandemic restrictions in March 2020 necessitated sweeping changes in teaching and learning for HPCSD. The district transitioned from in-person learning to a complete remote learning experience for all students grades k-5. The 2020-2021 school year introduced a fresh set of changes, as the district pivoted to a hybrid model, with students learning in-person, remote-synchronous, and remote-asynchronous. The 2021-2022 school year has seen a greater return to in-person learning, but still with some instances of remote-asynchronous opportunities.

Internet connectivity issues as students' homes were manageable through counseling families on how to procure free/reduced-cost services, to providing MiFis through Kajeet and Verizon. Currently approximately 50 families still use Mifis at their homes for internet connections.

As the district expanded its 1:1 program, from pre-COVID 6-12 only to COVID k-12, the Board of Education approved an increase to the district's Chromebook fleet. We are currently at a 1.3 ratio of usable 1:1 devices for each student[each student has an assigned device, and additional devices are assigned to carts and used as spares during repairs].

For the most part, device deployment is managed through each of the building libraries. At the onset of the pandemic, we did move to a schedule-based student-by-student parking lot distribution system, but this was discontinued after COVID restrictions lessened and we were able to return to buildings and in-person learning.

The district supported a Technology Integrator position prior to the pandemic, but through a BOCES shared service. After March 2020, the Board supported bringing the Technology Integrator position within the district. This subtle change has resulted in more 1:1 coaching for district teachers; traditional small/large group professional development sessions are still offered,

At the onset of the pandemic, the sudden shift to full remote learning required instructional staff to quickly adopt online teaching venues and strategies. The district staff rose to the occasion, and even the most reluctant teachers soon had Google Classrooms filled with lesson materials, recordings, and links to instructional websites and media. With this, teachers spent time in lessons, across the grade-level, teaching students how to use this new learning format to their advantage. The Technical Services department provided family training events via Google Meets, online training videos, and open help lines for people to contact direct support.

COVID restrictions limited the feasibility of bringing a large stakeholder group together to draft and publish a plan. Parent, student, and community stakeholders were provided with draft responses to review. Their feedback and edits were incorporated into this plan.

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

Yes

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

In the 5 years since HPCSD submitted it's first Smart Bond application, the amount and breadth of available training has grown considerably - the list of training sessions in that document is limited in scope and format, in comparison to current offerings. The Technical Services team is devoted to teaching district staff on best uses of technology - from the department secretary, the technicians, to the district technology integrators and department director. The professional development plan for instructional technology takes on a variety of forms:
• large-group training sessions [20+ participants]
• small-group training sessions [2-19 participants]
• 1:1 coaching sessions
• ad hoc training [often predicated by a call to the department helpdesk phone line].
How the technology professional development aligns with the district's overall goals to improve learning and instruction
As part of the HPCSD Professional Development Plan, Outcome 2: Teaching for Learning is defined as, "The district has committed to supporting instructional and adult learning strategies that ensure rigorous, digitally supported pedagogical experiences aligned with the district's student goals." This PDP goal supports the technology goals stated later in this plan. This Technology Plan supports both the *PDP* and the *District Comprehensive Improvement Plan* - this is articulated in the goals section of this document.
How the district determined the current capacity of educators
Adult learning needs are highly individualistic, thus each adult learner is assessed individually. For 1:1 and small group coaching sessions, we begin those sessions by asking the adult learner to show us what they can do or what their learning needs are, and then tailor instruction to their needs. For larger groups, we provide specific information about the training session and any needed prerequisites to participate; as the sessions develop we provide supportive instruction to individuals when possible, and frequently provide follow-up sessions for those who need that extra level of support.
How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest
The Technical Services Department actively solicits needs from adult learners - monthly open session "Grab Bags" are scheduled at each building, as well as scheduled sessions for clerical and administrative staff. Help Desk phone calls frequently become brief 1:1 training sessions, helping the learner from where they are to where they need to be. Even our scripted large-scale training sessions are largely devoted to individual hands-on learning, with limited time set aside for lecture or whole group demonstration.
How the effectiveness of the professional development plan will be evaluated
The Technical Services team seeks direct feedback from adult learners at the end of every session. Additional data is gleaned from instructional title usage reports, and anecdotal feedback from district evaluators. Student performance is also considered a source of data.

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

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

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

   Significantly

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

   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:

   Moderately

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

   Moderately

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1.   **Enter Goal 1 below:**

Create more equitable experiences for all students that leads to increased student engagement and attendance (adapted from HPCSD District Comprehensive Improvement Plan, July 2021)

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.**

Metrics to be used
• Instructional software metrics, including Clever portal, identifying amount and level of use by instructional staff and students
• Survey feedback from instructional staff and students on instructional title use
• Feedback from Technology Integration Coach on instructional title efficacy
• Feedback from Professional Development sessions on instructional title implementation
• Feedback from district evaluators on efficacy of observed technology integration with instruction
• Attendance measued by data from eSchoolData student information system
In collaboration with the academic directors and the district strategic planning committee, idenitfy areas of strength and challenge in our instructional program, and identify the technology means and methods that enhanced student learning
This is an ongoing goal, and part of the yearly cycle of adoption, use, and review. Goal is accomplished when all students have access to high-quality digital resources and standards-based, technology-rich learning experiences.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Review all adopted software and cloud-based instructional titles with team of instructional administrators, teachers, and data-privacy consultants	Director of Technology	Academic Directors, Data Privacy Specialist	06/30/2025	1000000
Action Step 2	Communications	Maintain instructional software list on district website for ease of access by instructional staff, students and families	Director of Technology	n/a	06/30/2025	0
Action Step 3	Evaluation	Track use of instructional software by staff and students; yearly evaluation of title efficacy	Director of Technology	Academic Directors, Data Privacy Specialist	06/30/2025	0
Action Step 4	Professional Development	Provide ongoing training and support to staff and students on use of instructional titles, with a focus on enhancing instructional experiences through the integration of technology	Instructional Technology Coach	Director of Technology	06/30/2025	0

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

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

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IV. Action Plan - Goal 1

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

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1. **Enter Goal 2 below:**

   Develop a high degree of faculty(staff) knowledge and understanding of how to design and facilitate digitally supported instructional experiences for students that support rigorous, higher-order thinking and sustained engagement.

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.**

   Metrics to be used
   • Instructional software metrics, including Clever portal, identifying amount and level of use by instructional staff
   • Survey feedback from instructional staff and students on technology integration into lessons
   • Feedback from Technology Integration Coach on teacher prowess in technology integration into lessons
   • Feedback from Professional Development sessions on technology integration into lessons
   • Feedback from district evaluators on efficacy of observed technology integration with instruction
   In collaboration with the academic directors and the district strategic planning committee, identify areas of strength and challenge in our instructional program, and identify the technology means and methods that enhanced student learning
   This is an ongoing goal, and part of the yearly cycle of adoption, use, and review. Goal is accomplished when staff is effectively and efficiently utilizing district resources to enhance instruction.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Staffing	Provide a district Technology Instruction coach to provide 1:1, small group, and large group guidance on best practices in technology integration	Instructional Technology Coach	Director of Technology	06/30/2025	300000
Action Step 2	Curriculum	Develop and revise district curricula to reflect the desired level of technology integration	Curriculum and Instruction Leader	Deputy Superintendent	06/30/2025	120000
Action Step 3	Professional Development	Provide high-quality professional development opportunities for staff	Instructional Technology Coach	Director of Technology	06/30/2025	n/a
Action Step 4	Collaboration	Provide opportunities for district staff to collaborate - helping each other to develop their technology prowess	Superintendent	Director of Technology	06/30/2025	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)

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

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1. **Enter Goal 3 below:**

The policy and practices of the district are aligned with a digitally-supported learning environment where all stakeholders have ready access to age-appropriate tools. (from 2021-2022 Addendum to the Strategic Coherence Plan, June 2021)

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

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

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

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

Metrics from single-sign-on platforms [ex Clever]

Metrics from Technical Services ticketing system regarding user provisioning and user device uptime

Monthly review of NYS Digital Equity Survey results

Anecdotal feedback from staff and students regarding access to technology resources

Evidence will be analyzed for amount and depth of use.

The goal is accomplished when all district stakeholders have access to high-quality age-appropriate digital learning tools.

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	Policy/Protocols	Ongoing review and revision of Technology	Director of Technology	Technical Services staff	06/30/2025	n/a

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Services policies and procedures, including user provisioning and device access.				
Action Step 2	Collaboration	Collaboration with Student Registration Office and Human Resources Office to streamline student/staff onboarding and departure procedures	Director of Technology	Student Registration Office staff, Human Resources Director	06/30/2025	n/a
Action Step 3	Communications	Collaboration with teaching and guidance staff to ensure all stakeholders have internet access at school and home	Director of Technology	Teaching/Guidance Staff	06/30/2025	n/a
Action Step 4	Implementation	Continued integration of user accounts via single-sign-on platforms so that users have ease of access to district-endorsed resources	Director of Technology	Data Privacy Consultant, District Webmaster	06/30/2025	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 Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

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

Yes

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1. **Enter Goal 4 below:**

    Research, develop and implement cybersecurity policies and procedures to limit district vulnerability and enhance the security of all digital data retained by the district.

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.**

    - Annual audit reports indicating compliance with established cybersecurity norms [ex NIST Framework]
    - Percentage of data privacy agreements on file for district-endorsed titles
    - Anecdotal review of established Technical Services and Board of Education cyber policies

    Evidence will be reviewed biannually by the Technical Services Department, the district Data Privacy Consultant for level of compliance with the NIST Framework
    The goal is accomplished when the District's cyber policies are in alignment with the NIST Framework

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						

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Policy/Protocols	Ongoing work the District Data Privacy Consultant to revise and refine policy and procedures	Director of Technology	Data Privacy Consultant	06/30/2025	75000
Action Step 2	Collaboration	Participate in annual audits with both external and internal auditors	Director of Technology	Internal and External Auditors	06/30/2025	n/a
Action Step 3	Collaboration	Weekly meetings with district network operations team to review and refine policies and procedures	Director of Technology	Technical Services Network Team	06/30/2025	n/a
Action Step 4	Implementation	Alignment of technical services systems with stated policies and procedures	Director of Technology	Technical Services Network Team	06/30/2025	n/a

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?**

No

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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.**

   - How technology is integrated into teaching and learning throughout the district
   - District instructional staff utilize technology in a wide variety of formats and methods. HPCSD is a 1:1 district for all k-12 students and all instructional staff. Through a robust wireless network and touch-screen chromebooks, each user is able to access the internet as well as the over 150 instructional titles vetted by the district. Every teaching space is outfitted with wired and wireless connections, a large interactive television, as well as document cameras, webcams, shared printers, and other devices. Support for technology integration is provided through the Technical Services office, via support through the help desk phone, form, and email systems, and through coaching provided by a full-time Technology Integration specialist. Within the different academic programs, there are content-specific technology solutions in place [CNC routers, robotics kits, digital cameras]. The COVID pandemic created an opportunity whereby all teachers had to engage with students through technology - as we've returned to a more standard school year with each passing month, teachers continue to develop their technology skills and utilize them to enhance instructional practice, despite no longer being required to do so.
   - Explain the extent to which technology is used by teachers to facilitate their practice
   - During the 2020-2021 school year, at the height of the pandemic, all instruction was online. This circumstance required the most techno-phobic staff to adopt computer-based instruction and remote learning tools. As we have returned to full-time in-person instruction, the vast majority of staff continue to incorporate technology into their classroom, through Google Classroom as a learning management system, software resources for enhancing instruction, or assignments and lessons that engage students through technology. Technology has become infused with instruction throughout the district for all instructional staff.
   - The extent to which technology is used by students to demonstrate understanding of skills and concepts
   - HPCSD is a k-12 one-to-one school district. Students carry their devices between home and school, and use them to engage with online learning assignments, peer projects, and access to the web. Much of this work focuses around productive work - creating documents, spreadsheets, presentations, websites, virtual portfolios, and a host of other types of media - to demonstrate their understanding of classroom lessons and concepts.
   - The extent to which technology is used to provide multiple pathways to access and participate in learning.
   - All teachers are required to maintain a website with contact information, basic expectations, and links to resources. All students and staff have assigned devices that can travel between school and home. A robust wireless/wired network exists throughout the district, ensuring high-speed access to web-based resources. If families are unable to afford internet services for their home, the district provides portable Verizon mifi devices.
   - Within the classroom, aside from 1:1 devices, each room is outfitted with at least one desktop computer, a large interactive television, document camera, access to shared printers, and available peripherals.

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.**

   All students and staff have assigned devices that can travel between school and home. A robust wireless/wired network exists throughout the district, ensuring high-speed access to web-based resources. If families are unable to afford internet services for their home, the district provides portable Verizon mifi devices. The district has committed to maintaining this level of services to its community, and yearly budget allocations support this. The capacity of staff to teach with confidence and competence in the digital world is enhanced by frequent professional development offerings. A full-time Technology Integrator provides 1:1, small group, and large group support to teachers on technology-integration topics. The 8-person technology-services team is accessible via phone, helpdesk ticketing system, email, in-person, and remote support sessions, with the stated priority of supporting instruction as its primary goal.

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.**

   Students with specific learning needs are evaluated through teacher input or an assistive technology evaluation. These evaluations are conducted after receiving parental consent with suggestions for individualized instructional technology recommended. Students with differing abilities are provided accommodations through individualized instruction including interactive slides, picture icons, videos, etc. Technology has provided teachers with the ability to present information using various methods in order to ensure that the information is accessible to all students. Students received 1:1 devices with specific extensions including text to speech and speech to text. Headphones have provided students with the ability to have the text read through the device which has increased their independence and reduced their reliance on peers and teachers. The HPCSD uses Proloquo2Go, Read Write, LAMP words for life, Pixin Symbols, etc.

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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)

4a. **If 'Other' was selected in Question 4 above, please explain here.**

Materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).

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)

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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)

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

☑ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☐ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☑ Helping students connect with the world

☐ The interactive whiteboard and language learning

☑ Use camera for documentation

☐ Other (please identify in Question 8a, below)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

V. NYSED Initiatives Alignment

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

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

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

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1. **Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	7.00
Totals:	**9.00**

2. **Investment Plan**

   Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

   Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

   A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	Network equipment and related software	600,000	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	Instructional and Administrative Software	Software	3,000,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	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
					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	End User Computing Devices	Chromebooks/Desktops	1,500,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
4	Professional Development	1.0 FTE Tech Integrator/Workshops	300,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	n/a

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**5,400,000**			

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

   Yes

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

   https://sites.google.com/hpcsd.org/hpcsdtechservices/tech-services-info/technology-plan

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Richard Wert	Director of Technology	rwert@hpcsd.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

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

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

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

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

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

VII. Sharing Innovative Educational Technology Programs

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

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