

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

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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 mission of the Harpursville Central School is to develop life-long learners who believe, are empowered, and engaged to achieve their goals.

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

Harpursville Central School District is committed to encouraging and facilitating the use of technology. We will enhance student learning with the 21st century skills needed to gather and evaluate information, communicate and collaborate, promote critical thinking, problem solve, create, and innovate.

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.

Pamela Horton, Assistant Superintendent
Kristine Conrow, Jr/Sr High Principal
James DiMaria, Elementary Principal
Emily Koval, Instructional Technology Support Specialist
Laura DiRosa, Classroom Teacher/Parent
Melissa Fye, Classroom Teacher
Chrissy Gates, Library Media Specialist
Abigail Manning, Special Education Teacher
Ashley Gay, Special Education Teacher
Matthew Bucci, Classroom Teacher
Paul Peterson, Classroom Teacher
Stephanie Frisbie, Classroom Teacher
Lena Colpitts, Classroom Teacher/Instructional Coach
Denise Talbut, Classroom Teacher

The district's technology team met weekly in March & April to discuss their technology needs. The discussions included staff from the elementary and Junior/Senior High. We initially had staff and students (current & recent graduates) complete a survey to identify if the district met the previous plan's goals. Based on their feedback, we identified the three goals for this plan. We also modified the instructional technology vision statement. Then we began to create the action steps required to meet each goal.

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

This planning process was different from the last planning process in that it included stakeholders from both buildings and met regularly to look at the old tech plan, surveyed for new information and used those pieces to create the new plan. The tech team identified the goals for this plan through the surveys that were collected asking if the district met each goal as well as the NYS Technology Goals from 2010. We had them rate each goal (districts and NYS) using the following rating: minimally, moderately, significantly, and fully. This technology plan includes two new goals that focus on digital citizenship and the NYS Computer Science & Digital Fluency Standards. The district tech team decided to modify Goal #1 of the previous plan's goals since the survey data identified that the district did not meet that goal.

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

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

At the beginning of the pandemic the district utilized every possible device to get as close as possible to a one to one device ratio as we could. Students having their own devices allowed for equity and access to all academic programs. From there we addressed the need for internet access. We provided Kajeets to every family that needed access (60 Kajeets) and also to families that didn't have enough broadband for multiple students in the household. Our teachers had to quickly learn as much as they could about the Google Suite. Students were engaging with teachers and other students in ways they hadn't previously. When students came back to campus there was a need to know more about integrating tech beyond just what was necessary when students aren't in front of us. Our teachers want to build a foundational knowledge in order to integrate technology in the most effective ways for their students. The goal regarding digital citizenship also came about as a result of increased use of online platforms and environments.

6. Is your district currently fully 1:1?

Yes

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

The creation of our tech committee is the foundation for building the capacity of the team members who will then turn key their knowledge and understanding as well as supporting other colleagues in their schools. This team will continue to build their understanding through attendance at NYSCATE events, local technology sessions, and online learning and encourage their colleagues to attend as well. The badging system that is being created to align with goal 1 will be the basis for differentiated professional development opportunities for teachers who have different needs.

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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:
Moderately
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:
Significantly

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Harpursville CSD will foster the development of technological skills in the areas of productivity, self-directed learning, and creative problem solving.

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

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

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

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

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

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

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

All teachers will successfully complete 3- 15 hour microcredential courses within the Technology Integration module in the NEA certification bank over 3 years (2022-2025). NEA instructors will score the microcredential assignments. Harpursville will continually monitor the staff completion percentages per year and promote completion through various professional development days.

NEA: <https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TI>

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,

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IV. Action Plan - Goal 1

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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	Evaluation	Staff survey about where the teachers are currently at with their technology skills	Instructional Technology Coach	N/A	07/29/2022	\$0
Action Step 2	Planning	Discuss with the tech team what are the needs as a district. Create timelines on when we will offer these courses to the staff.	Assistant Superintendent	N/A	07/29/2022	\$3118
Action Step 3	Communications	Introduce to staff the professional development plan for the district for instructional technology. They will be expected to complete several digital badges to receive microcredential for completing the required courses.	Assistant Superintendent	N/A	07/29/2022	\$0
Action Step 4	Professional Development	Provide professional development on instructional technology integration through online courses. (NEA micro credentialing courses).	Assistant Superintendent	N/A	06/27/2025	\$13,950

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.

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Staff complete the survey yearly about where they are currently at with their technology skills to identify teacher growth in the district.	Instructional Technology Coach	N/A	06/27/2025	\$0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Immerse digital citizenship into the Harpursville culture.

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

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

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

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

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

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

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

A baseline survey will be given to students, staff, and families regarding digital citizenship. Every year students, staff, and families will take the survey again to measure the impact that digital citizenship lessons that are embedded in the curriculum have had on each stakeholder. We will know our goal has been met when the majority of the ratings are predominately (fully) met.

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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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Teachers will complete during a faculty meeting the Common Sense Media's	Building Principal	N/A	10/31/2022	\$0
Action Step 2	Evaluation	Teachers will identify lessons that they already teach that aligns with the NYS CS&DF digital citizenship standards. (Digital Literacy Standards Unpacking Template)	Instructional Technology Coach	N/A	12/23/2022	\$0
Action Step 3	Curriculum	Teachers will include their Digital Citizenship lessons they already teach into their Blueprints.	Classroom Teacher	N/A	12/23/2022	\$0
Action Step 4	Curriculum	Familiarize teachers with the standards by Jigsawing with each grade level.	Assistant Superintendent	N/A	06/23/2023	\$0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Collaboration	Identify the digital citizenship skills we want the students to exhibit at each grade level or band.	Classroom Teacher	N/A	08/31/2023	\$3500
Action Step 6	Professional Development	Teachers will be able to attend professional learning to increase ways they can	Assistant Superintendent	N/A	08/30/2024	\$7000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		incorporate digital citizenship lessons into their curriculum. They can access BT BOCES sessions, NYSCATE asynchronous courses, Common Sense Media resources, BrainPop, etc.				
Action Step 7	Implementation	Action Step Number Action Step - Select one category from the drop- down menu Action Step - Description Responsible Stakeholder: Select one from the drop-down menu If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write	Classroom Teacher	N/A	06/27/2025	\$0
Action Step 8	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Begin implementing the NYS Computer Science & Digital Fluency Standards.

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

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

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

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

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

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

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

A baseline survey will be given to teachers regarding the Computer Science and Digital Fluency standards. Every year teachers will take the survey again to assess their continued growth in understanding of the standards. We will know our goal has been met when the majority of the ratings are predominately (fully) met..

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	Evaluation	Teachers will identify the NYS CS&DF standards via a survey: I know what it is and do it, I know what this is, and I don't do it. I have no idea what this standard is.	Instructional Technology Coach	N/A	12/23/2022	\$0
Action Step 2	Curriculum	For the NYS CS&DF standards that they	Classroom Teacher	N/A	12/23/2022	\$0
Action Step 3	Professional Development	Teachers will meet with their grade bands (align with NYS CS&DF standards: K-1, 2-3, 4-6, 7-8 & 9-12) and plan how to address the standards that they currently do not embed in their curriculum. Teachers will be able to attend professional learning to fill these gaps. They can access BT BOCES, Smart Start, and NYSCATE asynchronous sessions and resources.	Assistant Superintendent	N/A	08/30/2024	\$10,500
Action Step 4	Implementation	Teachers will have lessons that embed CS&DF standards into their curriculum so that all K-12 standards are met.	Classroom Teacher	N/A	09/09/2024	\$0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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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 5	Evaluation	Action Step Number Action Step - Select one category from the drop- down menu Action Step - Description Responsible Stakeholder: Select one from the drop-down menu If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write	Instructional Technology Coach	N/A	06/20/2025	\$0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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2022-2025 Instructional Technology Plan - 2021V. 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.**

Since the pandemic students all have devices that they bring to class with them everyday. Students use Google Classroom or See Saw as a learning management system that allows them to access their course documents and assignments. These devices also allow them to use Google Docs and Slides to interact with their teachers and other students and to demonstrate what they know. Teachers are constantly learning more about apps and platforms that support student voice and learning and also the needs students have (Kami, Pear Deck, Nearpod, Ed Puzzle, Flip Grid, Screencastify, etc.) We also want to work toward technology as a way to facilitate and promote higher level thinking skills and innovation. Our first goal is to focus on the learning of our staff to support these endeavors. Technology has also allowed some of our students to access courses in our region for credit that they wouldn't have had access to 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.**

One to one devices for our students has made a big difference for equity and access to academic programs and learning. Providing families with hot spots has allowed many of our families who didn't have internet access to finally be able to connect. We continue to have hot spots available for families as their needs change. We still have a few areas that don't have the capability to connect to the internet or cell service that we continue to problem solve. We have a partnership with Managed IT services from BOCES/RIC (two technicians, a project coordinator, and Instructional Technology Support Specialist, a data coordinator, and access to data analysis and reports). Managed IT also provides advisement and planning for our district infrastructure needs as well as cataloging and updating our device inventory and replacement plan.

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 are served through the use of instructional technology. The students have either a Chromebook or an iPad available to them. Here are the ways the students are able to engage with instruction:

- Videos that allow students to access the instruction multiple times and at their speed.
- Dragon Dictation or other speech-to-text software
- Text-to-speech software
- E-readers
- Google Classroom
- Seesaw
- Google Apps for Education
- eDoctrina: computer-based assessments

The platforms above allow our students with disabilities to choose what works best for them. The teachers can differentiate their assignments and instruction for their students based on the students' needs via Google Classroom or Seesaw. The students can use different software to read text to them or allow them to dictate what they'd like written in the document. eDoctrina allows the students to receive the accessibility tools they need while completing an assessment.

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V. NYSED Initiatives Alignment

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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.**

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

2022-2025 Instructional Technology Plan - 2021V. 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.**

N/A

2022-2025 Instructional Technology Plan - 2021V. 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.**

- | | |
|--|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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V. NYSED Initiatives Alignment

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

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| | <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. | <input type="checkbox"/> Other (Please identify in Question 9a, below) |

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V. NYSED Initiatives Alignment

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

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

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

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.40
Instructional Support	0.60
Technical Support	2.00
Totals:	3.00

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	Professional Development	N/A	31,450	Both	<input type="checkbox"/> BOCES Co- Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	N/A

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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
					to the right) <input type="checkbox"/> N/A	
2	Peripheral Devices	N/A	210,000	One-time	<input type="checkbox"/> BOCES Co- Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
3	Staffing	N/A	120,000	Annual	<input checked="" type="checkbox"/> BOCES Co- Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co- Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
Totals:			361,450			

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

Not Applicable

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VI. Administrative Management Plan

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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.hcs.stier.org/ImportantNotices.aspx>

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

2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs**

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

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

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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