

**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?**

Christopher Nelson

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

Director of Technology

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

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

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

The Mission of the Katonah-Lewisboro School District, a student-inspired, community-based center of educational excellence, is to ensure that each student has a passion for learning and defines and achieves individual success in a dynamic, competitive global society through a system distinguished by:

- Highly motivated active learners who continuously assess their progress and feel joy in their accomplishments;
- Faculty and staff dedicated to the success of all students;
- Rigorous curricula and innovative approaches to instruction that honor the uniqueness in each student;
- Collaboration among school, home, and community to create a stimulating learning environment.

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

Katonah-Lewisboro School District envisions a technologically enhanced learning environment in which teachers have access to necessary and desired staff development, technology support services, hardware, software and online/virtual learning opportunities. This purpose of this learning environment is to move all learners toward mastery of District, New York State Common Core standards and the needs of our global society in alignment with the technology standards established by the International Society for Technology in Education (ISTE) and its National Educational Technology Standards (NETs).

The use of technology will increase student engagement in the learning process and enhance their ability to select appropriate technology to support learning, critically analyze and apply information, integrate content material, master fundamental skills and core curricula, and solve real-life problems. This will prepare students to be productive citizens in a global society in the 21st century.

Learning is a process that includes the students, the family, the community and the school. With the use of telecommunication and network services, students and their families will gain access to school resources. It is the District's goal to incorporate evolving technology systems and practices to support teaching and learning, and communication within the community.

Building on the existing infrastructure and expertise of the district's stakeholders, the plan outlines steps needed to achieve the next level of development. Its implementation will continue to enhance learning in the classroom and prepare students with the necessary technological skills that are necessary for them to be successful beyond their experience at Katonah-Lewisboro School District. The plan defines instructional technology as the integration of academic content, 21st century skills, and technological tools.

The plan is developed from the strong belief that technology can significantly enhance the learning environment and improve teaching and learning to develop graduates who are college and career ready citizens. Students need to acquire learning and innovation skills, which include creativity, critical thinking, problem solving, communication, and collaboration. Students need to possess information, media, and technology skills that are embedded in required literacies. Students also need college and career skills that exemplify flexibility, adaptability, initiative, self-direction, social and cross-cultural skills, productivity, accountability, leadership, and responsibility.

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- 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 primary group framing this technology plan is the district technology committee. Membership in the District Technology Committee is voluntary and has members representing teachers, students, administrators, and BOE/community members. The purpose of the committee is to discuss the goals, purpose, and future of instructional technology throughout the district. With the expectation for developing the next 3-year technology plan, this committee will be instrumental in shaping the future of technology. Additional input is sought through surveys, conversations with curriculum leaders, presentation from vendors and regional services providers such as BOCES, student groups, and district cabinet.

The Committee scheduled five meeting times this year (September, November, January, March, June) with the focus to:

- Reflect on the outcomes of the previous technology plan
- Capture the current state of technology integration throughout the district
- Share best practices for integrating technology in Katonah-Lewisboro classrooms
- Highlight professional development needs and opportunities
- Discuss additions, changes, and modifications to technology use at KLSD
- Explore new technologies and their potential role in instruction
- Make decisions regarding software and hardware used in the district

The District Technology Committee also provides an annual BOE presentation in a spring BOE meeting.

The summary of all these activities will yield a final document to be submitted to the NYSED by July 1st, 2022.

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

This technology plan is the current representation of the District's mission, vision and goals for instructional technology. As such, it is a living document that will always be under revision and adjustment. It is flexible and dynamic, yet specific enough to act as a guide in decision making and budgeting funds. This three-year plan, with its associated timelines and priorities, provides guidance. Since the Instructional Technology Plan drives annual activities for the technology department, creating the forecast for the next three years was not a new process.

To arrive that the goals for this plan, the District Planning Committee resurfaced the planned outcomes of the 2018-22 Technology Plan and identified gaps in achieving the objectives. They also developed a model for expectations for technology usage three years from now. The combination of both the gaps and future state were timelined into the new plan to produce specific actions steps.

Although the previous plan was success in providing physical devices and stability throughout the district infrastructures, the future goals will focus on developing stronger fluency among our student populations, expanded models for technology intergration in our instructional planning, and forums for reflection and sharing of best practices. To support these identified objectives, the planning committee also identified the need for the appropriate support personnel - ie the hiring of technology integration specialists - retention of consultants, and expansion of our Model Schools partnership to scale best practices for digital use.

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

The past two years were arguably the most disruptive amount of change for the modern K-12 system, which has a reputation for relatively slow, deliberate, gradual change. It was forced to tackle huge challenges quickly and, out of necessity, experiment with a wide range of teaching and learning models and approaches like never before. A dizzying array of hybrid learning models were used, states and districts had to relax policies around seat-time requirements, districts threw together virtual learning academies and are now planning to keep them for the long haul, and at-home internet connectivity challenges were addressed more directly and ambitiously than before the pandemic. The district has seen the expansion of our 1-to-1 computing program for our K-12 students and valuable lessons were learned over the past two school years about virtual learning and what works and what doesn't work related to selecting digital learning materials and programs.///The district will continue to support our LMS (Schoology) and video conferencing software (Zoom) to ensure the district can respond to future emergencies or shutdowns. Our district infrastructure has proven to fit the needs for a mobile learning environment. The acceleration of mobile device distribution to all students has challenged our learning environments and many teachers are slowing the integration of technology to focus on the social and emotional needs of our students. This next technology plan will support teachers to ensure that students are more technologically proficient and leverage technology to engage students to meet their learning goals. We will continue to seek feedback from parents to how students are using technology outside the classroom and make adjustments to this plan as needed.

- 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.**

Professional Learning (PL) helps teachers continually strengthen their practice to better meet the learning needs of all students. We are committed to providing multiple options for staff to gain the skills and competencies they need to design, implement and assess learning experiences to engage students and improve learning. The traditional classroom based model of professional learning continues to be valuable, but there are many other models that work as well. Flipped PL, webinars, document based learning, and mentoring provide options for different kinds of learners. The District has both a comprehensive PL plan and committee to outline annual activities. The Director of Technology will participate on that committee and ensure opportunities are created to support the goals of the 2022-25 District Technology Plan.

Each spring staff are surveyed for feedback and to identify specific needs. The district technology department uses this data to provide summer and after school technology related support sessions to build faculty fluency. The department also promotes online learning sessions from vendors and state associations. As follow up support, the district partners with consultants and the LHRIC Model Schools program to coach/mentor faculty during the school year. Best practices are shared at faculty meetings and at various committee meetings. Principals include feedback on technology activities during the observation and year end evaluations processes.

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](mailto:edtech@nysed.gov).

**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:**

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

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

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

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

Significantly

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## IV. Action Plan - Goal 1

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**1. Enter Goal 1 below:**

GOAL 1: Focus Integration on Learning - Engaging and Empowering Learning through Technology. Offer equitable access to a range of digital resources appropriate for instructional goals and student interests using an anywhere supportive computing environment.

**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.**

- |  |  |
|--|--|
| <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.**

Traditional curriculum materials have consisted of printed textbooks and supplementary materials. As Internet usage has increased in schools, more and more teachers have embraced using online resources. Textbook companies have made the switch as well, offering their materials in an online format. This aligns well with our goal of having an anytime, anywhere environment. The shift to digital curriculum materials must be supported by our adopted devices, since it will replace the textbook as the "portal" to materials.

Measurable activities include:

- Reviewing school districts that have transitioned to digital curriculum materials
- Collaboration with Curriculum Office to identify next steps/topics in the transition to digital curriculum materials
- Implementation of digital curriculum materials as appropriate, with a focus on the needs of Students with Disabilities and English Language Learners
- Continued Assessment of the implementation and adjustments as needed

The district will also maintain a current device inventory with replacements provided in Grades K, 4, and 8. One quarter of faculty devices will be replaced each school year. The overall outcome is to ensure no device in use is older than 4 years old.

The technology department collects data points on many ways technology is used throughout the district. These reports many included locations, frequencies, number of programs used, on and off campus use, as well as overall file usage over time. The district technology committee will regularly reference data analytics from our MDM and vendor reports to track usages by both faculty and students. Appropriate activities will be created to help move usage to meet established goals.

**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,**

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## IV. Action Plan - Goal 1

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**three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Contract Digital Learning Coach for all campuses to support teachers in the design of authentic, learner-driven activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Director of Technology	Assistant Superintendent for Instruction	05/30/2022	\$150,000
Action Step 2	Curriculum	Foster future ready librarians to support the cultivation and broader understanding of the skills that comprise success in a digital age (information literacy, digital citizenship, creativity & critical thinking).	Curriculum and Instruction Leader	Director of Technology	08/31/2023	\$50,000
Action Step 3	Collaboration	Provide a District Technology Applications Facilitator (via Models Schools) to support innovative teaching and provide cutting edge training for all technology applications teachers.	Director of Technology	LHRIC Model Schools Coordinator	05/30/2022	\$75,000
Action Step 4	Planning	Provide support to enable educators to continually improve their practice and leverage technology to improve student learning.	Building Principal	Director of Technology	08/30/2023	\$10,000

**7. This question is optional.**

**If more action steps are needed, continue to list the action steps that correspond to Goal #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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 2**

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**1. Enter Goal 2 below:**

GOAL 2: Support Solid Teaching Strategies and Model Teaching With Technology. Ensure all students develop foundational technology proficiency, media literacy skills, and the ability to practice digital citizenship across all grade levels and content areas.

**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.**

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills.

This goal will be measured by collecting the following data points:

- Adopt and implement new technologies in their learning
- Provide teachers with ideas on how learning targets can be met and on what tools, strategies and skills would help them learn better
- Access tools and resources to demonstrate learning in a variety of ways
- Develop digital citizenship skills and demonstrate responsible use of technology as a creative tool that positively impacts learning

Students will develop their skills with technology through the use of the grade level-specific technology learning competencies and International Society for Technology in Education (ISTE) Student Standards. Teachers will become proficient with district identified technology tools and facilitate student learning to achieve grade level technology learning competencies.

Although the NYSED Digital Fluency Standards are not yet in place, and teachers will create activities through this technology plan, it is anticipated the district will implement a portfolio process to demonstrate skills at various grade levels. Best products will be shared with faculty and units will be adjusted as student develop master across the standards. It is also our intention to create rubrics for capstone activities to help scaffold learning for students as they develop the various projects at each grade level.

**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	Curriculum	Develop strategies to transform the classroom using digital technologies that emphasize communication, collaboration, critical thinking, and creativity behavior/skills - anchored in the NYSED's Framework for Digital Fluency and Computer Science Standards	Curriculum and Instruction Leader	Director of Technology	08/30/2022	\$30,000
Action Step 2	Planning	Model and promote the frequent and meaningful use of technology for learning.	Building Principal	Director of Technology	08/30/2023	\$15,000
Action Step 3	Implementation	Ensure access to appropriate digital tools and resources to meet the needs of all learners.	Classroom Teacher	Assistant Superintendent for Instruction	08/30/2024	N/A
Action Step 4	Collaboration	Increase the quality of integration of digital technologies to reflect the modification and redefinition levels of the SAMR model. Create cross grade level and curriculum opportunities for faculty to share ideas.	Curriculum and Instruction Leader	Director of Technology	08/30/2023	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						

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

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**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 3**

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**1. Enter Goal 3 below:**

Goal #3 - Provide all staff members ongoing differentiated professional development targeted to their individual needs, content area, or grade level with continual focus on emerging and innovative technologies and teaching strategies.

**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.**

- |  |  |
|--|--|
| <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.**

By June, 2025 all staff will have the skills and knowledge they need to integrate technology into daily educational activities to directly improve teaching and learning outcomes. The focus of PL activities will yield models demonstrating learner centered innovation. By this time, students will engaged in authentic project based learning activities. There will continue to be opportunities to focus on “modification” and “redefinition” of technology integration from the SAMR Model where applicable, in alignment with the student technology competencies. The District will also provide new resources to support a flexible learning environment. Data will be collect through administrative walkthroughs and observation summary elements of which professionals can demonstrate to the following:

- Facilitate and inspire student learning and creativity through the use of technology tools, resources, and instructional strategies
- Use students as resources for adult learning
- Design and develop digital age learning experiences and assessments
- Model digital age work and learning
- Promote and model digital citizenship and responsibility
- Engage in professional growth and leadership

**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	Professional Development	The technology Department will offer three 3-day technology summits with PL activities supporting technology integration each summer.	Instructional /PD Coach	Director of Technology	06/30/2022	\$75000
Action Step 2	Planning	The district will contract with subject matter experts to support and coach teacher on the topics of PBL and Instructional Space Design	Assistant Superintendent	Director of Technology	07/29/2022	\$75000
Action Step 3	Planning	School Improvement Plans (SIPs) will include technology integration goals as part of their SIP for the year, utilizing the SAMR model and including the needs of Special Education students, as well as English-Language Learners.	Building Principal	Director of Technology	08/31/2022	N/A
Action Step 4	Evaluation	All instructional and administrative staff will have the skills and knowledge to implement or observe lessons utilizing the SAMR model.	Building Principal	Director of Technology	08/31/2023	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						

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

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

Yes

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## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 4

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## 1. Enter Goal 4 below:

GOAL 4: Foster and Sustain a Safe, Secure, and Private Digital Environment. Continually improve infrastructure to support and advance District instructional visions and goals while balancing the needs for data protection, reducing online distractions, and network security based with the NIST Framework and other cyber-security related expectations set by NYSED.

## 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.

- |  |  |
|--|--|
| <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.

Plan for and implement equipment and infrastructure purchases in alignment with the essential competencies. Continue to shift our infrastructure to the cloud. Plan for and replace equipment and infrastructure to maintain an "anytime/anywhere" computing environment and model it with students. Will work with the LHRIC networking services to measure and gauge each action step to improve overall network service in the district.mn We will monitor growth over time with regular survey result from students and parents on issues related to safety. The technology department will regularly review system reports on malware, phishing, and other security threats. The district is also exploring hiring a person specifically skilled to address the regular activities of cybersecurity and ensure the district is NIST compliant.

## 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	Data	Review and update	Director of	Superintendent	08/29/2	N/A

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

## IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Privacy	policies and practices for safe, legal and ethical use of digital information and technology.	Technology		025	
Action Step 2	Cybersecurity	Model and communicate data privacy policies and expectations to all learners.	Director of Technology	Network Admin Team	08/29/2025	N/A
Action Step 3	Infrastructure	Install and enforce mechanisms that ensure student data privacy.	Director of Technology	Network Admin Team	08/29/2025	\$675,000
Action Step 4	Policy/Protocols	Promote and model responsible social interactions related to the use of technology and information.	Director of Technology	Superintendent	08/29/2025	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?**

Yes

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

IV. Action Plan - Goal 4

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## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 5

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## 1. Enter Goal 5 below:

GOAL #5 - Develop a standard model for makerspaces in KL's schools. Create active learning spaces, including STREAM labs, that increase the value and efficiency of learning time.

## 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.

- |  |  |
|--|--|
| <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.

Makerspaces, STREAM project area, and applied science labs are rooms equipped with various technology and other equipment and supplies where students can experiment, prototype, design, create and collaborate on projects. Makerspaces generally include 3D printers and other tools that take projects from being an idea to a physical object. Teachers and other professionals provide support and coaching but peer support is a major part of any makerspace as well. Progress for completing this action step include: visiting regional makerspaces to generate ideas for planning develop an upgrade plan, and reviewing and assessing implementation. Participation logs and model lessons will be used as data points to measure the achievement of this goal.

## 6. List the action steps that correspond to Goal #5 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Investigate needs and scope of a project	Curriculum and	Director of Technology	08/31/2022	N/A

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

## IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		space	Instruction Leader			
Action Step 2	Planning	Devise possible implementation plans	Director of Technology	Assistant Superintendent of Schools	08/31/2023	\$60000
Action Step 3	Learning Spaces	Acquire the necessary equipment and furniture to have an engaging learning experience.	Building Principal	Curriculum and Instructional Leaders	08/31/2023	\$400,000
Action Step 4	Implementation	Provide learning activities for students in each grade level at the elementary and middle schools.	Library Media Specialist	Classroom Teachers	08/30/2024	N/A

**7. This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)

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](mailto:edtech@nysed.gov).

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

With teaching and learning becoming increasingly dependent on Internet and technology resources, it is our goal to provide a technology infrastructure that is predictable in its reliability, with adequate bandwidth for data transmission and Internet, and maximum uptime so that teachers and students have ubiquitous access to tools that enhance instructional delivery and engagement, online learning, formative assessments, Response to Intervention (RTI) and data-driven instruction. The District's continuous improvement projects are based on annual needs assessments such as - a four year replacement cycle of all computers, upgrading to newer interactive technologies, increase of WAN bandwidth to 10Gbps and Internet to 5 Gbps, and high-tech security system upgrades.

Other areas of focus are to: Increase students' and teachers' access to mobile digital devices, interactive displays and presentation software in the classroom, learning management systems and provide training on integration with curriculum

- Expand and support programs or apps that will increase collaboration and communication, immediate feedback between teachers and students and collaboration among students, such as Microsoft OneNote/OneDrive and Google Classroom
- Improve our Wi-Fi capacity to support District devices and BYOD initiative at the secondary school Increase student/staff safety by upgrading security infrastructure with new IP Security Cameras, new CISCO phones with security features, and emergency call management system
- Explore and pilot programs that will support higher order thinking and questioning
- Provide assistive technologies to support students with special needs
- Support the growing needs of computer programming, CAD, STREAM experiences, and engineering design programs
- Provide a system that supports data-driven instruction
- Continue the needs assessment cycle and update technology plan accordingly

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

The district currently has a fully implemented 1-to-1 devices program. All students K-12 and district employees has assigned mobile devices to use for both on and off campus activities. The district has scaled the network infrastructure to support this program which includes robust WiFi coverage and adequate Internet bandwidth. For those individuals needing off campus Internet access, the district partners with Kajeet to offer MyFi hotspots. The district has created in each building a technology support office which repairs and troubleshoots devices and addresses network issues. Based on current data from various software systems, technology use is strong throughout all levels of our organization and "everywhere, all the time" access standards are strongly met at this time.

**2022-2025 Instructional Technology Plan - 2021****V. NYSED Initiatives Alignment**

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- 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.**

The District provides technology support to all students, including those with disabilities. While all devices and resources obtained through District's operating budget are accessible to all students, students with special needs also receive devices, software and additional support through the Special Services Department.

The Director of Special Ed and the District's funded programs office provide additional technology resources to support students' IEPs. All District-funded resources such as the wireless network, computers and devices in classrooms and labs, instructional and productivity software, Internet, and more, are equally accessible to special needs students. If a student's IEP requires that the student take home an iPad or a Windows tablet device, these are provided through the Special Services Department.

In short, all technology resources are distributed equitably while the special needs students get above and beyond because of IDEA funds. Finally, professional development opportunities are provided to special education teachers on the technology tools.

In the District, assistive technology support dedicated to special education students are used to conduct Assistive Technology Evaluations and provide necessary staff/student/parent training to maximize the use of technology in the classroom and to advance student learning. The Director of Special Services is an active member of the District-wide Technology Committee and ensures that the needs of special needs students are included in all planning and resource allocations.

The District uses web-based and server-based keyboarding programs at all levels to support written expression. Teachers use interactive technologies to engage students in learning. In addition, iPads, Microsoft Surface and Dell Venue tablets as well as laptops are used to support instruction in literacy and math programs. Related service providers, Speech Language and Occupational therapists incorporate apps to support the therapy progress toward goals.

There are numerous technology-based programs within the District that support students with disabilities in their academic, social and physical education programs. Reading intervention programs are incorporated for grades K-11. These intervention programs (including Read 180, System 44, IREAD, iReady, AimsWeb, and others) support acquisition of foundational reading skills as well as reading comprehension, fluency, accuracy and rate.

- 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)

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

## V. NYSED Initiatives Alignment

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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 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 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 type="checkbox"/> Enhancing children's vocabulary development with technology  | <input type="checkbox"/> Promotion of model digital citizenship and responsibility   |
| <input 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)   |

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)

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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

- |   |  |
|---|--|
| <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 checked="" 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 type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input 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 checked="" type="checkbox"/> Helping students connect with the world              |
| <input type="checkbox"/> Reading strategies for English Language Learners                                   | <input checked="" type="checkbox"/> The interactive whiteboard and language learning     |
| <input type="checkbox"/> Moving from learning letters to learning to read                                   | <input checked="" type="checkbox"/> Use camera for documentation                         |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 8a, below)                   |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |  |

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

## 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 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 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 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 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 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 clarify enrollment instructions.  | <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 type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | <input 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)   |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.  | <input checked="" type="checkbox"/> 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. |  |

**2022-2025 Instructional Technology Plan - 2021**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)

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## 2022-2025 Instructional Technology Plan - 2021

## 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	1.00
Instructional Support	1.00
Technical Support	9.50
<b>Totals:</b>	<b>11.50</b>

## 2. Investment Plan

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

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

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	1,200,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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 type="checkbox"/> N/A	N/A
2	Professional Development	N/A	400,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

## 2022-2025 Instructional Technology Plan - 2021

## 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
					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 type="checkbox"/> N/A	
3	Instructional and Administrative Software	N/A	600,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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 type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	600,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" 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	N/A

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

## 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
					<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	
<b>Totals:</b>			<b>2,800,000</b>			

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

Yes

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

<https://www.klschools.org/groups/4488/technology/home>

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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	Jeff Swiatowicz	MS Principal	jswiatowicz@klschools.org	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <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
Please complete all columns	Mary Ford	Asst Superintendent	mford@klschools.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <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 checked="" 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
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <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
				<div>Learning with Technology</div> <div><input type="checkbox"/> Infrastructure</div> <div><input type="checkbox"/> OER and Digital Content</div> <div><input type="checkbox"/> Online Learning</div> <div><input type="checkbox"/> Personalized Learning</div> <div><input type="checkbox"/> Policy, Planning, and Leadership</div> <div><input type="checkbox"/> Professional Development / Professional Learning</div> <div><input type="checkbox"/> Special Education Instruction and Learning with Technology</div> <div><input type="checkbox"/> Technology Support</div> <div><input type="checkbox"/> Other Topic A</div> <div><input type="checkbox"/> Other Topic B</div> <div><input type="checkbox"/> Other Topic C</div>

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](mailto:edtech@nysed.gov).