

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?**

Joseph McGrath

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

Director of Technology

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

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1. What is the overall district mission?

The CCSD educates the whole student through partnerships to become lifelong learners in an ever-changing world.

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

Through the implementation of blended learning, personalized learning, and differentiated instruction, all supported by a systemic integration of technology tools and resources, all CCSD students will meet the 6C Student Graduate Profile which includes critical thinking, creativity, compassion, collaboration, citizenship, and communication

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.

CCSD has taken extensive steps to ensure that technology planning is a inclusive process that takes into account the values and needs of students, staff, administrators and parents. Multiple meetings were conducted with various stakeholder groups to discuss their experiences and needs. As a result of these meetings some immediate enhancements were made and long term goals were crafted, revisited and included in our technology plan. Below is a list of the various meetings that included gathering perspectives and values, adjusting vision and goals to meet community priorities.

11/30/2021	Zoom meeting with representative students from 3rd grade at all schools
11/30/2021	Zoom meeting with representative students from 4th grade at all schools
12/1/2021	In person meeting with representative students from 5th grade at GFMS
12/1/2021	In person meeting with representative students from 6th grade at GFMS
12/1/2021	In person meeting with representative students from 7th grade at GFMS
12/1/2021	In person meeting with representative students from 8th grade at GFMS
12/2/2021	In person meeting with representative students from 9th grade at CHS
12/2/2021	In person meeting with representative students from 10th grade at CHS
12/2/2021	In person meeting with representative students from 11th grade at CHS
12/22/2021	Zoom session with Teacher, administrator and parent representatives from Carmel with other districts and Jeff Sun
12/3/2021	Zoom session with Teacher, administrator and parent representatives from Carmel with other districts and Jeff Sun
1/13/2022	Zoom session with Teacher, administrator and parent representatives from Carmel with other districts and Jeff Sun
1/31/2022	Zoom session with Teacher, administrator and parent representatives from Carmel
2/7/2022	Zoom session with Teacher, administrator and parent representatives from Carmel
2/15/2022	Planning session with Parent and Teacher representation and Jeff Sun
3/2/2022	Zoom session with larger Carmel group to review Goals
3/3/2022	Zoom session with Teacher, administrator and parent representatives from Carmel with other districts and Jeff Sun

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

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

1. Our planning process for this technology plan was more inclusive than in previous years including student focus groups to help the district better understand student need. Unlike the previous plan, the district did not have the benefit of involvement from a district curriculum administrator due to a vacant position. However, the district benefited from the inclusion of newly created instructional technology coaches who contributed and represented their building's perspective and needs. One of the key areas in our current plan calls out specific action items around professional development which was assumed but not measured in the previous plan. As explained in subsequent sections, this plan is based upon a post COVID reality. The previous plan included increased access to technology and use of some cloud-based tools. The current plan builds on that by including ubiquitous access, training, logical management, and the pursuit of specific learning frameworks.

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

The district's response to the pandemic helped expose the district to the need for various software tools and highlighted inequity in access. As part of the pandemic response, teachers and students have gained experience with equipment and with digital tools that will support future growth and better use of data. The district is looking to expand consistent student digital practices and experiences. The district recognizes the need to address logistics related to the paradigm shift associated with the 1:1 program which was a direct outgrowth of the pandemic. These logistics include items such as training and education for staff and students, bandwidth requirements, wireless network, deployment, device repair and replacement system, and stakeholder communications.

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.

As part of our goal of facilitating and guiding the shift towards embracing teaching practices that utilize technology to promote the 6C's, the district has hired up to seven instructional technology coaches who work with teachers, students, and administrators in a variety of ways to build capacity and promote professional learning. As part of the design of the coaching program, teacher and administrative technological capacities and needs are monitored on an ongoing basis so that the coaches are able to modify support to meet the changing needs. As part of regular meetings, coaches reflect and share best practices. These processes serve as a continuum of evaluation and improvement for our professional development program. These coaches also serve in a planning capacity to help the district meet the goals inherent in our technology plan. The district also utilizes partnerships with LHRIC and PNW Model Schools and other entities to further support. Some of the activities that facilitate capacity building include:

- One-on-one coaching
- Department level training
- Technical support and guidance for staff
- Study groups/courses/book studies
- Carmel Cache: monthly newsletter communication for all staff
- Intro/how to videos & tutorials
- Scaffolding the use of new technologies

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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:**
Moderately
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**
Moderately
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**
Significantly
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**
Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:**
Minimally

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Create cost effective practices of technology infrastructure, and device management to securely support CCSDs community technology program

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.

A series of formative evaluations by the district will include noting the existence and usefulness of a reliable inventory tool and processes for students to be assigned devices, have them serviced and hold them accountable. Metrics for device support from our help desk system and feedback from the community will be also used to gauge success. When this goal has been accomplished, we expect to see operational improvements in our instructional technology program that include device management and established refresh cycles, Ed Law 2-D compliance, and evidence of regular parent communications with regard to the technology program.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Data Privacy	Create Ed law 2d Webpage that provides compliance documentation	Director of Technology	N/A	10/01/2023	0

2022-2025 Instructional Technology Plan - 2021

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
		including a list of approved Create Ed law 2d Webpage that provides compliance documentation including a list of approved software that uses PII, Parent's bill of rights, and unauthorized disclosure complaint form				
Action Step 2	Policy/Protocols	Develop a fee schedule for lost/damaged devices and create an offline and online method for parents to remit payment for damaged devices	Director of Technology	N/A	10/02/2022	0
Action Step 3	Communications	Create an online communication system for parents to digitally acknowledge student participation in mobile device program with an explanation of expectations and notification of device replacement	Director of Technology	N/A	10/01/2022	0
Action Step 4	Policy/Protocols	Development of start and end of year procedures including device collection and distribution as appropriate	Assistant Superintendent	N/A	10/01/2022	0

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

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

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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
	Infrastructure	Replace older projector based interactive boards with interactive flat panels and Update network switches	Director of Technology	N/A	05/01/2025	1,121,000
Action Step 6	Staffing	Evaluate and shift roles and responsibilities of the instructional technology Coaches	Assistant Superintendent	N/A	09/01/2023	TBD
Action Step 7	Implementation	Implement 4-year laptop computer replacement cycle for students including adjusting inventory processes and systems	Director of Technology	N/A	05/01/2025	1875000
Action Step 8	Evaluation	Formally evaluate each of the previous action steps for completeness and overall contribution to the goal on an annual basis	Director of Technology	N/A	06/16/2025	0

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Integrate digital tools and resources throughout the CCSD curriculum to support the development of student learning as aligned with the 6C graduate profile, Next Gen standards, and the NYSED CS and Digital Fluency Standards

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.

When our goal has been accomplished, we expect to see consistent software usage measured through access usage analytical tools. Additionally, through direct and indirect observations we will evaluate qualitative data that demonstrates that teachers are incorporating digital tools and resources into curriculum to support the development of student learning as defined within our goal. Utilizing regularly conducted coaching meetings and working with a select team of educators, the CCSD will review baseline software access usage metrics, anecdotal baseline information and observations to compare with similar metrics to assess our progress and adjust strategies to promote our success.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Identify parties responsible for implementing	Assistant Superintendent	N/A	10/02/2023	0

2022-2025 Instructional Technology Plan - 2021

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
		standards, teaching skills, and curriculum mapping of technology fluency standards.				
Action Step 2	Budgeting	After completing step one, specify and plan for any costs or expenses associated with staff and materials needed to map and implement digital fluency standards.	Assistant Superintendent	N/A	06/01/2024	0
Action Step 3	Professional Development	Offering professional development and release time to learn and familiarize staff with digital fluency and learning standards.	Instructional /PD Coach	N/A	06/20/2025	30,000
Action Step 4	Curriculum	Mapping digital fluency and learning standards into scope and sequence for courses responsible for implementation.	Classroom Teacher	N/A	10/02/2023	20,000

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Community Partnerships	Including families and community members in the learning process and giving them access to resources and materials to support the digital fluency and learning standards.	Assistant Superintendent	N/A	06/16/2025	10,000
Action Step 6	Implementation	Standards are strategically integrated	Curriculum and	N/A	10/01/2024	15,000

2022-2025 Instructional Technology Plan - 2021

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
		across instruction.	Instruction Leader			
Action Step 7	Evaluation	Conduct annual review of progress to ensure adequate development on digital fluency integration.	Curriculum and Instruction Leader	N/A	06/23/2025	5,000
Action Step 8	(No Response)	(No Response)	(No Response)	N/A	(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:

Facilitate and guide the shift of embracing and encouraging instructional technology tools and practices through supportive professional development opportunities for staff.

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.

When our goal has been accomplished, the CCSD expects to see regular professional development opportunities for staff being offered by our instructional technology coaches, LHRIC staff and other consultants that facilitate purposeful instructional technology use. The instructional technology coaches will meet with administration several times a month to review and analyze objectives and progress of meeting this goal using anecdotal evidence of professional development and classroom implementation as our evidence.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Provide software list for teachers including which subject/grade	Director of Technology	N/A	10/01/2022	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		levels each software is appropriate for. Included will be instructional technology tools that can be universally used across grade levels and curricula.				
Action Step 2	Communications	Provide regular updates to staff on technology issues including newsletter sent to staff highlighting key technology initiatives, new software available and instructional methodologies involving technology, email updates, etc.	Instructional Technology Coach	N/A	06/02/2025	0
Action Step 3	Planning	Implementation of consistent meeting/planning time for teachers to have to learn and practice software and related instructional strategies.	Assistant Superintendent	N/A	06/02/2022	825
Action Step 4	Collaboration	Create a strong partnership with LHRIC and the Model School Cohort to provide professional development opportunities for staff.	Instructional /PD Coach	N/A	06/02/2023	2,495.00

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	Collaboration	Implement strategic	Curriculum	N/A	06/23/2	\$5,775

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	n	planning and vertical integration of professional development time to create long-term support for staff	and Instruction Leader		023	
Action Step 6	Professional Development	Implement strategic planning and vertical integration of professional development time to create long-term support for staff.	Instructional Technology Coach	N/A	06/23/2025	\$2,577,000.00
Action Step 7	Evaluation	Analyze teacher self-reported practices and attitudes regarding devices and software using teacher focus groups and informal feedback annually.	Director of Technology	N/A	06/23/2025	2,000.00
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 - 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.**

The Carmel Central School District educates the whole student through partnerships to become lifelong learners in an ever-changing world. Through the use of supporting technologies, we aim to provide opportunities for students to discover and pursue their passions and ignite a desire to learn. Our technology systems, trainings, and one-to-one initiative are designed to further help us meet our graduate profile as outline in the Carmel 6 C's. Carmel's Student graduate profile 6C's connect and overlap with the ISTE student standards as demonstrated in the table below. Technology is used by all students and teachers and through this plan, we are expanding the extent to which it is used to become a regular part of instruction districtwide.

Carmel SD 6 C's	Critical Thinking	Collaboration	Communication	Citizenship	Creativity	Compassion
ISTE Standards for Students	1.1 Empowered Learner 1.3 Knowledge Constructor 1.5 Computational Thinker	1.7 Global Collaborator	1.6 Creative Communicator	1.2 Digital Citizen	1.4 Innovative Designer	1.2 Digital Citizen 1.7 Global Collaborator

The district is addressing the technology needs comprehensively and sustainably by addressing components such as staff and student access to hardware and software, insuring a highly functional network, and providing ongoing professional development. Carmel has established an Instructional Technology Director and several other key positions to ensure its success. CCSD has provided a device for every student and charging stations in all elementary and middle school classrooms. The establishment and purposeful work of the instructional technology coaches is supporting teachers with how and why to use instructional technology to support rigorous academic standards. Starting in the 2022-2023 school year, the district is instituting an interactive white board replacement plan, a network switch upgrade and replacement plan, upgrading all of the wifi access points districtwide, and a four year student laptop replacement cycle with enhanced inventory systems. Student achievement will be supported through the normalization of technology to encourage strategies such as differentiation, personalization, and blended learning. This will allow for increased access to richer materials, opportunities, and experiences to increase rigor, provide increased choice, opportunities for students to demonstrate mastery in multiple formats and support student success in all classrooms.

- 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 is providing mobile devices for every child and access to the internet at home if it is otherwise unavailable. The district is also exploring providing Wi-fi on school buses to increase student access.

- 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.**

Technology is ubiquitously available to all students. Our training practices include demonstrating how to use a variety of built-in software tools to adjust for various learning needs. Additionally, the district utilizes various technologies to support students with disabilities which is detailed in the student's IEP including assistive technology tools and strategies. Students with disabilities are individually assessed and based upon an evaluation of the student's needs, additional software, hardware, peripherals, and staff based support is frequently provided. This often includes a modification of instruction to meet the needs of the student and promote their success.

2022-2025 Instructional Technology Plan - 2021**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 type="checkbox"/> Technology to support writers in the elementary classroom | <input 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 type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input 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 type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input 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)

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V. NYSED Initiatives Alignment

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7. **The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

- 7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

- 7b. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

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

- | | |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input 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 checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" 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 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 type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input 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 type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input 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 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 checked="" 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 - 2021V. NYSED Initiatives Alignment

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

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

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

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	1.50
Instructional Support	7.00
Technical Support	10.00
Totals:	18.50

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	625,000	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	Other (please identify in next column, to the right)	Interactive White boards and network switches	373,667	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	N/A

2022-2025 Instructional Technology Plan - 2021

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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"/> 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	Staffing	N/A	30,365	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" 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	Professional Development	N/A	859,000	Annual	<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	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
					<input type="checkbox"/> 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	
Totals:			1,888,032			

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.**

Home - District Technology - Carmel Central School District (carmelschools.org)

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 Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input 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	Joe McGrath	Director Of Technology , CIO	jmcgrath@carmelschools.org	<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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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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	(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
				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
				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
				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

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