**2022-2025 Instructional Technology Plan**

**Working Template** *(This file is provided by the LHRIC as a tool for districts to use while collecting information as the Technology Plan is being developed. Plans must be submitted in the NYSED SEDDAS portal for RIC Review and NYSED approval.*

*For detailed descriptions of questions and intent, please refer to NYSED Guidance Documentation: http://www.nysed.gov/common/nysed/files/programs/edtech/2022-25-itp-template-with-guidance.pdf*

**Section I – District LEA Information**

1. What is the name of the district administrator responsible for entering the Instructional Technology Plan data? (NYSED will consider this person to be the point of contact for questions about the plan.)
2. What is the title of the district administrator responsible for entering the Instructional Technology Plan data?

Please select one from drop down menu:

* + Superintendent
	+ Director of Technology
	+ Chief Information Officer
	+ Deputy Superintendent
	+ Assistant Superintendent
	+ Other (please identify in Question 2a, below)

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

**Section II – Strategic Technology Planning**

1. What is the overall district mission?
2. What is the vision statement that guides instructional technology use in the district?
3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan.
4. NEW How does the district’s Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?
5. NEW How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?
6. NEW: Is your district currently fully 1:1?
	1. If no, the following questions appear:

What are your plans to become a fully 1:1 District?

Short answer:

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

* + - * + School year 2022-2023
				+ School year 2023-2024
				+ School year 2024-2025
				+ Year 2026 or beyond
				+ Unknown
1. 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.

**Section III – Goal Attainment Overview: New section**

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

**Section IV – Action Plan Overview:**

1. Goal #1
2. Select the NYSED goal that best aligns with this district goal. (drop-down list of NYSED goals that allows for only one choice)
* Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
* Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
* Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.
* Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
* Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
1. Target Student Population(s). Check all that apply.
* All students
* Early Learning (Pre-K -3)
* Elementary/intermediate
* Middle School
* High School
* Students with Disabilities
* English Language Learners
* Students who are migratory or seasonal farmworkers, or children of such workers
* Students experiencing homelessness and/or housing insecurity
* Economically disadvantaged students
* Students between the ages of 18-21
* Students who are targeted for dropout prevention or credit recovery programs
* Students who do not have adequate access to computing devices and/or highspeed internet at their places of residence
* Students who do not have internet access at their place of residence
* Students in foster care
* Students in juvenile justice system settings
* Vulnerable populations/vulnerable students
* Other (please identify in Question 3a, below)
	1. 3a. If 'Other' was selected in Question 3 above, please identify target student population(s).
1. NEW Additional Target Populations. Check all that apply. (optional)
* Teachers/Teacher Aides
* Administrators
* Parents/Guardians/Families/School Community
* Technology Integration Specialists
1. 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.
2. List the action steps that correspond to **Goal #1** from your answer to Question 1, above.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Action Step Number | Action Step - Select one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Select one from the drop-down menu | If you selected ‘Other’ Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Dropdown) | Anticipated Cost |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
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**Action Step Categories Dropdown (select one):**

* Budgeting
* Collaboration
* Communications
* Community Partnerships
* Curriculum
* Cybersecurity
* Data Privacy
* Evaluation
* Implementation
* Infrastructure
* Learning Spaces
* Planning
* Policy/Protocols
* Professional Development
* Purchasing
* Research
* Staffing
* Other (please identify in Column 3, Description),
* N/A

**For Stakeholder Dropdown (select one):**

* Superintendent
* Assistant Superintendent
* Business Official
* Building Principal
* Assistant Principal
* Director of Technology
* Curriculum and Instruction Leader
* Teacher on Special Assignment
* Instructional/PD Coach
* Instructional Technology Coach
* Library Media Specialist
* Classroom Teacher
* Other (please identify in Column 5)
* N/A

Action Plan: Goal 2 List the action steps that correspond to **Goal #2** from your answer to Question 1, above.

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| --- | --- | --- | --- | --- | --- | --- |
| Action Step Number | Action Step - Select one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Select one from the drop-down menu | If you selected ‘Other’ Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Dropdown) | Anticipated Cost |
| 1.  |  |  |  |  |  |  |
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**Action Step Categories Dropdown (select one):**

* Budgeting
* Collaboration
* Communications
* Community Partnerships
* Curriculum
* Cybersecurity
* Data Privacy
* Evaluation
* Implementation
* Infrastructure
* Learning Spaces
* Planning
* Policy/Protocols
* Professional Development
* Purchasing
* Research
* Staffing
* Other (please identify in Column 3, Description),
* N/A

**For Stakeholder Dropdown (select one):**

* Superintendent
* Assistant Superintendent
* Business Official
* Building Principal
* Assistant Principal
* Director of Technology
* Curriculum and Instruction Leader
* Teacher on Special Assignment
* Instructional/PD Coach
* Instructional Technology Coach
* Library Media Specialist
* Classroom Teacher
* Other (please identify in Column 5)
* N/A
1. 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 Plan: Goal 3 (required) List the action steps that correspond to **Goal #3** from your answer to Question 1, above.

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| --- | --- | --- | --- | --- | --- | --- |
| Action Step Number | Action Step - Select one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Select one from the drop-down menu | If you selected ‘Other’ Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Dropdown) | Anticipated Cost |
| 1. |  |  |  |  |  |  |
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| 7. |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |

**Action Step Categories Dropdown (select one):**

* Budgeting
* Collaboration
* Communications
* Community Partnerships
* Curriculum
* Cybersecurity
* Data Privacy
* Evaluation
* Implementation
* Infrastructure
* Learning Spaces
* Planning
* Policy/Protocols
* Professional Development
* Purchasing
* Research
* Staffing
* Other (please identify in Column 3, Description),
* N/A

**For Stakeholder Dropdown (select one):**

* Superintendent
* Assistant Superintendent
* Business Official
* Building Principal
* Assistant Principal
* Director of Technology
* Curriculum and Instruction Leader
* Teacher on Special Assignment
* Instructional/PD Coach
* Instructional Technology Coach
* Library Media Specialist
* Classroom Teacher
* Other (please identify in Column 5)
* N/A
1. Would you like to list a fourth goal?
* Yes (use same format that was used in Goal 1-3 above.
* No
1. Would you like to list a fifth goal?
* Yes (use same format that ws used in Goal 1-3 above.
* No

**Section V – NYSED Initiatives Alignment**

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.
2. NEW Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time.”
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.
4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? (check **all** that apply from the provided options and/or check 'Other' for options not available on the list.)
	* Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through a class website or learning management system).
	* Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
	* Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
	* Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
	* Assistive technology is utilized.
	* Technology is used to increase options for students to demonstrate knowledge and skill.
	* Learning games and other interactive software are used to supplement instruction.
	* Other (please identify in Question 4a, below)

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

1. 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. (check all that apply from the provided options and/or check 'Other' for options not available on the list.)
* Technology to support writers in the elementary classroom
* Technology to support writers in the secondary classroom
* Research, writing and technology in a digital world
* Enhancing children's vocabulary development with technology
* Reading strategies through technology for students with disabilities
* Choosing assistive technology for instructional purposes in the special education classroom Using technology to differentiate instruction in the special education classroom
* Using technology as a way for students with disabilities to demonstrate their knowledge and skills
* Multiple ways of assessing student learning through technology
* Electronic communication and collaboration
* Promotion of model digital citizenship and responsibility
* Integrating technology and curriculum across core content areas
* Helping students with disabilities to connect with the world
* Other (please identify in Question 5a, below)

5a. If ‘Other’ was selected in question 5 above, please explain here.

1. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? (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)

6a. If 'Other' was selected in Question 6 above, please explain here.

1. 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
		+ No.

7a. If Yes, check one:

* + - In the 5 languages most commonly spoken in the district
		- In the 10 languages most commonly spoken in the district
		- In the 15 languages most commonly spoken in the district
		- Other (please explain in Question 7b, below)

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

1. 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. (check all that apply from the provided options and/or check 'Other' for options not available on the list.)
* Technology to support writers in the elementary classroom
* Technology to support writers in the secondary classroom
* Research, writing and technology in a digital world
* Writing and technology workshop for teachers
* Enhancing children's vocabulary development with technology
* Writer's workshop in the Bilingual classroom
* Reading strategies for English Language Learners
* Moving from learning letters to learning to read
* The power of technology to support language acquisition
* Using technology to differentiate instruction in the language classroom
* Multiple ways of assessing student learning through technology
* Electronic communication and collaboration
* Promotion of model digital citizenship and responsibility
* Integrating technology and curriculum across core content areas
* Web authoring tools
* Helping students connect with the world
* The interactive whiteboard and language learning
* Use camera for documentation
* Other (please identify in Question 8a, below)

8a. If 'Other' was selected in Question 8 above, please explain here.

1. NEW 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? (check all that apply from the provided options and/or check 'Other' for options not available on the list)
* McKinney-Vento information is prominently located on individual school websites, as well as the district website.
* If available, online enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
* Offer phone enrollment as an alternative to in-person enrollment.
* Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity • Create a survey to obtain information about students’ living situations, contact information, access to internet and devices for all students in the enrollment processes so the district can communicate effectively and evaluate their needs.
* Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
* Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
* Provide students a way to protect and charge any devices they are provided with by the district.
* Replace devices that are damaged or stolen as needed.
* Assess readiness-to-use technology skills before disseminating devices to students experiencing homelessness and/or housing insecurity
* Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
* Have resources available to get families and students step-by-step instructions on how to set-up and use their districts Learning Management System or website.
* Class lesson plans, materials, and assignment instructions are available to students and families for “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, DVD, or private online video channel).
* Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
* Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
* Adjust assignments to be completed successfully using only the resources students have available.
* Provide online mentoring programs.
* Create in-person and web-based tutoring programs/spaces and/or live chats to assist with assignments and technology issues.
* Offer a technology support hotline during flexible hours.
* Make sure technology support is offered in multiple languages.
* Other (Please identify in Question 9a, below)

9a. If 'Other' was selected in Question 9 above, please explain here

1. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? (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)

10a. If 'Other' was selected in Question 10 above, please explain here.

**Section VI – Administrative Management Plan**

* + - 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.

|  |  |
| --- | --- |
| Title | Full Time Equivalent (FTE) |
| District Technology Leadership |  |
| Instructional Support |  |
| Technical Support |  |

1. Investment Plan

Provide a three-year investment plan to support the vision and goals.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Anticipated Item or Service Drop Down Menu. Select one per row. | If you chose ‘Other’ Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A." | Estimated Cost | Is Cost Onetime, Annual, or Both? | Potential Funding Source. May check more than one source per item. | If you chose ‘Other’ Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A." |
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Drop down list of **items**: (select one per row)

* End User Computing Devices
* Instructional and Administrative Software
* Internet Connectivity
* Network and Infrastructure
* Peripheral Devices
* Professional Development
* Staffing
* Other (please identify in next column, to the right)
* N/A

Check box list of **funding sources**: (can check more than one)

* BOCES Co-Ser purchase
* District Operating Budget
* District Public Bond
* E-Rate
* Grants
* Instructional Materials Aid
* Instructional Resources Aid
* Smart Schools Bond Act
* Other (please identify in next column, to the right)
* N/A
1. 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
	* No
	* Not Applicable
2. **NEW** Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all 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.

**Section VII – Sharing Innovative Educational Technology Programs**

*Note: this section is optional. If choosing to complete this section, please refer to the guidance document linked above.*