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?**

Michael Ritacco

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

Director of Technology

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

The district *vision* is "Success for every student." The *mission* of the Port Chester School District, through an active partnership among community, parents, staff and students, is to develop responsible and self-sufficient citizens who value cultural diversity, are creative and adaptable, and possess the self-esteem, motivation and skills to continue individual growth, think critically, and communicate effectively.

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

The Port Chester-Rye UFSD uses technology as a tool integrated throughout the curriculum to support critical thinking skills, communication skills, collaboration, creativity, and problem solving, which are vital elements to ensure the success of every student. Specifically, technology will be used to:
• Enhance content-area instruction and pedagogy
• Empower students to generate questions and seek answers
• Provide a medium for expression, creativity, as well as support social-emotional learning
• Cultivate an environment that fosters global and digital citizenship and the skills needed for an ever-changing workforce

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.**

During the 2020-2021 school year, the Port Chester-Rye Union Free School District began to solicit input from the District Technology Committee regarding progress on our goals from the 2019-2021 NYSED Plan. We reflected on strengths, progress, and opportunities for growth. In the 2021-2022 school year, the technology committee reconvened with a committee-wide focus on revising goals based on our current technology needs. This committee consisted of:
• staff from the elementary schools, middle school, and high school
• the Director of Technology and 21st Century Learning
• the Assistant Superintendent of Curriculum and Instruction
• the district's Senior Facilitator of Educational Technology
• the district's Educational Technology Specialists, K-5 and 6-12
Over the course of the two years, this committee met on a monthly basis to develop goals and action plans for the technology plan gathering input from staff, students, and parents. The committee also utilized data collected from comprehensive stakeholder surveys, including the BrightBytes Clarity Survey. The committee also solicited the expertise of the Lower Hudson Regional Information Center (LHRIC) to guide plan development.

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

This version of the district's technology plan was developed through collaboration with key stakeholders, and with the active involvement of the district's technology committee. Teachers, staff, parents, administrators, and representatives from LHRIC were able to provide their insight on the district's growth over the past four years. This committee was able to identify areas of focus for the upcoming three-year plan. In preparation for the 2018-2022 NYSED submission of the District's Technology Plan, a subcommittee of five teachers/administrators convened to develop the plan; however, the 2022-2025 version was developed based on the input provided by the entirety of the district's technology committee. This shift was made to ensure that a multitude of stakeholders were involved in all aspects of the process. Specifically, the committee met monthly over the span of a two-year period to analyze the previous plan, reflecting on each goal and action step. The committee reviewed the status of previous goals with respect to areas of strength and growth, and proposed next steps to inform the development of the district's 2022-2025 technology plan.

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

The COVID Pandemic has brought about change within the district with regard to access, connectivity, instruction, professional development and parental engagement. Port Chester-Rye UFSD has implemented a 1:1 Chromebook teaching and learning environment, offering Chromebooks to all students for use at school and home. The district has also provided hotspots for students with limited connectivity. This has provided equitable access to technology in order to foster and enhance creative options. Furthermore, this access has provided additional options for virtual learning for students, through both planned events (e.g. virtual learning) and unplanned events (e.g. emergency closures). Whether technology is used virtually or in-person, teachers are able to infuse blended learning opportunities beyond the four walls of the classroom. The district has also restructured their technology team, hiring a Director of Technology, expanding to two instructional technology coaches, and adding an additional full-time BOCES network specialist. Instructionally, the district has also implemented a K-5 Technology and Enrichment program, supporting all K-5 students with digital literacy, digital citizenship, and computer science skills. Grades 6-8 students also engage in technology courses on a rotating basis. Additionally, the district has drastically expanded their 9-12 Computer Science program. Lastly, the district has created ongoing K-12 Parent and Student Technology initiatives, supporting students and their families through afterschool and evening workshops. These continuous opportunities range from basic digital literacy skills, which are of utmost importance to newcomer families, and internet safety workshops which are beneficial to all families. These offerings were made available to families virtually and in-person.

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.**

One of the district's overall goals is to "increase student outcomes through multiple pathways and a data informed culture." Based on this goal, we have focused our Technology Professional Development this school year around using technology to collect and analyze data to drive student learning. To this effect, our district regularly sends out surveys to teachers gauging their professional development needs and feedback. This data collection technique is our primary source for determining the current capacity of educators and identifying topics to support growth. Other sources of determining capacity include informal and formal observations, data collected from coaching cycles, feedback collected from the District Technology Committee, and the BrightBytes Clarity survey. In order to provide targeted, needs-based, and personalized professional development, the district plans to utilize alternative models of professional development for technology including Choice Boards, Professional Learning Communities (PLCs), Lunch and Learns, video-based learning, and self-led learning experiences around the district's identified goal. This professional development and support takes place on four designated Superintendent's Conferences Days, as well as in an ongoing manner before and after school hours, during the school day, and over the summer. The district has two Educational Technology Specialists (K-5 and 6-12) who support teachers through whole-group and small-group training, and one-on-one coaching cycles. Additionally, the district also empowers teachers with an expertise in technology to facilitate professional learning experiences for teachers. In addition, to build the capacity of administrators, the district partners with internal and external facilitators to provide learning opportunities on digital programs, usage, implementation, data, and assessments. As an additional support option for educators, administrators, and support staff, the district partners with LHRIC as part of the Model Schools and Technology Leadership Institute (TLI) program. These partnerships provide additional professional development sessions based on individual needs and passions. Following professional development sessions, the district collects feedback immediately on the sessions offered, alongside with the ongoing overarching data collection described above. This feedback helps to evaluate the effectiveness of the professional development plan, and provides data to help drive any additional implementation support needed. The district plans to continue to use this feedback loop to inform ongoing needs throughout the duration of this technology plan.

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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:**

    Fully

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:**

    Fully

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:**

    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. The district has met this goal:**

    Fully

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1. **Enter Goal 1 below:**

Streamline processes and communication related to data privacy and security for all stakeholders.

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

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

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

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

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

This goal will be measured by using multiple metrics including: Google Forms, BrightBytes, and focus groups involving all stakeholders. The evidence from these data sources will be analyzed by the district technology committee along with members at the building level and district administration. The analysis will inform updates to be made to district procedures regarding data privacy and cybersecurity. As a result, we will provide workshops and professional development as necessary to address gaps. Digital management systems such as Google Admin Console will be used to evaluate and measure incidents with respect to data privacy incidents. We will measure our success through the use of audit reports, logs, survey data and in-person interviews.

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	Establish protocols for student privacy protection in	Director of Technology	N/A	06/30/2025	0

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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
		compliance with New York State Education Law 2-d.				
Action Step 2	Collaboration	Collaborate with regional stakeholders through ongoing Data Privacy and Security Service (DPSS) Workgroups.	Director of Technology	N/A	06/30/2025	20,250
Action Step 3	Implementation	Ensure the managed 1:1 Chromebooks have built-in protections for students, including device/account safeguards and internet filtering.	Director of Technology	N/A	06/30/2025	25,547
Action Step 4	Community Partnerships	Communicate with and support families and other stakeholders regarding district digital safety protocols.	Director of Technology	N/A	06/30/2025	$35,658

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	Policy/Protocols	Communicate with and support families and other stakeholders regarding district digital safety protocols.	Director of Technology	(No Response)	06/30/2025	0
Action Step 6	Policy/Protocols	Review and streamline routines for student and staff password management.	Director of Technology	(No Response)	06/30/2025	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No	(No Response)	(No	(No Response)	(No	(No Response)

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

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1. **Enter Goal 2 below:**

Foster active learning through technology integration, developing 21st century skills in all subgroups of the student population.

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.**

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

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

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

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

This goal will be measured by software usage, growth reports, and pre/post- assessments. We will also gather data through computer science and digital fluency focus groups as well as classroom observations and visits. The evidence from these data sources will be analyzed by the district technology committee along with members at the building level and district administration. Educational Technology Specialists will use this data to develop professional development for teachers and administrators that will integrate technology into their curricula. Student centered training opportunities will support increased skill development and overall achievement. In addition, data obtained through focus groups will inform curriculum mapping that will align with the implementation of the NYS Computer Science/Digital Fluency standards. Goals will be measured through the continuous use of usage reports, focus groups, classroom observations and visits. The analysis of reports will also provide evidence of increased usage.

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						

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Curriculum	Integrate technology within the curriculum to support student academic strategies and skills through blended learning models, centered around student utilization of technology	Director of Technology	N/A	06/30/2025	0
Action Step 2	Implementation	Support student development of digital literacy skills and digital citizenship habits through the planning and implementation of NYS Computer Science/Digital Fluency Standards. Incorporate these standards through Technology & Enrichment, Computer Science, and STEM programming during the school day and afterschool.	Director of Technology	N/A	06/30/2025	200,000
Action Step 3	Professional Development	Deliver personalized professional development opportunities that support student skill development. Ongoing differentiated professional development will be supported through LHRIC model schools and district	Director of Technology	Educational Technology Specialists.	06/30/2025	316,700
Action Step 4	Planning	Develop and implement a long term sustainability plan to provide equitable access for all students which include 1:1	Director of Technology	N/A	06/30/2025	1,050,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		devices and connectivity. Additionally, plan for long-term sustainability to replace and refresh classroom technology.				

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

Support data-driven instruction through the use of digital tools for data collection and analysis.

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.**

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

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

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

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

This goal will be measured by examining the application and use of the data dashboard to analyze student data. Data will also be collected on the frequency of both professional development offerings and ongoing data meetings.   Data teams will compile ongoing notes from meetings, focus groups, and surveys to inform instruction. Additionally, teachers will be supported through professional development and coaching on the use of data collection and analytical tools. The evidence from these data sources will be analyzed by district and building data teams to track progress. The district and building data teams will be able to identify if the goal has been accomplished through the analysis of teacher implementation of formative assessment tools via observations and instructional rounds, as well as through monitoring student growth and progress as identified by the data dashboard.

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	Professional	Support teachers with	Director of	N/A	06/30/2	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Development	using digital formative assessment tools to collect, analyze, and track student progress in real-time.	Technology		025	
Action Step 2	Collaboration	Organize data teams at the district level and building level to utilize digitally-collected data to inform instructional decisions.	Curriculum and Instruction Leader	N/A	06/30/2025	0
Action Step 3	Planning	Utilize a data dashboard to aggregate student academic statistics from multiple sources to identify trends and develop plans to address any gaps.	Director of Technology	N/A	06/30/2025	362,500
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	0

7. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

No

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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.**

    Teachers and students will maximize the district's 1:1 Chromebook program to utilize a variety of digital applications to support instruction. Specific grade-level and content-area standards and goals will be aligned with the NYS Computer Science and Digital Fluency Standards. This will integrate blended learning into instruction and support student academic performance improvement. Educational Technology Specialists will support teachers with technology integration to differentiate instruction and offer student choice. This will provide students with a multitude of opportunities to develop the skills necessary for college and career readiness. K-12 students are expected to bring their district-assigned Chromebooks to school daily, allowing teachers to engage in blended learning including apps to support student learning. Students also use their devices daily to access Google Classroom for resources, lessons, and assignments. Students bring their devices home each night in order to be able to access multiple pathways to learning and instruction from their classroom teachers while at home. These pathways are available to all students, including those that are out due to a long term medical leave or disciplinary action. Students use technology daily to demonstrate an understanding of skills and concepts. This includes Google Apps for Education where students can collaborate as well as work independently. Students demonstrate both content standards as well as critical thinking skills. All students use a variety of district programs to demonstrate understanding while giving their teachers multiple forms of assessment. The district uses a multitude of programs to meet the individual student's needs. Some of these programs include Happy Numbers, Renaissance applications, American Reading Company, Learning A-Z, Castle Learning, and Houghton Mifflin Harcourt products, to name a few.

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's 1:1 Chromebook initiative and hotspot distribution (as needed), has enabled all students to have equitable access to technology at home. This has allowed us to provide remote learning opportunities to students in instances where we otherwise would have lost instructional time, such as through snow days or emergency closures. The district was able to do this through the use of state and federal funds, and has created a comprehensive sustainability plan to maintain access to hardware and connectivity year-to-year. The district has also expanded its technology personnel to provide ongoing support to teachers, students, and families to help them develop the digital literacy and digital citizenship skills. This will ensure that all stakeholders have access and familiarity with digital tools to allow for 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.**

    When developing the technology plan, advice was sought from the Director of Special Education in order to ensure that all identified goals would support students with special needs. The district-provided Chromebooks and iPads are utilized with students with disabilities in order to provide instruction that supports each students' needs. Additionally, for students who have an IEP that identifies the need for an assistive technology device, the district will ensure that the device is supported and maintained. Students access applications such as: Freckle, Mystery Science, Fast Forward, and Bookshare to name a few. Students also utilize Google accessibility features which include speech-to-text, text-to-speech, zoom in-out, contrast, audio recordings, and other accessibility features to meet each student's specific IEP accommodation. Teachers use technology in a variety of ways to provide access and differentiation for students. Some examples include but are not limited to FM Equipment, Augmentative Communicator, Digital Timers and Graphic Organizers. Teachers may have multiple interactive boards in their rooms for parallel teaching and other instructional models to support the student's individual needs.

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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.**

☐ Technology to support writers in the elementary classroom	☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
☐ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☑ Research, writing and technology in a digital world	☐ Electronic communication and collaboration
☐ Enhancing children's vocabulary development with technology	☐ Promotion of model digital citizenship and responsibility
☑ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☐ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ 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:**

Other (please explain in Question 7b, below)

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

When developing the technology plan, advice was sought from the Director of ELLs and Bilingual Programs in order to ensure that all identified goals would support English Language Learners/Multilingual Learners. The district-provided Chromebooks incorporate language supports and multilingual software to ensure equitable access to instruction, materials, and assessments.

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

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the secondary classroom
- ☐ Research, writing and technology in a digital world
- ☐ Writing and technology workshop for teachers
- ☐ Enhancing children's vocabulary development with technology
- ☑ Writer's workshop in the Bilingual classroom
- ☐ Reading strategies for English Language Learners
- ☐ Moving from learning letters to learning to read
- ☐ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom

- ☑ Multiple ways of assessing student learning through technology
- ☐ Electronic communication and collaboration
- ☑ Promotion of model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☐ Web authoring tools
- ☐ Helping students connect with the world
- ☐ The interactive whiteboard and language learning
- ☐ Use camera for documentation
- ☐ Other (please identify in Question 8a, below)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

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

☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☐ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☐ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ Other (please identify in Question 10a, below)

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	3.00
Technical Support	4.00
Totals:	**8.00**

2.   **Investment Plan Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	350,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Network and Infrastructure	N/A	221,500	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Instructional and Administrative Software	N/A	593,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Professional Development	N/A	140,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	N/A

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**1,304,500**			

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.portchesterschools.org/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.

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

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

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

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

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

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

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

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

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

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

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