

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/07/2021

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

Joshua Miller

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

Director of Technology

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

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II. Strategic Technology Planning

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1. What is the overall district mission?

The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all.

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

Our Vision

TECHNOLOGY:

- Will enhance teaching and learning in our classrooms for students and teachers
- Needs collaboration between teachers, students, administrators, parents, and stakeholders to succeed
- Is essential for students for college and career-readiness
- Equalizes learning for students with disabilities, LOTE learners, and students in poverty
- Requires continual Professional Development and training
- Needs a reliable and robust infrastructure
- Is important for safety and security in our schools
- Should be standardized as often as practicable
- Improves communication between school and home

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3. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

Adjustments to Technology Planning

Due to the COVID-19 protocols and chaotic hybrid scheduling, the District changed the planning process from a decentralized Technology Team approach to developing the Instructional Technology Plan (ITP) to a process that informally integrated the development of the ITP into several existing committees, teams, and stakeholder groups led by a district Steering Committee.

The Instructional Technology Steering Committee (ITSC) is composed of the Director of Educational Services, the Supervisor of Technology Innovation, the Supervisor of Academic Innovation, and the Technology Director. The Steering Committee meets weekly to plan and coordinate discussion, feedback, and requests from the stakeholder groups to develop the Instructional Technology Plan, the Professional Development Plan, and contribute to the DCIP and SCEP plans required by the State Education Department. By coordinating all 4 of these activities together, the Steering Committee is able to integrate instructional technology planning into all of the district's activities.

Committees, teams, and stakeholder groups that develop the Instructional Technology Plan

- **Data Curriculum Coordinators (DCCs):** The DCCs meet on a weekly basis with representation from each school in the District to select, plan, and implement digital curriculum resources in the classrooms. DCCs work with teachers in their schools to evaluate the current digital resources, identify improvements, facilitate implementation, and provide feedback from teachers. They deliver professional development and integrated curriculum support for the digital software, hardware, and resources utilized by teachers and learners in the classroom.
- **Grade Level Point People (GLPP):** The GLPPs are classroom teachers who represent a grade level from each school to meet monthly to evaluate current curriculum and classroom practices. They work with the other teachers in their grade at their school to coordinate the delivery of content and curriculum to students in a consistent manner across schools in the district.
- **Virtual Teachers:** The Virtual Teachers' role was critical during the COVID-19 Hybrid Cohort Schedule of the 2020-2021 school year to ensure equal and consistent delivery and pacing of content across the District. Virtual Teachers developed content for students learning in a virtual environment from home and students in hybrid cohorts that attended school 2 days a week and learned virtually the other 3 days. Virtual Teachers met with each other frequently to ensure that content was accessible and in a consistent format for all students. Their feedback on hardware, software, and systems implementation guided several of the goals and principles in the ITP.
- **Tech Point Persons (TPP):** The TPPs meet on a monthly basis to guide and coordinate the integration of the new technology and systems into the learning process. There is one TPP for each grade level. The TPPs work with the GLPPs to identify professional development needs related to technology and develop and deliver corresponding professional development sessions and content to address the gap.
- **LAN Team:** The LAN Team meets twice a month to evaluate, problem solve, and resolve issues related to the deployment of hardware and implementation of software that impacts learning in the classroom and home environment. The LAN Team is composed of technicians who serve the needs of classrooms daily.
- **The Instructional Technology Specialist Team from GST BOCES:** The Instructional Technology Specialist Team meets monthly and plans on the implementation and embedding of technology in classroom instruction. They provide direct classroom support to teachers. They also bring ideas, successes, and feedback from other schools in the GST region to guide the implementation of best practices in the District.
- **Technology Teaching Assistants (Tech TAs):** Tech TAs are integrated in the school environment providing first level support and managing technology in the school. Tech TAs provide immediate notification of technical problems and facilitate the resolution with the LAN Team. They meet monthly to review current issues, offer feedback, and direct teachers on changes in the classroom environment.

Timeline for the development of the 2022-2025 Instructional Technology Plan (ITP)**March 2020:**

- The development of the District's current Instructional Technology Plan was rooted at the start of the School Closure period in March of 2020. During the school closure that resulted from the COVID-19 Pandemic, the District began a rapid implementation of the District's Learning Management System and Videoconferencing software.
- District teams and stakeholder groups met to select software systems, develop professional development, and improve user account management practices to meet the needs for the virtual instruction that resumed in April 2020.
- The District suspended the 1:1 device program for grades 5-9 and collected devices, prepped them for home use, and distributed devices to families that did not have a sufficient device for in-home learning.

2020-2021 Hybrid Schedule Year:

- The ITP continued to be developed as stakeholder groups identified the way the LMS would be used for virtual instruction, the integration of synchronous and asynchronous learning through live classroom sessions and recorded lessons with activities required for attendance.
- The LAN Team identified hardware for students and teachers to provide home and classroom-based instruction in socially distanced classrooms.

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Document cameras were identified for teachers to deliver virtual instruction. The planned 1:1 program for grades 4-10 was suspended and every student that did not have a sufficient personal device for instruction was provided a device.

- Virtual teachers met regularly with each other, DCCs, GLPPs, and TPPs to develop, evaluate, and improve virtual instruction practices and procedures.
- Regular and continuous professional development was made available for teachers
- All of these activities contributed to the goals, ideas, and plans that were incorporated into the 2022-2025 ITP. Pilots, trials, and rapid implementation of systems helped all stakeholder groups identify the technology needs of the district to incorporate in the ITP.

2021-2022 Regular Schedule Year with virtual instruction for Quarantined students

- This school year, each of the stakeholder groups and teams are focused on the lessons learned from the previous 2 years and integrating best practices and successes into the district ITP moving forward.
- DCCs, GLPPs, TPPs, the LAN Team, and the ITSC are developing goals and activities to address digital equity, learning loss, and implementation of digital technologies in classrooms.
- The ITSC is soliciting feedback from parents, students, teachers, administrators, and community members through presentations and forums on the ITP goals, activities, and current projects to ensure the ITP meets the needs of the District and its stakeholders for the next 3 years. A Feedback Forum was held on March 9, 2022 and at the Board of Education meeting on April 6, 2022.

Instructional Technology Plan Development Outcomes

- The ITSC developed 5 goals and activities related to each goal to guide the stakeholder groups and teams.
- DCCs, GLPPs, and TPPs have implemented several software systems to address the goals of the ITP. These teams have solicited direct feedback from the classrooms to ensure that district activities, purchases, and curriculum are aligned to the ITP and its goals.

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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?

The ITP continues the work of the previous 2018-2021 (extended to 2022) ITP by expanding and applying the work of the previous ITP and integrating the rapid deployment of systems and processes during the COVID-19 Pandemic by focusing on the successful practices and accomplishments during the last 3 school years.

The initial planned formal start of the ITP in 2020 was delayed due to the unexpected school closures that occurred in March of 2020. Like many districts, Elmira City School District needed to pivot rapidly to an initial period of home-based activities to keep students engaged followed by a period of home-based instruction to keep students involved with learning. Initially, we believed the closure in March of 2020 was only going to be 3 weeks in duration. Administrators, DCCs, GLPPs, and teachers provided learning resources from the software packages and systems we used at the time to keep students engaged with some kind of learning. This was not limited to technology - paper packets, library books, workbooks, etc. all went home with students in hopes to keep students engaged in some manner during the three weeks of anticipated closure. The district obtained compliance with NYS Education Law 2-d with several software vendors offering content and activities for students at no cost and these resources were made available for parents to use at home. We called it the "use everything but the kitchen sink" method. It wasn't the most effective way for kids to learn. After the initial closure and the realization that school would be closed for much longer, the stakeholder teams began to meet and put together plans for at-home instruction. The District was able to utilize the 1:1 device equipment purchased under the previous ITP as a lifeline between teachers and students. The district expanded the use of the Learning Management System (LMS) from the 1:1 grades to all grade levels and developed documentation and webinars to learn how to access, use, and participate in the LMS. Informally, the goals of the current ITP were developed when the measured and methodical annual expansion of the district's 1:1 program were rapidly expanded to all grades.

The previous ITP was able to direct the activities for the current ITP out of immediate necessity:

- The previous ITP included a 1:1 program that expanded 2 grades per year. The equipment purchased for the 1:1 program was available to meet the needs for students who had no access to equipment in their home. The 1:1 program had helped us to develop check in/check out procedures, device management software, and remote monitoring protocols. These practices informed the new ITP by expanding the 1:1 program to all students districtwide.
- The previous ITP included the development of high quality digital software systems and professional development for those systems. The Pandemic allowed the district to rapidly expand the Learning Management System to all grades. The new ITP focuses on how to use the LMS inside and outside the classroom so that learning activities are not confined to the 8 hours of school each day. The LMS serves as a centralized digital hub to access all other software products for all students and teachers in the districts. Parents have access to the digital hub to participate in students' virtual classrooms.
- The previous ITP included the development of a capital project to replace and refresh outdated Promethean boards with Interactive Promethean Panels. However, the replacement of the boards with panels is only one piece of the puzzle. The current ITP is focused on replacing the boards with panels and providing supplemental technology to support a technology-rich classroom environment. Recent upgrades to the wireless network through ERATE allow for all students with a device to connect and interact with the new board. Teachers are able to utilize the panel wirelessly. Teachers will be assigned laptops to use the new technology wirelessly, freeing them to move around the room and observe student learning - and it allows teachers the freedom to teach from their classroom, home, or anywhere in-between.
- The previous ITP included activities to catalog software available for students to allow teachers to find and utilize specialized software to differentiate instruction. The Pandemic forced the district to evaluate and catalog every software program in use. The new ITP will build on that catalog to provide a central resource for teachers to find software, get instructions to access and login, learn about opportunities for professional development, and find more resources for its usage.
- The previous ITP included improvements to security cameras and building access controls. These activities are ongoing as they are tied to multi-year capital construction plans.
- The previous ITP included the evaluation and improvements to the district network to add redundancy and reliability to the network. These activities are ongoing as they are tied to ERATE projects, capital construction, and the availability of new technologies. These activities are also more important than ever as the network is now a critical instructional resource that must be available for students learning at home and the classroom.

The ITSC was able to identify strengths and areas of improvement by creating a process of continuous feedback, adjustment, evaluation, and (more) feedback in order to make rapid adjustments to processes and develop new and revised goals and activities to meet district needs and address challenges from the Pandemic including digital equity and learning loss. The ITSC did this by being embedded in the stakeholder groups and teams. Technology became the linchpin around which all instruction is delivered so technology-based goals and activities were also embedded in the discussion and strategy of these teams.

This plan will build on the goals not yet met by the previous ITP. Although the goals are very similar, the activities are driven by the lessons learned from the Pandemic and the feedback delivered to the ITSC.

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

The ITP reflects on experiences during the COVID-19 Pandemic in the goals and activities.

- It expands the 1:1 device program from grades 3-12 to districtwide. Grades K-2 were added to the plan as these students suffered the most in learning loss during the Pandemic. The new plan is to deploy software that can assess student needs, provide guided lessons and instruction, and then measure the success for the students impacted by learning loss. The ability to use the software is contingent on the availability of devices at all grade levels.
- It includes the addition of new classroom technologies to facilitate remote participation in the classroom environment. Professional development opportunities surrounding how to utilize and operate the new technology will be provided to staff. The use of the technology will be demonstrated through a variety of asynchronous, synchronous, and concurrent formats to model the use of different instructional environments.
- It includes the use of CARES and ARP funds to expand the fleet of devices available for the 1:1 device program
- It includes the implementation of new features in the LMS to continue to utilize it as a central hub for classroom instruction. New features to the LMS that staff will use and be trained on include: Elementary Experience to simplify and streamline the learning of Pk-2, Gradebook Passback for 7-12, Mastery Grading for 3-6, and the creation of content sharing groups for curriculum development.
- It expands the professional development available for the LMS for all users: teachers, administrators, and parents.
- **Teachers** have the opportunity to participate in district led professional development sessions on any 2nd, 3rd, or 4th Wednesday and/or Thursday of each month. These sessions are held synchronously via Zoom conferencing or asynchronously through a self-paced learning lab via LMS. The professional learning opportunities consist of learning instructional design through the use of technology with a focus on student engagement and 21st century learning skills.
- **Administrators** will be working within their level cohort through a Digital Learning Academy. Professional development will focus on the use of technology for communication, planning, and instructional design. Leaders will participate in powerful discussions centered around the organization, communication, goal setting, and digital tools used to create experiences for teachers that model best practices for day-to-day instruction with students. Administrators will develop plans for their buildings on the use of the LMS to establish a robust professional learning community.
- **Parents** have access to an activity on getting to know the LMS. This is an asynchronous setup that walks parents through the functions that they will need to know and be able to access for their student. Parents can also attend a live synchronous parent academy with their student's building leadership that details the use and expectations of instructional technology. On the district website we keep up to date tutorials for both parents and students available when needed for immediate access and assistance.
- Instructional technology and student engagement are 2 of the top 5 initiatives of the district. Instructional practices surrounding these 2 initiatives will be embedded into professional development for staff. Current curriculum and lessons will be examined in our K-6 computer labs in order to create a cohesive learning experience both vertically and horizontally adhering to the new Computer Science and Digital Fluency Standards. Pk-2 schools will develop and use a progress monitoring system within the LMS and grades 3-12 will utilize the Assessment Platform in the LMS for common assessments throughout the school year.

6. Is your district currently fully 1:1?

Yes

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

In the DCIP the focus of priority 3 is- *Focus on Instructional Practices to Advance High Student Engagement & High Student Cognition*. Instructional Technology to promote student engagement and common assessments is a direct strategy to support this district priority.

From the District Professional Development Plan:

- The district has a technology plan that articulates staff training to maximize teachers' technological skills and application
- The district technology plan includes guidelines for student utilization of technology to increase achievement.
- Training in the creation and utilization of formative and summative assessments
- Training in the use and interpretation of student assessment data
- Training in student digital citizenship
- Disseminating current research in best practices that reinforces instructional practices and promotes achievement for all students
- Using technology to promote achievement and engage students
- Schoology Training o Student Learning Platform
- SAMR Model
- Schoology AMP
- Nearpod
- Flipgrid
- Office 365
- Remote and Hybrid teaching
- Asynchronous versus Synchronous Learning
- Instructional Videos & Streaming
- Zoom
- Podcasts
- Seesaw
- Screencast
- Virtual Field Trips
- Digital Fluency
- 21st century workforce

Brightbytes survey data as well as usage information was collected on existing programs and platforms to identify and design professional development needs for administrators and classroom teachers. Instructional programs were broken down into 3 levels basic, intermediate, and expert user experiences.

Staff will pre-assess their skills against the district rubric to determine where they need to start. Teachers who identify themselves at a basic level will show progress and growth through the use of self-paced learning labs in the LMS. District professional development will allow proposals from staff based on teacher interest and needs. Teachers exit tickets/ feedback/ evaluations at the conclusion of district provided professional development sessions will provide insight into teacher interest in developing future pd opportunities.

District Administrators will communicate instructional technology benchmarks to all classroom teachers. Teachers will self-assess their level of competency with instructional technology implementation. District Administrators and Instructional Coaches will support classroom teachers who are at a basic level of instructional technology implementation. Member attendance and completion of tasks aligned with the district rubric will be monitored. Administrative informal classroom learning walks to collect evidence of instructional technology use for high student engagement will be evaluated.

Usage will continue to be monitored for programs to determine gaps. Brightbytes survey and pd evaluations will continue to be monitored to customize professional development choices.

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 - 2021III. Goal Attainment

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
The district has met this goal:
Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:
Moderately
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:
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:
Moderately

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Implement a district-wide 1:1 Device program and incorporate computer-based instruction best practices and standardized assessment for all classrooms to ensure students are ready for computer-based testing and to develop college and career readiness for the 21st century. Provide technology for every student to address digital gaps and provide equitable access for all students. Utilize the district's Learning Management System (LMS) to enable access to school from the home and classroom, expanding learning beyond the four walls of the school.

It includes the following activities:

- Provide devices for all students in grades PK-12 with a standard replacement cycle
- Set baseline expectations for the use of technology and the Schoology platform (as the district LMS)
- Identify available software and digital resources and provide professional development
- Expand the use of the Schoology Platform and implement AMP Common Assessments
- Computer Based Testing PD - practice testing, keyboard skills, use of digital tools
- Develop PD Focused on student engagement strategies/student-centered instruction

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

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

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

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

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

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

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IV. Action Plan - Goal 1

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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.**

Goal 1 will be evaluated by looking at

- Improvements in the use of classroom technology through the Teacher and Student Use of the 4 Cs: Communication, Collaboration, Critical Thinking and Creativity. This can be measured using the BrightBytes Survey tool.
- Successful implementation of Computer Based Testing
- Successful distribution of school devices to all students

The evaluation of these goals will take place by the Instructional Technology Steering Committee at regular meetings. The ITSC will review the results of the BrightBytes Survey tool and work with stakeholder groups like the DCCs, GLPPs, and TPPs to solicit feedback and make any adjustments needed to ensure the goal is met.

The goal will be accomplished when

- all students have access to a device
- the district is participating in Computer Based Testing for the NYS Grades 3-8 ELA and Math exams
- Daily teacher and student use of devices has increased by 10% according to the BrightBytes survey results.

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	Budgeting	Start a new Installment Purchase Agreement with GST BOCES for the purchase of new devices to replace end-of-life devices	Director of Technology	N/A	01/01/2023	1,000,000
Action Step 2	Professional Development	Roll out the Technology Toolbox for teachers	Curriculum and Instruction Leader	N/A	11/30/2022	10,000
Action Step 3	Implementation	Order, Receive, Prepare, and Image 1200 new devices for grades 3 and 10	Director of Technology	N/A	09/01/2022	5,000
Action Step 4	Implementation	Participate in CBT Testing	Curriculum and Instruction Leader	N/A	04/30/2023	10,000

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

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IV. Action Plan - Goal 1

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Utilize technology to address student needs as a result of the COVID-19 Pandemic school closing, hybrid school year, and student quarantines. The District will use technology to address learning loss, assess student social and emotional needs, and evaluate and improve digital equity. It includes the following activities:

- Identify software programs to assess current student knowledge and learning loss
- Develop strategies to utilize data to differentiate instruction
- Use technology tools to assess student's Social/Emotional state
- Identify students that do not have access to Internet from home and provide resources to assist with home access

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 checked="" 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 checked="" 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.

Goal 2 will be evaluated by looking at

- Student NWEA scores prior to the Pandemic and after the Pandemic
- Implementation of SEL data collection tools and SEL software packages
- Results of surveys regarding device and Internet availability in the home

The evaluation of these goals will take place by the Instructional Technology Steering Committee at regular meetings. The ITSC will review the results of the Whole Child Survey tool and review results with counselors. SEL software packages will be selected and their metrics will be utilized to ensure that student SEL states are monitored and resources are being provided for students in needs.

The goal will be accomplished when

- 90% of students have access to Internet and a device available for home use
- Students' SEL health is being monitored and reviewed using the software tools available
- Students' NWEA scores are showing growth consistent with Pre-Pandemic levels

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,

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IV. Action Plan - Goal 2

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementation	Complete the Whole Child Survey to assess students' SEL state	Curriculum and Instruction Leader	N/A	09/30/2022	0
Action Step 2	Communications	Reach out to families to complete the Digital Equity Survey	Curriculum and Instruction Leader	N/A	12/15/2022	0
Action Step 3	Purchasing	Purchase software to assess learning loss	Curriculum and Instruction Leader	N/A	08/31/2022	50000
Action Step 4	Research	Identify then purchase other software applications to assess SEL	Curriculum and Instruction Leader	N/A	08/01/2022	25000

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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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Identify and provide access to high quality digital hardware and software resources to address the diverse needs of all student learners. Continue to finetune the Classroom Technology Refresh capital project to provide the hardware, display, and videoconference options necessary for modern tech-infused classrooms.

It includes the following activities:

- Replace aging Promethean Boards with ActivPanels in classrooms through capital construction projects.
- Add document cameras and video conferencing cameras to classroom setups
- Continue to utilize technology for special education students to differentiate instruction and improve communication
- Provide laptops to teachers in order to facilitate movement throughout the classroom and to be prepared for remote teaching in the event of another school closure.

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.

Goal 3 will be evaluated by looking at

- Successful installation and implementation of new classroom technology
- Increased usage of software and tools for special education
- Successful distribution of school devices to all teachers

The evaluation of these goals will take place by the Instructional Technology Steering Committee at regular meetings. The ITSC will review the progress of the Capital Project and the supports needed for teachers to use the new technology.

The goal will be accomplished when

- All classrooms have new technology in place, teachers know how to use it, and they use it on a daily basis. Walkthrough tools will reflect that 75% of teachers are regularly utilizing the new technology.
- Software to address the needs of special education students is utilized by teachers and students. 100% of co-teachers and 50% of classroom teachers have completed a professional development course in the use of the accessibility software and tools available to assist their students.
- All teachers have a laptop assigned to them for their use in their classroom and at home.

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IV. Action Plan - Goal 3

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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	Implementation	New technology will be installed in primary classrooms through capital construction	Director of Technology	N/A	09/06/2022	1,000,000
Action Step 2	Professional Development	PD for new classroom technology will be offered to teachers	Curriculum and Instruction Leader	N/A	09/06/2022	10,000
Action Step 3	Purchasing	New software to address special ed needs will be purchased.	Director of Technology	N/A	07/29/2022	10,000
Action Step 4	Implementation	New technology will be installed in intermediate classrooms through capital construction	Director of Technology	N/A	09/05/2023	1,000,000

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	Professional Development	PD for new classroom technology will be offered to teachers	Curriculum and Instruction Leader	N/A	09/05/2023	10,000
Action Step 6	Implementation	New technology will be installed in middle school classrooms through capital construction	Director of Technology	N/A	09/03/2024	1,000,000
Action Step 7	Professional Development	PD for new classroom technology will be offered to teachers	Curriculum and Instruction	N/A	09/03/2024	10,000

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IV. Action Plan - Goal 3

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

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

Yes

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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IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Review and evaluate security cameras, building access controls and procedures to create a welcome and safe learning environment for all. It includes the following activities:

- Upgrade all analog cameras to IP cameras
- Evaluate camera locations and identify gaps in coverage that present a safety concern
- Fully implement Visitor Management Software

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.

Goal 4 will be evaluated based on progress of existing Smart Schools and capital projects with an annual meeting of contractors, architects, construction manager, and key district staff. These stakeholders will determine if the projects are meeting current timelines. The goal will be accomplished when all analog cameras have been replaced in the district.

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Submit Smart Schools Amendment to	Director of Technology	N/A	12/01/2022	N/A

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		reallocate funds to analog replacements				
Action Step 2	Implementation	After approval, contractors will replace analog cameras with IP cameras	Other (please identify in Column 5)	Tech Director with Contractors, Engineers	08/30/2024	1,000,000
Action Step 3	Communications	Ensure all schools are utilizing the Visitor Management Software and provide supports where needed.	Assistant Superintendent	N/A	08/25/2023	N/A
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	N/A

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

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

8. Would you like to list a fifth goal?

Yes

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

IV. Action Plan - Goal 5

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1. Enter Goal 5 below:

Continue to evaluate network redundancy and restructure the network to improve reliability and redundancy for disaster recovery. It includes the following activities

- Use of ERATE funds to improve network reliability
- Replacement of End-of-Life (EOL) switches and equipment

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.

Goal 5 will be evaluated based on progress of existing E-Rate and capital projects and results of network failover tests to evaluate effectiveness of network redundancy

An annual test of the redundant and failover systems will be conducted to ensure that network routing and redundant systems perform to prevent the occurrence of a network outage.

The results of these tests will be reviewed and evaluated by the ITSC to ensure that any issues are addressed.

The goal will be accomplished when

- There is no disruption to network access when primary systems go down
- End-of-Life switching equipment has been replaced.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Plan and budget for the purchase of replacement switches for end-of-life chassis switches installed in 2014.	Director of Technology	N/A	11/01/2022	N/A
Action Step 2	Implementation	Installation of replacement switches	Director of Technology	N/A	09/01/2023	1,200,000
Action Step 3	Evaluation	Testing of redundant network systems	Director of Technology	N/A	08/31/2022	N/A
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	N/A

7. This question is optional.

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

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

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

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.

Technology is used by teachers daily for their teaching and learning. Technology integration has become a standard practice within every classroom at ECSD. Teachers utilize ActivPanels, Promethean Boards, Document Cameras, digital cameras, iPads, and software applications. Our Learning Management System, Schoology, is the “hub” to our online learning classroom experiences. Staff continue to learn frameworks for technology integration including: blended learning practice, SAMR Model, PICRATE Model, and Flipped Classroom.

- Technology is used by teachers to present material through software applications and presentations of curriculum and content. Teachers can conduct lessons through more engaging ways with the use of different tools and software applications. These technology tools provide teachers with access to up-to-date source materials, methods of collecting and recording data for both formative and summative common assessments, ways to collaborate with colleagues, and a faster way to differentiate learning materials that allow for more choice and voice for students.
- Students are using technology in new and engaging ways to meet the demands of 21st Century learning skills and to be college and career ready. Students have access to software that allows for them to collaborate, communicate, create, and critically think about course content.
- Edgenuity program is being used for credit recovery purposes within the district. This program provides a pathway for a student to work through self-paced curriculum in order to gain credits and graduate. Teachers provide course content in Schoology, for student access in school and at home. Tutoring services are provided when needed through video conferencing via Zoom as well as utilizing iTutor.

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 employs several strategies to provide equitable learning “everywhere, all the time”. These strategies include:

- Equal Device Access: Our 1:1 device program provides every ECSD student with a school-issued device that meets the needs to utilize for classroom instruction, videoconferencing for online classes, and the ability to access classroom materials on the Learning Management System and other district applications as the time.
- Internet Access: The District utilizes hotspots to provide access to students that do not have Internet at home. The District is also utilizing the Emergency Connectivity Fund to outfit buses with wireless Internet in order to permit students to utilize their device to work on homework on the way home and when traveling for sports, field trips, etc.
- Human Capacity: The District has utilized several of our Community Schools partners in order to assist with the management and distribution of devices. Tutors are available for students online outside of normal school hours. The District continues to add both technical and instructional staff to support the 1:1 device program.
- Infrastructure: The District is utilizing a combination of ERATE projects, remaining Smart Schools funds, and capital projects to continue to upgrade and replace network infrastructure and increase the redundancy and stability of the network.
- Partnerships: The District is looking to partner with Digital Promise to evaluate Internet access and coverage gaps in our District. We have previously partnered with ConnectED NY and Digital Promise to provide hot spots to students and families that cannot afford Internet 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.

Students with disabilities use a variety of technology to meet diverse needs. Students who need communication technology use an iPad with communication system installed, such as Proloquo2Go or ChoiceWorks. This allows students the ability for communication through technology if they are unable to verbally communicate. Students also receive differentiated instruction through 1:1 devices where the differentiated, scaffolded or modified materials are uploaded to the Schoology platform to meet academic needs. Students also utilize text to speech software on iPads and 1:1 devices, as well as visual schedules. FM systems and amplification are also utilized for our hard of hearing or deaf students to access the instruction within the classroom environment.

Teachers utilize iPads and 1:1 devices to meet the different learner profiles in our classrooms. The technology enhances engagement, growth and mastery of individual goals related to the grade level curriculum. During instruction, the teachers can have several levels of differentiation through the use of Schoology on the 1:1 devices.

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 checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input 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 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 checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

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

Read 180, a district-wide reading initiative, offers access to an integrated ELL instructional component for all teachers and students.

2022-2025 Instructional Technology Plan - 2021

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 type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input 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 type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input 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 checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input 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 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 type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input 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	2.00
Instructional Support	11.00
Technical Support	18.00
Totals:	31.00

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	3,000,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	1,500,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	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"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" 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	Network and Infrastructure	N/A	1,000,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input 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 checked="" 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	Other (please identify in next column, to the right)	ActivPanels Classroom Tech	3,000,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	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
					<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	
Totals:			8,500,000			

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.elmiracityschools.com/district/department/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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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	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning 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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