

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 05/03/2022

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

Denise Cook

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

Superintendent

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**II. Strategic Technology Planning**

Page Last Modified: 05/22/2022

1. What is the overall district mission?

The overall district mission for Deposit CSD is: We are community united to improve the quality of life through education. The goals of Deposit CSD's Instructional Technology Plan are designed to be consistent with the District's Mission: A community united to improve the quality of life through education

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

The overall vision of the District is: Inspiring children to develop a passion for learning and a commitment to make a better world for themselves and their community. The vision for technology in the District incorporates the overall vision and mission and supports the use of technology as an inspirational learning tool. Technology Vision: DCSD will be a leader in technology, applying current and emerging technologies as appropriate to enhance the teaching and learning process. DCSD will provide and support a technologically rich learning environment in which students and teachers use instructional technology as a natural component of their learning activities.

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.

Each member of the Technology Committee serves on a volunteer basis as a liaison with various groups within the school district community and the larger community in which we reside. Members include teachers, administrators, technology staff, office staff, media specialists, and community members. The committee meets on a monthly basis to develop and assess technology plans and goals.

With the pandemic, it became difficult to meet in person, so the district used stakeholder surveys to solicit input in order to evaluate information related to educational technology. The following dates are associated with technology surveys that have driven/continue to drive the planning process:

3/27/20: Technology assessment sent to families and staff. The District received 85 responses.

7/6/20: Technology survey/school reopening survey sent to families: 269 results

7/23/20: In-person stakeholder meeting with technology team providing input.

6/17/21: In-person stakeholder meeting regarding technology progress and spending. 89 responses received

11/8/21: Parent digital equity survey deployed.

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

The past two years required all stakeholders to learn a variety of new technologies including software programs and hardware. For almost two full years, we were heavily reliant on our technology to meet the educational needs of our students. The work of this plan is to reflect on the technology that best serves the needs of our students and utilize that technology to meet identified needs. As identified in question 3, the district deployed many surveys and held in-person meetings to review the implementation of the purchased technology and the chosen platforms.

A major portion of our previous plan included the purchase of technology to meet the 1:1 needs of our district. The district has met or exceeded that goal. At present, the district has enough technology to maintain 1:1 devices for students both at school and at home. A replacement schedule was developed and purchases occur every year to anticipate the aging out of equipment.

Of course, due to the pandemic, the district was not able to meet on a monthly basis as planned, but was able to reach many more stakeholders through the use of digital surveys.

As a result, the goals for the current plan have been identified and include on-going review of platforms, enhancing student technology awareness through curriculum, and increasing student engagement in a virtual forum.

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

Page Last Modified: 05/22/2022

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

The proposed plan is based on reflections from the past two years during which stakeholders were able to identify programs and technology that were suited to both in-person and remote learning. Some of the changes to our IT plan include the swapping of hardware or platforms for our younger students because a) we found they were ready to use a more advanced platform b) it maintained consistency c) the programs they are using worked better on a different piece of hardware.

For example, it was decided that our 1st and 2nd grade students would be better served if using a Chromebook instead of an iPad for the material and lessons they were accessing. This created the need for additional 1:1 devices for those students.

Additionally, the forced implementation of a fully remote learning system and the reflection of that implementation highlighted the need for parallel training of staff in effective teaching strategies for on-line learning. Specifically, how do we increase student engagement in an on-line learning environment?

For information about parent/community engagement, see the listing of dates in question 3 which references these meetings/surveys. The information has been used and will continue to be used to drive the creation of the plan.

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.

Teachers and administrators received intensive professional development both in person and on-line during the pandemic so that they could continue to teach a full, rigorous curriculum in a fully remote environment. Because the district switched to Google Classroom from Schoology and implemented SeeSaw for the first time, it was determined that all teachers needed multi-day professional development by certified trainers. This training occurred in the summer of 2020 and allowed teachers to leave the training with their virtual classroom ready to launch in September.

Teachers had access to the experts to get pro-tips and ask questions about the basic implementation of the software functions.

Professional development was offered via videos to both parents and teachers.

Moving forward, teachers will engage in professional development that refines and heightens their skills within certain platforms. Currently, the District is using SeeSaw and Google Classroom as the primary platforms for students. These platforms continue to be used for maintaining on-line access to lessons, as well as for communication purposes with both students and families. Furthermore, teachers engage in the following PD:

- 1) Peer demonstrations and learning sessions .
- 2) BOCES regional sessions will be offered to teachers throughout the year.
- 3) Additional off-site trainings as needed.

The technology committee will meet to identify progress toward the goals of the plan and recorrect as necessary.

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

Page Last Modified: 05/20/2022

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:

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

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

Moderately
- 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

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 1

Page Last Modified: 05/22/2022

1. Enter Goal 1 below:

Provide opportunities for educators and leaders to increase the effectiveness of their teaching in an on-line environment.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

- 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.

Data will be kept following PD attended by teachers and administrators. The district will keep data on number of attendees, offerings and reflection survey data.

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	Plan budget for PD	Superintendent	Building Principal	06/30/2025	75000.00
Action Step 2	Collaboration	Survey stakeholders for information about desired trainings	Building Principal	superintendent	09/30/2022	0
Action Step 3						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Implementation	Provide Training	Building Principal	superintendent	06/30/2023	25000.00
Action Step 4	Evaluation	Evaluate training	Building Principal	superintendent	06/30/2023	0

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

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

IV. Action Plan - Goal 2

Page Last Modified: 05/22/2022

1. Enter Goal 2 below:

Begin implementing the New York State Computer Science and Digital Fluency standards.

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

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

- 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.

The District will monitor this goal in the following ways:
 - As evidenced by the completion of an adopted district pk-12 technology curriculum
 - As evidenced in the classroom through the delivery of standards

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	Collaboration	Tech meeting to review standards and develop curriculum	Building Principal	superintendent	06/28/2024	25000.00
Action Step 2	Curriculum	Unpack standards and align curriculum	Building Principal	superintendent	06/28/2024	0
Action Step 3						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Implementation	Deliver curriculum in classrooms	Building Principal	superintendent	06/30/2025	0
Action Step 4	Evaluation	Evaluate delivery of content	Building Principal	NA	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 #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)

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 3

Page Last Modified: 05/22/2022

1. Enter Goal 3 below:

Develop a system that allows for on-going evaluation of current technology resources/platforms in the district to ensure optimal effectiveness and alignment to curriculum.

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.

The District will convene the tech committee to review platforms, hardware, and trends in curriculum and instruction. The District will deploy surveys to stakeholders to evaluate the efficacy of technology based on usability and student achievement.

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	Collaboration	Committee meets to review plan and create surveys for stakeholders	Superintendent	building principal	06/30/2023	0
Action Step 2	Implementation	Committee deploys	Superintendent	building principal	06/30/2023	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 05/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	ion	surveys	ent		023	
Action Step 3	Evaluation	Committee reviews results of surveys	Superintendent	building principal	09/30/2023	0
Action Step 4	Planning	Committee makes adjustments based on results	Superintendent	building principal	09/30/2023	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)

8. Would you like to list a fourth goal?

No

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

Page Last Modified: 05/20/2022

1. **Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

The District has met the goal of purchasing technology for student/staff use. Although it remains a constant goal to provide up-to-date hardware for our students, the past two years have shown us the power and importance of technology in the classroom. Prior to the pandemic, some educators were hesitant to include technology in their instructional practice. Moving forward, our focus will be on using educational platforms that are meaningful and support the attainment of the learning standards at all grade levels. In Deposit, teachers have implemented gallery tours of each other's classrooms so that they can showcase how they use technology during lessons. Although the pandemic put a hold on that, we plan to use that method in the future so that teachers can see their colleagues integrating technology in the classroom. Further, we are using more technology to assess student achievement of goals and standards and using that data to drive instructional decisions. This data is used during collaborative teaming times to identify trends and create action plans for individuals and groups of students.

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.**

Throughout the past two years, the District has surveyed parents regarding technology availability and internet capabilities. These surveys have been generated locally and the data has been used to target specific families who needed assistance with connectivity. Additionally, the District deployed the state technology questionnaire to parents and is reviewing the results. All families who did not have reliable internet access were provided with a Kajeet hotspot in order to access educational lessons and materials. Further, the District has reached out to families to provide them with information about free/low cost internet. In one specific case, the District worked with a family to pay for the internet service during the pandemic (before any federal programs were implemented).

Because Deposit is a high-needs, rural district, it is our plan to continue providing 1:1 device access for all students. In the long term, the District will continue to survey new families regarding their ability to access on-line materials. The District will also offer tutorials for families regarding the different programs used at different grade levels and how to access important information.

Infrastructure will be regularly monitored for needed upgrades from our Managed IT team through BT BOCES.

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.**

In Deposit, students with disabilities are provided equal access to curriculum and materials. In addition, each student's individual needs are addressed in his/her IEP which includes assistive devices and/or technology that allow the student to fully participate with his/her regular education peers. The majority of technology accessed by our students with disabilities is web-based programming designed to differentiate the delivery of rigorous, grade level material such as content-based text. An example of this would be the Fast Forward reading curriculum that is used with certain students with disabilities to differentiate reading instruction. Another example would be digital pens that have been purchased which turn text into speech for our students with reading disabilities. Currently, there are no ELL students registered in Deposit. However, ELL student needs are addressed in the plan. ELL students will have access to New York State curriculum and any instructional materials (including devices) that accompany the curriculum. Also, ELL students will have access to any services required at time of identification. The purchases that are planned with the Smart Schools Bond money directly affect student access to the web-based programming that is utilized to meet their various needs.

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 05/20/2022

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 checked="" 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 checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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

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

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

The District does not currently have any ELL students. However, like all students, ELLs in Deposit would have access to lessons "anytime, anywhere" via Google Classroom. The District is also prepared to offer any device or software that provides translation in their home language.

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.**

The District does not have any ELL students at this time.

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

Page Last Modified: 05/20/2022

- 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 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 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 checked="" type="checkbox"/> Other (please identify in Question 8a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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

The District does not have any ELL students at this time.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 05/20/2022

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

- | | | |
|--|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input checked="" 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 checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

Page Last Modified: 05/20/2022

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.

- a) 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.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) 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.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) 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

Page Last Modified: 05/22/2022

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	0.00
Instructional Support	0.00
Technical Support	1.50
Totals:	1.50

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Professional Development	N/A	125,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	0

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/22/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
3	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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 checked="" type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	0

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/22/2022

	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 checked="" type="checkbox"/> N/A	
Totals:			125,000			

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.**

Technology Plan (depositscd.org)

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/03/2022

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

<input checked="" type="checkbox"/> 1:1 Device Program	<input checked="" 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 checked="" type="checkbox"/> Professional Development / Professional Learning
<input checked="" type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input checked="" 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 checked="" type="checkbox"/> Digital Equity Initiatives	<input checked="" type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input checked="" 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	Denise Cook	Superintendent	dcook@deposit.stier.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/03/2022

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/03/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> <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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/03/2022

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 05/03/2022

	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

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.