2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

    Tarkan Ceng

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

    Superintendent

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

   All who enter will be educated to their fullest potential in a safe and healthy environment that
   allows and encourages each individual to develop the necessary skills to be productive
   and successful members of society.

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

   It is the vision of the Jefferson Central School district to provide all students with the
   technology skills necessary to manage information, analyze data and communicate ideas
   successfully in a rapidly evolving world. Furthermore, it is our aim to provide students with
   the 21'st century skills needed to be college and career ready.

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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.**

The development of this plan included the following stakeholders:

a. Tom Jory - Technology Coordinator

b. William Clooney - Principal

c. Luke VanCleef - Technology LTA

d. Kyra McKissick - Elementary STEAM Teacher

e. Christine Roe - Middle School Math Teacher

f. Kacie McGuinness - High School Math Teacher

g. Jessica Hendrickson - Board of Education President and Parent

The timeline of the planning process is as follows:

November, 2021 - The technology coordinator attended the "Broome Tech Plan "Kick

off" Session.

December, 2021 - The technology coordinator communicated with the Technology

Committee the upcoming Technology Plan requirement along with a copy of the existing plan

for review

January 11, 2022 - The technology coordinator attended the Broome Technology Plan

Work Session 1 and shared the information along with the PowerPoint and Technology Plan

template with the Technology Committee.

January, 2022 - Met with the K-6 Math Coordinator about progress Elementary math

and the usage of digital Math resources

January, 2022 - Met with the STEAM teacher about the current status of the program

and plans for growth

February 14, 2022 - The technology committee met to discuss the plan's progress to date and

to begin filling out section 4-7

February 15, 2022 - The technology coordinator along with ? attended the Broome Technology

Plan Work Session 2 and shared the information along to the rest of the committee.

March 3, 2022 - The technology coordinator attended the Broome Technology Plan work

session 3 and shared the information along to the rest of the committee.

March 7, 2022 - Requested feedback from 3-8 teachers for input on the usage of math digital

resources.

March 7, 2022? - Send a survey to faculty to assess the overall comfort level with educational

technology and opinions regarding professional development.

March 17, 2022 - Participated in a Zoom meeting with staff developers from ONC BOCES to

share and collaborate with the staff developers and other districts on the technology planning progress.

March 18, 2022 - The technology committee met to complete a rough draft of the Technology

Plan.

April 22, 2022 - Submit technology plan to the RIC

Summer, 2022 - Place NYSED approved technology plan on the JCS website

Annually in January - Review Technology Plan

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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 focus of the previous plan was centered around 3-8 Math and ELA as well as high school ELA. With the disruptions due to the COVID Pandemic, it was difficult to consistently assess proficiency in this area. In 2021, the proficiency rate of grades 3-8 ELA was 38% and grades 3-8 Math was 20%. The state tests were not administered in 2020 because of the pandemic. Also, due to the COVID restrictions, instructional methods in the past couple of years have not been ideal as related to best practice. In some student interview responses, students across grade levels 3-8 reported feeling disconnected. Although remote learning forced an increase in technological skills, many students lost the sense of having a belonging and a "team" approach to learning.
The current plan will continue to focus on 3-8 ELA and Math and High School ELA. We have recently incorporated a STEAM program into our elementary school with the goal of strengthening technological and scientific skills while also encouraging student engagement. The use of technology will no longer only be looked at as a supplement and something to "enhance" the educational experience but as something that drives the curriculum.

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

Prior to the pandemic we were working toward going full 1:1 grades K-12. We submitted our 2'nd SmartSchool application in November of 2019 which was largely aimed at reaching this goal. The plan called for 1:1 chromebooks for grades 3-12 and iPads for grades K-2. In March of 2020 when the pandemic called for school closures, our plan had still not been approved by the state and we were still working off shared devices in carts. When we learned the closure was going to be much more extensive the few weeks we originally thought we surveyed students and parents to assess what the students/families already had and what they needed. We learned that many of the families only had phones to access the internet or they only had 1 computer to share. Most families had internet access of some sort but of those that did not, it was often because they didn't have cell service access so it couldn't be rectified by supplying them with a Verizon card. We managed to meet the needs of most students by distributing what we had on hand and refurbishing some older equipment to fill some of the gaps. Unfortunately, some families did not have access and lived in areas with no cell service. In these instances, teachers maintained telephone contact with the students.

We conducted professional development for teachers prior to the start of the 2020-2021 school year on Google Classroom, Google Meet, Ed Puzzle, Class DoJo, as well as other online collaboration tools. Links were made available on the school website for teachers, staff, students and parents on various online tools and specifically on the use of Google Classroom and Google Meet. We also have a BOCES staff developer that worked with teachers throughout the year with remote and blended learning.

By the start of the 2021-2022 school year we were fully 1:1 for grades 3-12 and iPads were made available to grades K-1-2. We purchased 80 new chromebooks to add to our existing inventory and they were distributed to students in grades 7-12 for take home and in school use. Chromebooks for students in grades 3-6 were kept in carts in the room. When we had additional closures, we sent the chromebooks home with the students. The iPads were used for the first few months of the school year for the STEAM lab but they were moved to K-1-2 when the STEAM teachers' equipment came in.

Close contact has been maintained with parents during the pandemic. Early on, they were surveyed to learn about their needs to ensure the students stayed connected. Teachers continue to maintain contact with parents to make sure the needs of their child(ren) are being met. This plan takes those needs into account.

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.**

When considering the professional development section of this plan, we first evaluated our current technology professional development. Over the past couple of years, formal professional development has not occurred as frequently as we would like, largely because of the interruptions caused by the pandemic. Often the professional development happened more "on the spot" in a one-on-one setting as the need would arise. We are now getting back to conducting formal professional development.

In February we sent a survey to the teachers to assess the level of technology use in the classroom, their opinions and attitudes on Technology Integration, as well as areas of improvement they feel they need. On a scale of 1 to 3, the teachers mostly ranked themselves at "2" or "adequate" in assessing their proficiency level in using classroom technology and rated their opinions at "3" when assessing the level of importance. Most teachers stated they integrate various forms of educational technology either "daily" or "weekly." All teachers listed "time" as a major obstacle to learning applications and integrating technology at an increased level.

The following platforms will be used to conduct professional development sessions:
We will continue to offer Workshops and Mini-Classes: We will conduct professional development during conference days. We typically start the year with two In-Service days and we will use some of this time for technology integration. Throughout the year, the Professional Learning Communities will assess data and recommend implementing professional development which also includes technology integration.
ONC-BOCES Staff Development: A staff developer from ONC-BOCES comes in once a week to work with teachers on technology integration in the classrooms and assist with technical issues.
Train the Trainer: We find that professional development is most effective when there are a variety of individuals who can provide "on the spot" professional development. To achieve this, we encourage teachers to become experts at various systems in the district and then provide assistance to staff when needed. As we integrate new technologies into the district through this plan, faculty and staff technology leaders will be trained so they can in turn provide support to their colleagues.
Curriculum Coordinator Support: Curriculum coordinators will conduct professional development at their department meetings on the various platforms and technologies being utilized within the various programs.
New Faculty/Staff: Either the technology director or one of the staff "Train the Trainer" experts will provide professional development to the new staff on the use of the basics as well as new equipment introduced through this plan.
Google Apps for Education: Faculty and staff will be trained in the use of Google Apps for Education for sharing and collaboration. Through this medium, documents can be shared with the staff related to IT Professional Development and they will also be able to collaborate with each other with "Best Practices."
Outside Conferences and Workshops: Faculty and staff will be encouraged to participate in content specific professional development related to Technology Integration.

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Evaluation: The technology committee will meet quarterly. Prior to each meeting, a survey will

be sent out to all staff to assess our professional development program and identify areas in

need of improvement. This will be discussed and evaluated at the quarterly meeting

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III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
    The district has met this goal:

    > 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:

    > 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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1. **Enter Goal 1 below:**

   Goal #1(STEAM)
   With the release of the new computer science and digital fluency
   standards, there was a need to prioritize technology related skills at
   Jefferson. The goal is to continue to build on the existing STEAM program
   to include all grades K-12

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

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

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

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

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

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

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

   We will be collecting the following data for the STEAM goal:
   • The STEAM teacher will report to the technology committee on the successes and challenges of the S STEAM program at the quarterly technology committee meetings:
   • We will survey the students annually to assess what they felt were their individual successes and/or challenges with topics learned.
   • We will survey the classroom teachers twice a year to get their feedback on the program and how the skills learned transferred to the student's technology use in the regular classroom.
   • We will look at the program offerings each year to ensure the program is on track.
   We will analyze the data in the following ways:
   • We will use the feedback we receive from the S STEAM teacher to seek out ways to support her through additional resources and/or administrative support
   • We will use the information we receive from both the student and classroom teacher surveys to zero in on topics of interest and of value to the students to modify and improve the program.
   • We will look at the program offerings each year to ensure the program is continuing to grow.
   We will continue to assess our goals but we'll consider that we're being successful in accomplishing our overall goal if we continue to see new STEAM offerings and the level of student participation on a weekly basis.

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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	Purchasing	Purchase Materials for Project Lead The Way K-5 program Purchase Materials for Project Lead The Way K-5 program	Business Official	N/A	08/31/2022	17,554
Action Step 2	Professional Development	Complete training for K-5 Project Lead the Way Program	Curriculum and Instruction Leader	N/A	09/30/2022	0
Action Step 3	Implementation	Implement Project Lead The Way K-5 program with 1 module per grade	Curriculum and Instruction Leader	N/A	06/30/2023	950
Action Step 4	Implementation	Keyboarding skills Grade K-6 using Keyboarding without Tears program	Curriculum and Instruction Leader	N/A	09/30/2022	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Reveiw	Curriculum and Instruction Leader	N/A	09/30/2022	0
Action Step 6	Implementation	Creating new STEAM related course - Coding for Grades 9-12	Curriculum and Instruction Leader	N/A	09/30/2022	0
Action Step 7	Implementation	Creating new STEAM related course - Web Design for Grades 9-	Curriculum and Instruction	N/A	09/30/2022	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		12	Leader			
Action Step 8	Implementation	Creation and implementation of Esports Club for Grades 7-12	Curriculum and Instruction Leader	N/A	09/30/2022	0

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1. **Enter Goal 2 below:**

   Based on the low 3-8 math assessment scores there is a need to continue to prioritize skill development in this area. This is an extension of a goal prioritized in a previous Technology Plan. The goal will be to utilize digital resources with the grades 3-8 mathematics curriculum to obtain improved proficiency in instructional alignment with the 3-8 math standards.

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.**

   Benchmarking and progress monitoring through STAR assessments.
   We will review STAR assessments up to three times annually.
   STAR provide goals for each year by grade level. This will be used to determine level of of success.
   Data will be analyzed by classroom teachers, subject matter coordinators and outside consultants.

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	Purchasing	Purchase the digital resources for the	Business Official	N/A	09/30/2022	$1,043

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Eureka Math				
Action Step 2	Professional Development	Train 3-6 grade teachers in the use of In-Sync along with the Eureka Math Digital Suite	Other (please identify in Column 5)	Vendor Trainer	09/30/2022	$0
Action Step 3	Learning Spaces	Utilize In-Sync as a supplement to math instruction	Classroom Teacher	N/A	09/30/2022	$0
Action Step 4	Learning Spaces	Practice basic skills using	Classroom Teacher	N/A	09/30/2022	$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	Evaluation	Review STAR math school, for grades 3-6	Classroom Teacher	N/A	06/30/2023	$0
Action Step 6	Evaluation	Review 3-8 math assessment scores Increase STAR assessments from 2 time yearly to 3 times.	N/A	Computer LTA	09/29/2023	$0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

   - With the increasing prevalence of digital instruction and computer based testing, professional learning communities have indicated the need for improving student keyboarding skills. The goal is to increase the students keyboarding speed and accuracy by using the "Keyboarding without Tears" program for grades K-6 and introducing an intermediate keyboarding program to grades 7 and 8. The goal will be evaluated quarterly by reviewing "Learning Without Tears" data for improved speed and accuracy.

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

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

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

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

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

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

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

   We will be collecting the following data for the Keyboarding goal:
   - We will set benchmarks by assessing the Learning Without Tears program progress reports from June 2022, 2023, and 2024 and striving for at least a 10% increase in "Average Speed (WPM) per year.
   - The Technology Director will meet with the computer LTA quarterly to review "Average Weekly Time Spent" and the "Average Speed (WPM)" student reports from the LWT module
   - The Steam teacher will review the student reports from the LWT module monthly and report the findings quarterly at the Technology Committee meetings.
   - We will survey K-6 classroom teachers to get feedback on student keyboarding skills in the classroom.

   We will analyze the data in the following ways:
   - We will use the data from the LWT module reports to access whether or not the students' Average Weekly Time Spent" corresponds with the allotting time allotment given for instruction.
   - We will use the data from the LWT module reports to access if the student "Average Speed (WPM) is increasing and by how much.
   - We will use the data from the teacher survey to further access the success of the goal.

   We will continue to assess our goal but we'll consider that we're being successful in accomplishing this overall goal if the "Average Weekly Time Spent" report corresponds with the time allotted for instruction and the "Average Speed" reports show an overall increase.

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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	Purchasing	Purchase	Business Official	N/A	09/30/2022	$285
Action Step 2	Learning Spaces	K-6 Students use the keyboarding program 30 minutes bi-monthly	Other (please identify in Column 5)	Computer LTA	06/30/2023	$0
Action Step 3	Learning Spaces	STEAM teacher will provide keyboarding instruction for grades k-6 39 minutes bimonthly bringing their total instruction to weekly.	Curriculum and Instruction Leader	STEAM Teacher	09/30/2022	$0
Action Step 4	Evaluation	Review	Other (please identify in Column 5)	Computer LTA	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 #3 from your answer to Question 1, above.

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

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

No

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V. NYSED Initiatives Alignment

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

   - The main component of our 2017 SSIP application involved a major upgrade to our infrastructure. With the bond funds, we were able to purchase all new HP network switches, new servers, and an Aruba controller based WiFi system. The main focus of our 2019 SSIP application was our 1:1 initiative which allowed us to provide all students with devices and an infrastructure to support this. Through these upgrades we are able to provide an "always on" access to technology allowing all students to communicate with their teachers, peers, as well as access to online educational resources.

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.**

   - **Students in grades 3-6 are provided with Chromebooks for use both in-school and at home and grades K - 2 are provided with iPads which they use in school and are available to take home if necessary for remote instruction. Through our 2016 SmartSchools grant, we upgraded our infrastructure to provide a robust WiFi network throughout the building. Most students have internet access at home. For the students that do not have access because of a lack of available access, the teachers maintain telephone contact and provide print materials in the event of a need for remote instruction.**
   - **All students have access to educational resources through Google Classroom and a variety of online resources. All students have access to the ONC BOCES Library Media Center where they can access materials both in school and at home. Students in grades K-6 have access to web based math and ELA resources as well as an online keyboarding program. All students in Grades K-12 have access to resources provided by their teachers through Google Classroom.**
   - **We partner with ONC BOCES for the Distance Learning Network, where 9-12 grade students have access to classes both on the High School and College level for a wide variety of curriculum areas.**

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.**

   - **The 1:1 devices will provide all students with ready access web based resources, such as In-Sync math, Prodigy, ReadWorks for grades 3-8 ELA and Vocabulary.com for grades 9-12. Through these programs and other Google Apps such as Google ReadWrite, Docs, Forms, and Sites, students can differentiate they read, write and explore the exchange of ideas and information in an online setting. Teachers can create content through online forms, classrooms, and instructional sites that enable them to embed instructional videos and documents to help students with the content.**
   - **Google "Read Aloud" is utilized to provide increased support for comprehension of written or verbal language.**
   - **Technology is used to increase options for students to demonstrate knowledge and skills. - Learning games and other interactive software are used to supplement instruction.**
   - **Adaptive technology is provided where necessary. We have one student who is visually impaired and another that is completely blind. For the visually impaired students, an adaptive keyboard and a document is provided to assist. The blind student uses the Duxbury DBT Braile translation S/W with a Braille printer.**
   - **Learning games and other interactive software are used to supplement instruction.**

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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.**

☑ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☐ Reading strategies through technology for students with disabilities

☐ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☐ Multiple ways of assessing student learning through technology

☐ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

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

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

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☐ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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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.**

   No

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

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

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

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

- ☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- ☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- ☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.
- ☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- ☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.
- ☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
- ☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- ☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

- ☑ Provide students a way to protect and charge any devices they are provided/with/by the district.
- ☑ Replace devices that are damaged or stolen/as needed.
- ☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
- ☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
- ☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.
- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./
- ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

- ☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- ☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./
- ☐ Provide online mentoring programs.
- ☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
- ☐ Offer a technology/support hotline during flexible hours.
- ☐ Make sure technology/support is offered in multiple languages.
- ☐ Other (Please identify in Question 9a, below)

V. 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.

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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	0.30
Instructional Support	0.10
Technical Support	0.40
Totals:	**0.80**

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	Instructional and Administrative Software	N/A	4,700	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	End User Computing Devices	N/A	20,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	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
					Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	N/A	35,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Network and Infrastructure	N/A	20,000	Annual	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**79,700**			

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?**

   Not Applicable

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.**

   http://www.jeffersoncs.org/cms/One.aspx?portalId=499315&pageId=96552777

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

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

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

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

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

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

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

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

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

VII. Sharing Innovative Educational Technology Programs

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

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