

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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Page Last Modified: 12/28/2021

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

Jason L. Clark

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

Director of Technology

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

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

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

The students, residents and staff of the North Syracuse Central School District will work collaboratively to ensure a respectful and diversified learning environment. Our collective focus is to provide educational experiences and opportunities that inspire students to reach their individual potential as productive citizens.

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

The NSCSD is committed to working collaboratively to provide educational experiences and opportunities that inspire students to reach their individual potential as productive citizens. We recognize that technology is an essential tool for competing in our global society. In order to succeed in college and career, our students need ethical, digital, visual, information and textual literacy. Therefore, we are committed to providing our students with a high level of proficiency in the use of technology for communication, critical thinking and creative problem solving. In order to achieve this goal, it is a district priority to provide equitable and widespread access to technological tools and resources for all staff and students at NSCSD.

**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.**

Led by the Director of Technology, North Syracuse CSD will be bringing together many stakeholder groups from around the district to craft our Instructional Technology Plan. Teachers, Teaching Assistants, Principals, Instructional Coaches, District Administration, and Technology Department staff all work collaboratively toward this goal. Through regular meetings with our Instructional Technology Coaches, district level Directors, and our District Technology Committee we will work to craft the instructional technology goals for the next three years. On a weekly basis the Director of Technology meets with the District Technology Department IT staff as well as the three Instructional Technology Coaches to discuss district plans. Every other month our District Technology Committee (DTC) meets to gather feedback from each building. Each month there are Building Technology Committee meetings that discuss instructional technology needs at the building level, and then report back to the DTC. By focusing on district needs and NY State initiatives we as a team will craft our goals and action steps to provide the best instruction to prepare all of our students to work and learn in a digital age.

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

Over the past three years we have grown our ability to incorporate instructional technology into the classroom. Our goals in the previous plan were focused on building the capacity through access to devices, building out our infrastructure, and introducing technology into the classroom. We as a district are at a much better place than we were at the outset of the previous three year plan. Over the past three years we were able to build out our wireless network and have fully implemented 1:1 devices for all students. Now that we have the infrastructure and tools in place we are able to focus on transforming the delivery of instruction to reach all learners in a meaningful way. The planning process for this new technology plan has brought together a broader group of individuals with a focus on instruction. The previous plan goals were very broad and focused on big picture initiatives to build capacity. This time around the planning committee focused on more specific areas that would impact areas we have identified as opportunities for growth. The goals in the previous plan were met and this time around we are focusing on continued growth.

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

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

Since March of 2020 the North Syracuse CSD has greatly increased our instructional technology integration as a result of remote learning through the COVID pandemic. Prior to the shutdown we were working towards a 1:1 device integration into the classroom for students, however, we were very far from realizing that goal. Once it was determined that students would be learning remotely from home we used available Smart Schools Bond Act funds to outfit all of our students K-12 with a Chromebook. Our future Instructional Technology Plan relies heavily on this 1:1 integration to continue, allowing all students in the district the same opportunity for access to technology. During the pandemic students connected with teachers through blended learning opportunities leveraging live Zoom/Google Meet interactions along with extensive use of Google Classroom allowing for a digital workflow between students and teachers. We did realize that there were families in the district that may not have the ability to access reliable internet at their homes and offered Kajeet hotspots to any family that qualified for Free and Reduced Lunch. We only had a dozen or so families actually utilize this offer and get a hotspot. We deployed Chromebooks to all students K-12 learning remotely from home so every student had access to the needed tools for remote learning.

To help support the teachers our three Instructional Technology Coaches were very integral in providing support for teachers that may not have been well versed using instructional technology. Our coaches offered many different synchronous as well as asynchronous professional learning opportunities and resources to our staff. We have had the Instructional Technology Coaches in the district for many years supporting teachers in the classroom. With the switch to remote learning their interaction with the teachers changed from working together in the classroom to offering virtual training through Zoom and Google Meet. For those teachers that were a little more comfortable with using technology the coaches offered recorded video lessons teachers could watch on their own schedule. During the remote learning there was a dramatic increase in the amount of training offered by the coaches and consumed by the teachers.

**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.**

Our district relies heavily on the use of three Instructional Technology Integration Coaches and the local OCM BOCES Model Schools team to provide the most up to date and relevant professional learning opportunities for our teachers. Our coaches are embedded in all of the buildings in the district and work closely with classroom teachers through face-to-face lesson planning collaboration, virtual training sessions, team taught technology lessons, and the creation of asynchronous learning opportunities. Our teachers also access the available instructional technology training offered by our local OCM BOCES Model Schools team. Each summer the Model Schools offers a wide range of summer professional learning where our teachers can work alongside teachers from other districts and share best practices. Recently, our Model Schools has created an opportunity for all instructional coaches to come together and share best practices from across the region. This will allow our coaches to continue to grow and learn from other instructional technology experts.

Once teachers build their own capacity they are encouraged to help support other teachers in their grade level or department through professional learning communities. Our building administrators strongly support the use of professional learning communities to strengthen the instructional technology skill in the classroom. Over the next two years there is going to be a large focus on implementing the New York State Computer Science & Digital Fluency standards in all classrooms K-12. The adoption and implementation of these standards is going to rely heavily on building level discussion between grades at each of the spiraled transition points in the standards (K-1,2-3,4-6, 7-8, 9-12). Through adoption of these new standards we are going to be able to introduce many technological concepts to our students to help them prepare for opportunities after graduation.

As a district we have a strong focus on professional learning opportunities over the course of the year. According to our Professional Development Program (PDP), on average, staff will spend a minimum of 39 hours per year on district scheduled professional development activities. Up to an additional 20 paid hours are available to teachers and up to an additional 15 paid hours are available to Level III Teaching Assistants outside the work day. There is an expectation that all members of the North Syracuse Central School District will engage in meaningful and sustained professional learning and will be committed to ensuring that all students achieve the highest standards of learning.

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**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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Provide a seamless integration of technology into the learning environment across all curriculum areas through a meaningful examination of current practices and implementation of state 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.

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

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

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

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

The adoption of the Computer Science & Digital Fluency Learning Standards will be a large focus for our district over the next three years. Through careful adoption of these standards into the classroom curriculum at all levels we will determine how well this goal was realized through:

- Creation of grade/subject plan to connect current curriculum and the new Computer Science & Digital Fluency standards.
- Building level meetings addressing the CS & DF learning standards.
- Create benchmark assessments for students to determine understanding of key concepts.
- Examine adding to the grading criteria for the Elementary level report cards that addresses the understanding of key technology concepts.
- Leverage CatchOn to see what tools are used most frequently across the district to determine adoption of instructional technology into the classroom.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Through long term budget planning assure continued integration of needed 1:1 instructional technology in the classroom. Three year replacement plan for student and teacher Chromebooks as they reach their end of life.	Director of Technology	N/A	06/30/2025	2100000
Action Step 2	Curriculum	Work closely with stakeholders across the organization to purposefully adopt and implement the NYS Computer Science & Digital Fluency standards at all grade levels and content areas.	Curriculum and Instruction Leader	Director of Technology	09/01/2024	0
Action Step 3	Evaluation	Work with district administrators, instructional coaches, and technology coaches to broaden their understanding of what good use of instructional technology looks like in classroom instruction. Help to equip APPR evaluators with the knowledge and skills to effectively support teachers in their integration of technology into their lessons.	Curriculum and Instruction Leader	Instructional/PD Coach	09/01/2024	0
Action Step 4	Communications	Establish a district wide focused toolbox of instructional technology resources that all teachers	Director of Technology	Instructional Technology Coach	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

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
		should be familiar with and can use in their classroom instruction to best meet the needs of their students while integrating technology into their lessons.				

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)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Ensure all students in the district have equitable access to technologies that motivate interest and build skills for future readiness, while providing opportunities for increased community involvement.

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

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

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

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

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

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

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

This goal is focused on offering student programs and experiences that will expose our students to opportunities for future employment that they may not have otherwise been aware of. By exposing students to new possibilities they will have skills for life after graduation. This goal will be met through the following:

- Through the creation of programs that allow students to have hands-on experiences using tools for future life applications.
- Build the tech curriculum at the 7th & 8th grade level to include new technology that will expose students to real world applications and possibilities for future career possibilities.
- Measure student involvement in programs that reach out to area business.
- Parent involvement in parent coaching opportunities.

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					

2022-2025 Instructional Technology Plan - 2021

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
	Budgeting	Create opportunities for students to design, create, and print through the creation of a centralized 3d printing service. Teachers can incorporate the design process into their classroom and send print files to a central location where students' designs can be printed and returned to them.	Director of Technology	N/A	06/30/2025	20000
Action Step 2	Implementation	Establish an Esports team that allows students to experience competition and teamwork in a fast growing industry. Through partnerships with area college Esports teams students will have the opportunity to earn scholarships that would otherwise not be available.	Building Principal	Esports Coach(s)	10/01/2022	30000
Action Step 3	Curriculum	Provide opportunities to incorporate virtual reality and augmented reality into the classroom instruction allowing students to experience things that they would not have the opportunity to in a normal classroom.	Instructional Technology Coach	Director of Technology	06/30/2025	10000
Action Step 4	Community Partnerships	Provide opportunities for community members to learn from our district staff how to use the tools students are commonly exposed to in the	Instructional Technology Coach	Director of Technology	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

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
		classroom. This community outreach would allow for parents and other community members to become more involved in their students' education.				

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Establish a district wide, systems-based approach to provide reliable access to digital resources, network connectivity, and expectations around data privacy and security to create a more cohesive district approach around instructional technology.

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

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

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

- All students
- 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.

As part of this goal we will be working to ensure consistent uninterrupted network connectivity across the district so teachers can reliably integrate instructional technology into their classroom instruction. For each of the building and district level committee meetings there will be set agenda and notes taken with action steps. We will be continuing to implement and adhere to Education Law 2d and the Part 121 Regulations by maintaining a complete list of approved vendors that house our student Personally Identifiable Information. We will leverage the RIC One NIST rubric and tracking tool to ensure we are implementing NIST to the best of our ability. Each fall we will self asses our progress with NIST through the Nationwide Cybersecurity Review process and compare ourselves against other school districts. Finally, we will train all faculty annually and collect performance data from tools like Mimecast and the RIC One training.

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	Planning	Strengthen and set	Director of	N/A	09/01/2	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		clear expectations regarding regular Building Tech Committee meetings and District Tech Committee meetings.	Technology		022	
Action Step 2	Policy/Protocols	Establish district wide expectations for computer use and data privacy and security. Bring all buildings together into a common plan for how technology will be used across the district.	Director of Technology	Building Principals	06/30/2023	0
Action Step 3	Infrastructure	Through analysis of the NIST Cybersecurity Framework continue to harden our infrastructure to help limit the threat from outside attack. Continue to move services to the cloud and out of our servers. Stay current with changes in the cybersecurity arenas and purchase updated security measures as needed.	Director of Technology	Sr. Network Administrator	06/30/2025	500000
Action Step 4	Data Privacy	Use tools like MimeCast and the RIC One Data Privacy training to educate staff about best practices for data privacy and security.	Director of Technology	Sr. Network Administrator	06/30/2023	280000

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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

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Page Last Modified: 04/12/2022

**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.**

As a district we have spent a lot of time and money over the past five years working to make instructional technology accessible and saturated throughout the district. Through the use of our SSIP funds we have built out our wireless network to ensure all educational spaces have sufficient connectivity for teaching and learning. Recently we upgraded our firewall from a 1 GB connection to a 10GB capacity allowing for much more consistent connection speeds. We have also ensured that all students will have access to a Chromebook of their own from K-12th grade. We have a long term plan in place to continually replace Chromebooks that were purchased with the SSIP as they reach end of life. Every classroom is outfitted with either a Smartboard or interactive display. We are planning to replace all Smartboards with interactive displays over the next 5 year. With all of the infrastructure and hardware in place we have been focusing on professional learning opportunities for our district personnel. We have three dedicated teachers on special assignment as Instructional Technology Coaches distributed across the district buildings. Over the next three years we are focusing our efforts on creating a clear integration of a focused set of instructional technology tools that will allow for teachers and students to demonstrate understanding and skills. With the adoption of the NYS Computer Science & Digital Fluency standards by fall of 2024 we will be having many conversations around what good instructional practice looks like when it comes to integrating technology into the classroom. When the CS & DF standards are fully implemented every classroom will have a focus on integration of technology into the daily instructional practices.

**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.**

Currently, our district has fully integrated technology across all classrooms in the district. We have upgraded our wifi access points and firewall to ensure fast reliable connectivity for all students. The recently upgraded firewall will be in place for the next 10 years, and all access points are viable through June of 2026. As part of the Emergency Connectivity Funds grant through Erate we plan to purchase 500 Kajeet hotspots with full licensing for the 2022-23 school year. This will allow those students that do not have internet access at home the ability to connect their school devices outside of school hours. Through collaboration with our Executive Director for Data, Accountability and School Improvement we will identify where these hot spots will be the most impactful to help those students in need. We will also be continuing to build out and maintain our infrastructure to ensure that all students and employees have safe and secure access within our network. We are working to implement the NIST CyberSecurity framework as part of Ed Law 2d and the Part 121 Regulations. We also plan to partner with area businesses to help broaden the future possibilities for our students after graduation.

**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.**

Now that every student in the district has access to reliable internet and a personal device this will allow us to enhance differentiated instruction by offering students multiple pathways to access the curriculum and demonstrate their knowledge based on their interests and abilities. Technology will allow teachers to plan for diversity in heterogeneous settings in order for all students to progress toward the standards. Technology allows for the collection of frequent formative assessment data that will inform instruction. It encourages active learning as it is student led, collaborative and differentiated.

By connecting teachers and students to one another and to resources that they can access at any time. Mechanisms for real-time or asynchronous collaboration and growth producing feedback are available whenever the teacher or the learner are connected. Speech to text and text read features provide an immediate intervention benefitting all students including students with disabilities and ELLs. Digital classrooms and tools allow students who don't often speak up, the opportunity to participate in a different way and expand the walls and hours of the traditional classroom to extend and enhance learning. Classmate and global collaboration allow students and teachers to learn from each other.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

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

- |  |   |
|--|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom                                    | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology                          |
| <input type="checkbox"/> Research, writing and technology in a digital world   | <input checked="" type="checkbox"/> Electronic communication and collaboration  |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                      | <input type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                         |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world                                       |
| <input 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)

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V. NYSED Initiatives Alignment

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7. The district’s Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

7a. If Yes, check one below:

In the 15 languages most commonly spoken in the district

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

(No Response)

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

- 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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V. NYSED Initiatives Alignment

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

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</li> <li><input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</li> <li><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</li> <li><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</li> <li><input checked="" 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.</li> <li><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.</li> <li><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</li> <li><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</li> <li><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</li> <li><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)/.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.</li> <li><input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</li> <li><input type="checkbox"/> Provide online mentoring programs.</li> <li><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</li> <li><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</li> <li><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</li> <li><input type="checkbox"/> Other (Please identify in Question 9a, below)</li> </ul> |
|---|--|---|

**2022-2025 Instructional Technology Plan - 2021**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.**

- 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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	3.00
Technical Support	14.00
<b>Totals:</b>	<b>18.00</b>

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	Staffing	0	1,200,000	Annual	<input 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 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	0
2	End User Computing Devices	0	1,800,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	0

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input 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	
3	Internet Connectivity	0	1,100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	0
4	Instructional and Administrative Software	0	5,000,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	0

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>9,100,000</b>			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<https://www.nscsd.org/districtpage.cfm?pageid=831>

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

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

<input checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input checked="" 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 type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" 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 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	Jason Clark	Director of Technology	JClark@nscsd.org	<input checked="" 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 checked="" type="checkbox"/> Data Privacy and Security <input checked="" 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 checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education</li> <li>Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>

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

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