

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?**

William Dorritie

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

Superintendent

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

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

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1. What is the overall district mission?

Working cooperatively with the home and community, Laurens Central School will create a learning environment conducive to ensuring student success. We will provide opportunities to prepare all students to become active and responsible citizens in a multicultural democratic society. Laurens Central School will provide the knowledge and skills necessary for successful life-long learning.

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

Laurens Central School aspires to use technology to create a learning environment in which:

1. Students are comfortable using technology and are engaged in hands on, inquiry-based learning experiences in all content areas; they take responsibility for their own educational success.
2. Teachers use technology to support learning across the curriculum and across content areas. They function as facilitators of student learning as opposed to serving as the "sage on the stage." Through ongoing, comprehensive professional development, all teachers acquire the ability to integrate technology into a challenging and interdisciplinary learning community that addresses the needs of all students.
3. Technology, software tools, and applications are used as a means of expanding learning opportunities for students and teachers outside the realm of the standard classroom environment.
4. Technology is used as a means of increasing and improving communication between the school and stakeholders such as parents, community members, businesses, and higher education in an effort to further the District's curricular goals.

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 District's Technology Coordinator, Director of Facilities, Superintendent, and Building Principal began the process of planning for instructional technology use of the course of this plan. Teachers, parents and students have been consulted as our upcoming 1:1 program will be leading to an "Away for the Day" cell phone policy. Parents were surveyed about technology during the COVID pandemic to assess the need for devices and Internet connectivity.

The School Technology Committee is scheduled to meet once monthly and includes the Superintendent, the Building Principal, the Technology Coordinator, the Director of Facilities, the Library Media Specialist, and the Library Aide. It is a continued goal to have a student member of this committee moving forward.

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

This Instructional Technology Plan builds on the District vision listed above. We feel that one positive benefit of the COVID pandemic was the realization that we had to make this transition more rapidly than anticipated and it spurred the District to invest in more laptops, enhanced wireless Internet capabilities and the Boardworks remote learning suite as well as provide more guidance to our teachers about best practices for remote instruction.

The movement to a 1:1 device program will also better enable us to address a goal from the previous plan, which was the move to computer-based ELA and math testing.

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

The COVID pandemic definitely forced the District to look at our technology inventory and prioritize the acquisition of more laptop devices for teachers and students based on needs for remote learning. As a result we purchased a large number of devices with both District and COVID relief funds, which will allow us to begin the 1:1 program for secondary students in September of 2022.

6. Is your district currently fully 1:1?

No

6a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

Our District will have a 1:1 device program for all students in grades 7-12 beginning in September, 2022.

6b. When will the District become fully 1:1?

Unknown

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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.

During the COVID pandemic the District purchased the Boardworks remote learning suite for teacher use in creating remote-friendly lesson plans. We have had several professional development sessions with Boardworks since the purchase.

We also have a STEM teacher who has worked with colleagues on the increased use of Microsoft Office 365 for instructional delivery. Every staff member has a dedicated Office 365 account that they can use for instruction and for communication with students and parents.

The effectiveness of professional development will be measured by the number of staff that are consistently using Office 365 to communicate with students and parents and to provide teaching and learning materials on that platform.

At the beginning of the 2021-2022 school year an Office 365 training was offered for any interested faculty or staff member. Follow up trainings will be provided by the District.

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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:

Moderately
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:

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

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

Moderately
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
The district has met this goal:

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:

Successful Implementation of a 1:1 Device program for all students in grades 7-12.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

- | | |
|--|---|
| <input type="checkbox"/> All students | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Middle School | <input checked="" type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> Students who do not have internet access at their place of residence |
| <input checked="" 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 District will maintain data regarding how many students (with parent permission) have signed out District-provided devices to assess whether or not we have purchased a sufficient number of laptop computers. We can also monitor student usage of every student and staff member's Microsoft Office 365 account to assess how much technology is actually being used during and outside of school hours.

Our goal is to have every student in grades 7-12 sign out a District-provided laptop with parent permission and utilize the technology for submission of assignments, communication with teachers, and viewing of lessons when absent. Teachers will be given a survey at the end of the 2022-2023 school year to assess the effectiveness of the 1:1 program and analyze how many students are utilizing the laptops for their intended purpose.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Planning use of District and COVID relief funds for	Superintendent	N/A	06/30/2023	125000

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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
		technology purchases				
Action Step 2	Purchasing	Attaining quotes from vendors and completing purchasing process	Director of Technology	District Treasurer	06/30/2023	125000
Action Step 3	Policy/Protocols	Development of procedures for laptop distribution	Building Principal	Director of Technology	08/31/2022	0
Action Step 4	Staffing	Hiring technology assistant for laptop distribution, repairs, etc.	Superintendent	Director of Technology	08/31/2022	15000

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:

Further integrate the use of Microsoft Office 365 into classroom instruction at all levels.

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

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

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

- | | |
|--|---|
| <input type="checkbox"/> All students | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Middle School | <input checked="" type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input checked="" 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 checked="" type="checkbox"/> Vulnerable populations/vulnerable students |
| <input checked="" 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 Director of Technology has access to all student and staff Microsoft Office 365 accounts and can provide data as to how many students and teachers are using the Office suite, how often and the purposes for which Office 365 is being used. For example, we can view how many teachers have created Microsoft Teams, how many have posted recorded lessons, how many have communicated with students about assignments through Microsoft Outlook, and how many have utilized tools like the Class Notebook feature.

Teachers will be given a survey at the end of the 2022-2023 school year to assess the effectiveness of the 1:1 program and analyze how many students are utilizing the laptops for their intended purpose. If we feel that students need more instruction on Office 365 features or that teachers need more professional development to improve their usage of Office 365 we will contract with our BOCES or RIC to provide that training.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1						

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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
	Professional Development	BOCES professional development	Curriculum and Instruction Leader	Superintendent	06/30/2025	50000
Action Step 2	Staffing	Continue to utilize STEM teacher to assist with teacher technology	Instructional Technology Coach	N/A	06/30/2025	0
Action Step 3	Policy/Protocols	Use of Office 365 as primary communication tool for all District staff	Superintendent	Building Principal	06/30/2025	0
Action Step 4	Implementation	Evidence-based use of Office 365 in APPR process	Building Principal	Director of Instructional Support	06/30/2025	0

7. This question is optional.

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

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Installation of external wireless access points for access to high speed Internet by students, parents, community members, and the users of the Laurens Town Library.

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

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

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

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

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

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

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

The goal will be measured by tracking the number of users who connect to the Internet using the newly installed external wireless access points. This should not be a large number of people, but we feel that it is important to have this service available in the event of another large-scale shutdown of school like we had during the COVID-19 pandemic. We have many families without reliable Internet access in their homes and these access points on the outside of the school would give the affected students the same opportunities for remote education as those students who have reliable home Internet access.

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	Budgeting	Budgeting for external wireless access points, associated	Superintendent	N/A	06/30/2024	20000

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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
		wiring and installation				
Action Step 2	Purchasing	Purchase of external wireless access points and associated hardware	Director of Technology	Deputy Treasurer	06/30/2023	0
Action Step 3	Infrastructure	Installation of External Wireless Access Points	Director of Technology	Director of Facilities	06/30/2024	0
Action Step 4	Implementation	Activation of all external wireless access points	Director of Technology	Director of Facilities	07/01/2024	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

8. Would you like to list a fourth goal?

No

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

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

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

Teachers have continued to improve their usage of Microsoft Office 365 as a tool for teaching and learning. Many of our teachers provide recorded versions of their daily lessons and post assignments for students who have been absent or in need of home tutoring. Students have access to class notes through Office 365. Assignments are regularly posted and students can submit assignments to their teachers electronically as well as communicate with their teachers via Outlook.

At the elementary level our teachers all have digital access to the EnVisions mathematics program and they use the electronic resources with students on a daily basis. They also communicate with parents via Class Dojo and Parent Square. One additional District goal is to replace classroom SMART boards with digital flat panels, which are more conducive to student and teacher use.

- 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.**

With the inception of the 1:1 device program for all students in grades 7-12, we will be able to deploy more laptop devices to the elementary classrooms via laptop carts. At the present time those devices are deployed for use in the secondary school with three carts available for elementary classroom usage.

As part of the 1:1 program it is the District's intent to hire an assistant for the Technology Coordinator to work with parents to sign out laptops, show students how to log in, retrieve lost passwords, and do minor repairs as necessary.

Internet accessibility for students, parents and community members will be enhanced by the conclusion of this Plan through the installation of multiple external wireless access points. The Internet will be available to connect to from almost every part of the building's footprint through these installations. The Town Library will also be able to take advantage of this wireless connection, so hopefully more community members will take advantage of the Library and its services.

- 3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

Students with disabilities receive whatever assistive technology is necessary to help them succeed in both general and special education settings. We have several students who use text-to-speech programs to assist them with the writing process. During the pandemic we delivered resource room services to students virtually through Zoom on school-issued laptop devices. We also have a non-verbal student who uses the "LAMP" app on an iPad to assist with communication.

We have begun offering all CSE and CPSE meetings virtually to assist parents and help them fit these meetings into their schedules or to assist families that do not have child care or transportation to attend these meetings in person.

- 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)

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V. NYSED Initiatives Alignment

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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

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

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

Yes

- 7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

- | | |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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

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

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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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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	0.30
Instructional Support	0.00
Technical Support	0.70
Totals:	1.00

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	150,000	One-time	<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 checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ARP Funding
2	Internet Connectivity	N/A	20,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	CRRSA Funding

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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 checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/A	50,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			220,000			

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

Yes

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

<https://www.laurencscs.org/Technology.aspx>

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 type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> English Language Learner | <input type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Blended and/or Flipped Classrooms | <input type="checkbox"/> Instruction and Learning with Technology | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Technology Support |
| <input checked="" type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> Digital Equity Initiatives | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic B |
| <input checked="" 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	William Dorritie	Superintendent	bdorritie@laurencs.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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

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

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

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

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

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