

Newcomb CSD District IT Plan Draft
2022-2025

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/15/2022

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

Nico Paniccia

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.

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

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1. What is the overall district mission?

Newcomb Central School District offers a safe and enriching international environment to encourage student directed learning; empowering them through technology to become global citizens and bettering their world.

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

To allowed classroom technology needs to be explored and implemented, modernization of the classroom is key. Both student and staff devices should reflect this and IT equipment in classrooms should facilitate this need as well. Staff education with both technology and STEAM curriculum is also critical.

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.

Tech committee- to review past IT plans to help initiate and analyze their effectiveness. Reviewing what worked and didn't work and providing updates and analysis for current IT plan development. Their monthly meetings with it coordinator help advance the means and causes for budgetary and planning needs going into the future along with gaining insight knowledge into staff needs and uses of current technology. Helping to finalize final developmental stages of 2022-2025 IT plan

IT Coordinator- to implement and use technology brought forth for previous plans, working with staff and students to best support their needs in a classroom environment and implementing future needs and developmental processes into it plans. Working with a budgetary and time constraints maximizing what is available to advance schools needs during current school year and years beyond. Responsible for submission of 2022-2025 IT Plan after school and Neric final review

Superintendent- provide insight and direction for IT planning. Providing support for budgetary and timeline manners for implementation of these plans and to give administrative view of what can, has, and hasn't worked in the past. Will be involved with final submission and approval of 2022-2025 IT plan

Timeline:

Discussions between IT Committee, IT Coordinator and other involved staff- Sept 2021 thru April 2022

IT Coordinator creating and entering rough draft of IT District plan from information gathered from discussions and research- December 2021-April 2022

Submission of IT rough draft to Neric- April 4/12/22

Monthly Tech meetings along with frequent correspondences between all involved parties in planning process

Outcome:

Establishment of 3 realistic goals NCS plans to have completed by the conclusion of the current tech plan cycle

Continued correspondence of IT committee members amongst themselves and IT coordinator on progression of goals and other progressions within NCS school system

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

Continuing 1:1 student device usage, upgrading classroom tech both for student and teacher usage which is a continual goal of past tech plans.

Expanding from previous tech plans, and emphasis on classroom technology and professional development is in place, with focus on expanding existing STEAM activities amongst core classes in NCS

With increase in STEAM activities, improving both staff training and classroom tech that is available to teachers and students became apparent.

Expanding the 1 on 1 tech system for staff and their classrooms was key part of tech plan development

Most goals from past plans have been achieved, continued growth of access to school and state technological resources and education is and will continue to be ongoing for students and staff

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II. Strategic Technology Planning

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

Since 1:1 was already in place student usage of school devices at home were without issue. Adapting to internet needs at home and virtual demands involving the school district became apparent with allowing all student K thru 12 to bring school assigned device to and from school on a needed daily basis.

The school during the covid shutdowns allowed for both Online and blended learning options in accordance with state policy and regulation Addressing the limited need for student and teacher internet needs at home, provided connection with internet provider for options Only device needs was for extra usb video cameras for video conferencing and needed remote learning, roughlt 10 to 12 more than what was in district

No discernable device increase needed. Being a chromebook school all students had assigned chromebook, and teachers all have assigned laptops Only device distribution change was allowing K thru 2 ability to take chromebooks home for remote learning needs

Professional development for how to use google products in a remote classroom, increase education with Google meets, classroom and calendar Students, being very tech savvy, took to the remote changes quickly. Guidance and teaching was offered most students understood how to operate assigned equipement and communication processes with ease

Parent and community input is always welcome, surveys and questionnaires were provided and responses recorded and answered to the public. Examples on tech providement for students and their families and use of google products for the remote classrooms were provided

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.

Access to BOCES traning services for updated classroom tech. Further access to Frontline and other webinar services for technology needs such as google classroom, schooltools, etc....

Continued cooperation with Neric and BOCES seminar offerings for all matter of tech related activities, including STEAM, Google products, etc...

Surveying and 1 on 1 discussions with staff provide indepth reflections on their current tech knowledge and readiness

With above knowledge, recommendations about how and what teachers need access to and should focus on were initiated and offerings continued to be presented to staff to take advantage of

Over the course of the tech plan, evaluations of teachers use of technology will be taken and updates/changes will be implimented when needed Superintendent days and Professional Development days will continue to offer tech education pieces, based on staff needs and request. Review of current standings and comfort levels of staff with be done frequently

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III. Goal Attainment

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

- 1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**

The district has met this goal:

Significantly

- 2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**

The district has met this goal:

Moderately

- 3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**

The district has met this goal:

Significantly

- 4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

The district has met this goal:

Significantly

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

The district has met this goal:

Minimally

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

NCS aims to modernize 90% of classrooms by 2025, each containing proper display and internet capabilities to further enrich students' learning environments and provide staff with the most up to date technology available to perform and display their curriculum in the modern world.

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

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

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

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

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

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

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

With the assistance from WSWHE BOCES services and following model schools format, Newcomb Center School Will be measuring its progress a year-by-year basis. Comparing NCS standards to that of local and Statewide School District and Federal benchmarks comparative to the local student population. Self evaluation, inventory and budgeting continue to guide the district's direction technologically in the classroom.

Evidence of this will be collected on a bi yearly cycle, with surveys to staff and students along with face to face discussions about how technology intalled is suiting current needs and how it can be altered to continue to improve the classroom learning environment.

This evidence will go towards improving classroom technology and with workig with BOCES, Neric and other relevant sources, continue to provide the last technology available for classroom teaching and studies

Being a small school, once the set number of classrooms have been upgraded and technology implimented, the district will know said gola has been achieved

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.

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Bringing committees together to plan and map out most beneficial path to attain classroom technology integration	Director of Technology	Superintendent	05/31/2023	0
Action Step 2	Budgeting	Planning out the financial obstacles to attaining this goal and mapping out proper funding strategies in successive years	Director of Technology	Business Official	07/01/2023	10,000-30,000
Action Step 3	Purchasing	After budget is set, arranging proper purchasing process and where technology will be delivered to district	Director of Technology	Superintendent	07/01/2024	10,000-30,000
Action Step 4	Implementation	Installing and basic training staff on how technology will be used on a day to day basis	Director of Technology	Teacher on Special Assignment	08/31/2024	10,000-30,000

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Allowing staff and students to gain more in-depth knowledge of introduced technology, allowing for better understanding and usage going forward	Director of Technology	Library Media Specialist	06/30/2025	3,000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7						

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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
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

NCS will provide core teaching sectors access to professional development, with the aim to have 75% of staff capable of handling modern software and programs, thus allowing them to communicate to students in a modern and efficient manner in line with advancing educational standards in line with New York States Digital Fluency standards.

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

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

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

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

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

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

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

Professional development goals will be monitored with in the district and will follow New York state fluency standards. Comparisons to local and Statewide schools will technology education both by staff and students will be implemented. Needs by teachers and staff professional development in advance of technological fields will be compared to the offerings both by BOCES Iand Neric. Evidence will be collected from Professional Development days and progress reports through surveys and face to face meetings will determine what benchmarks are needed, if they have been reach and what needs to be done to continue reaching the sated goal. The survey and interviews will revela what staff need, are lacking or have enough of and allow IT coordinator the the NCS ditrict to aleter oif needed the direction of PD days and the materials covered during them along with what outside sources such as BOCES and Neric can provide staff beyond the set days for Professional learning. Staff/teachers and students all have a solid foundation with the technology they use in district on a day to day basis. Teachers will be more tech savvy with their cirriculum and offerings for Proefessional development will be acdeopted and pursued by staff.

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.

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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
Action Step 1	Research	Researching possible PD plans usable by teachers and staff in correlation with classroom technology and NYS standards	Curriculum and Instruction Leader	Classroom Teacher	06/30/2022	Teacher Salary
Action Step 2	Planning	Working with BOCES and Neric to compile a list of offered PD and other relevant tech events for teachers and staff to participate in	Curriculum and Instruction Leader	Classroom Teacher	09/01/2022	Teacher Salary
Action Step 3	Collaboration	Working together with NCS staff and other faculty to see what is needed and how the district can assist with exposure to these opportunities	Instructional Technology Coach	Classroom Teacher	04/30/2023	Teacher Salary
Action Step 4	Professional Development	Setting up Professional Development days for staff and teachers to participate in and allowing collaboration amongst staff to assist one another with technology understanding and insight.	Curriculum and Instruction Leader	Classroom Teacher	01/31/2024	PD Day costs

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)

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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
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

NCS is committed to encompassing STEAM curriculum and activities amongst core subjects year round. Incorporating STEAM activities and planning in 75% or more of school structured day quarterly over the next tech plan cycle.

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.

Administration and Director of IT will be helping initiating the process of the core group of teacher volunteers and our curriculum instructor. A review of our current STEAM process will be carried out and positives and negatives will be brought forth. Once a baseline has been established NCS will begin the process of trying to incorporate steam activities and curriculum throughout all core subjects in a timely manner. The end goal will be at the start of a new school year having a set plan in place allowing teachers to incorporate all steam activities we then if not daily weekly cycles.

Peer to peer reviews and collaboration is key for continue success of STEAM in the classroom. Surveys and face to face disucsons will be preformed to track and monitor the progress of STEAM integration in daily classroom environments.

Within the school year time frame, results of surveys and discussions will determine the success of the STEAM initiative in NCS

When STEAM core principles and activities are used nearly everyday in NCS classrooms, and major projects/assignments contain STEAM qualities, wheter in the reasearch parts, execution of projects or both.

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.

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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
Action Step 1	Evaluation	Evaluate Current STEAM environment in NCS, its positives and negatives and how past planning has been implemented	Curriculum and Instruction Leader	Teacher on Special Assignment	06/30/2023	Teacher Salary
Action Step 2	Planning	Revise current structure, seek improvements and ways to incorporate STEAM into all core subject areas in a proper timeline	Curriculum and Instruction Leader	Director of Technology	09/30/2023	Teacher Salary
Action Step 3	Collaboration	Work with teachers and staff to provide proper training in STEAM education and how to incorporate it within ones curriculum	Classroom Teacher	Curriculum and Instruction Leader	04/30/2024	Teacher Salary
Action Step 4	Implementation	Push through the STEAM initiative for the new school year, allowing both teachers and students time to adapt and embrace STEAM process	Curriculum and Instruction Leader	Classroom Teachers	08/30/2024	Teacher Salary

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)

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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
	Response)		Response)		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

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V. NYSED Initiatives Alignment

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

Modern technology needs are key for student development in the modern world. Allowing students all chances to access and utilize technology prepares and enables them for the after school part of their lives

Through the use of Promethean interactive boards and student chromebooks, teacher student interactions through technology are easy to complete. With the use of google suite and similar products students can submit work in timely and neat fashion while teachers can regulate and create new and tech like classroom materials for students to learn and follow.

Teachers use Google suite products(meets,classroom, docs, etc...) to give students access to up to date modes of classroom work. Using classroom tech like promethean boards and streaming features allows teacher to see what students are working on and provide real time feedback on what is taking place in the classroom and at home.

Students demonstrate their efficiency with technology by completing online course work through the available google products, along with district appointed software and online resources. Students also demonstrate responsibility for their assigned chromebooks, though daily use of said device and transportation of the device to and from home.

Through many different programs(google suite products, wevideo, etc...) students demonstrate and are expected to show their understanding of the modern technological world, also proven by demonstrating technology use with projects like TRIP and STEAM projects.

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.**

Providing chromebooks or similar devices to entire PreK thru 12th grade student population yearly.

Assisting All students within the community to attain internet access that provides a suitable internet connection for potential remote learning needs

Build up of both wifi and cloud based solutions to technology and internet access in the district buildings and advance security measures and capabilities of back end servers and educational classroom equipment

Continue and expanding cooperation with BOCES and Neric services for continue student and staff technology education in multiple areas

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

Modern technology in the classroom allows all students equal access to proper education, NCS incorporates this through the use of Speech to text software and video conferencing programs.

Teachers will use these technologies along with other needed services, to include students with disabilities into day to day classroom activities along with supplementing technology needs from BOCES and Neric providers when needed.

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 type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills
<input checked="" type="checkbox"/> Technology to support writers in the secondary classroom	<input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology
<input type="checkbox"/> Research, writing and technology in a digital world	<input checked="" type="checkbox"/> Electronic communication and collaboration
<input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology	<input type="checkbox"/> Promotion of model digital citizenship and responsibility
<input 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)

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

No

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

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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"> <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <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"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <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 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. <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <input type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. 	<ul style="list-style-type: none"> <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"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. <input type="checkbox"/> 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"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/ <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <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"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below)
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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	1.00
Instructional Support	3.00
Technical Support	3.00
Totals:	7.00

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	Chromebooks/Laptops	10,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	Community Donations
2	Internet Connectivity	WAPs	8,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	Community Donations

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input checked="" 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	Network and Infrastructure	Switches/Server	22,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input 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	Community Donations
4	Instructional and Administrative Software	Cloud Services	10,000	Both	<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	Community Donations

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			50,000			

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?

Not Applicable

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

<http://newcombcasd.ss18.sharpschool.com/>

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VII. Sharing Innovative Educational Technology Programs

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

<input checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input checked="" type="checkbox"/> Policy, Planning, and Leadership
<input checked="" 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 type="checkbox"/> Digital Equity Initiatives	<input checked="" 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	Chris Fisher	Superintendent	cfisher@newcombcsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" 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 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	PJ Motsiff	Director of Curriculum	pjmotsiff@newcombcasd.org	<input type="checkbox"/> 1:1 Device Program <input checked="" 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 checked="" 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

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

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

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