

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

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

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1. What is the overall district mission?

Through the cooperative efforts of the staff, students, and community, SLCS is dedicated to providing the opportunity and freedom to learn and achieve to each student's potential. While considering individual needs, all students will achieve mastery of basic skills. Schroon Lake students will become more productive members of society through a school environment, safe from harm, where all aspects of positive growth and mutual respect become synthesized under the highest expectations.

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

Most students in the district have a one to one device in the form of a chromebook or IPAD. These devices have been fully implemented into the school and continue to be used extensively in the age of remote instruction. Most teachers use the google platform to a great extent. Our vision is to continue to strengthen the technology skills of our teachers and students by providing additional professional development around the google platform.

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 has a technology committee that meets periodically. This group has teachers, administrators, a business official, and a technology coordinator on it.

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

The technology committee worked on this plan. Stakeholder groups include teachers, administrators, a business official, and a technology coordinator. The committee has met three times this school year. The group has come up with ways to keep our one to one device program successful while also providing the teachers in the classroom with the technology (including desk top computers and vision boards) that they need to effectively provide instruction.

This planning process was not much different than previous years. However, our experiences with remote learning and one to one devices has altered the way we use technology in our school.

Our committee identified strengths and areas of improvement based on discussions with constituents on what we must do to meet the current needs of our students.

We cplan to continue to work toward our previous goals including improving access to technology and training for users.

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

Many things changed during COVID.

We were fortunate to be fully in session for most of the pandemic. However, teachers were required to provide remote instruction at different points over the past three years. Teachers became very adept at preparing video lessons and providing instruction remotely through the google platform. Students and teachers are now very good at using the google platform to communicate and to swap information. We will continue to fully support this initiative.

Internet connectivity is very good in our area. We are not aware of any students who have not been able to regularly access instruction due to internet issues. Being in session throughout has been very helpful in this area. We will,however, continue to monitor the situation with our staff and students and provide assistance and resources for those who do not have adequate internet service.

We have continued to purchase one to one devices for our students on a rotational basis. Each year we replace the chromebooks of certain classes. In our new plan, we will make the rotation for newer chromebooks shorter by one year so that students we get new

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chromebooks every 3-4 years. This shortening of the replacement cycle is a result of the increased wear and tear on our devices caused by increase use and by the fact that students now bring their chromebooks back and forth each day. We have also taken a new approach toward desktop computers and display boards. Historically, in our district teacher desk top computers have been MAC computers connected to smartboards. We have now begun replacing the MACS with PCs and we have begun replacing smartboards with view sonic display boards.

Before the pandemic began, we already had a successful one to one devices program. At that point, students left their devices in the building at night and just used them at school during the day. Just before school was shut down in March 2020, we sent the chromebooks home with the children. They used them extensively at home while school was shut down. Now that we are fully back in session, we have continued with the practice of allowing students to take their chromebooks home every night. We anticipate that we will continue to deploy the devices in this way because the benefits outweigh the problems.

Our teachers have done a great job educating themselves on the use of google tools over the last couple of years. We plan to provide continued professional development on the use of these tools on an as needed basis. Some teachers may need professional development as they switch from MACs to PCs.

Instructional changes have been significant over the past two years. Teachers have begun using the google platform extensively and the students have adapted easily to the new mode of instruction.

Parents and community stakeholders were not present on our committee while the technology plans were created. However, parents are fully aware of the one to one device program, they have access to google classroom for their children in most cases, and they have access to students grades and assignments through the parent portal on school tool. Parents and community members participate on the district shared decision making committee which has input on all district plans including the technology plan.

6. Is your district currently fully 1:1?

Yes

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

In general, our teachers have developed solid skills in using the google platform to provide instruction and communication. They work well with our students who use chromebooks and IPADS as one to one devices. They are familiar with the use of Viewsonic boards in the classroom. However, we will have many new staff members this year. We will also have many teachers switching from MACS to PCs. We will provide the necessary professional development to our new and returning staff so that they can use the tools at their disposal.

Surveys will be done amongst the faculty and staff to see which types of technology training will be most useful to them.

Professional development that is provided will be evaluated based on direct feedback from the teachers and our observations of their prowess with technology.

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2022-2025 Instructional Technology Plan - 2021III. 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:

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

The district has met this goal:

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

The district has met this goal:

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:

Minimally

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Provide faculty and students with the technology they need to fully participate in technology enhanced learning

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

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

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

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

Technology is strongly integrated into instruction at SLCS. We will continue to monitor the effectiveness of these instructional tools and practices by surveying the teachers to determine how often they use technology in their classrooms and how does the use of technology support the curriculum. The evidence will be analyzed to determine whether technology is used effectively in the rooms, keeping in mind that too much technology can have unplanned negative effects. Our goal is to have technology instruction available to all teachers and that teachers use it effectively. The analysis of how often and in which way technology is used will help us evaluate effectiveness and progress toward the goal.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must

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IV. Action Plan - Goal 1

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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	Communications	Constituent groups must discuss needs	Classroom Teacher	Technology Coordinator	10/07/2022	0
Action Step 2	Planning	Specific needs identified	Classroom Teacher	Technology Coordinator	11/01/2022	0
Action Step 3	Budgeting	Cost calculated for needed items	Business Official	Technology Coordinator	11/15/2022	\$32,000
Action Step 4	Implementation	Make new technology or training available	Superintendent	Technology Coordinator	01/01/2023	0

7. **This question is optional.**

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

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Maintain and enhance our current operating systems and improve our access to wifi and the internet.

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

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

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

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

Internet access and connectivity is solid at SLCS. All points inside the building and many sites outside of the building have reliable wifi access. Throughout the pandemic we surveyed our parents and monitored our students progress to make sure that they had the internet access they needed to fully participate in remote learning. We will continue this process moving forward. We will continue to monitor the success of our teachers as they use technology to provide instruction. We will ensure that they have the internet access that they need. We will speak regularly with parents to make sure that their internet access is sufficient. We will monitor student progress to make sure they are able to access technology.

We will continue to work toward this goal but we expect it will never be accomplished fully. New students move into our district on a regular basis. We will work with them to make sure their needs are met. Technology needs of faculty, staff, parents, and students will

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IV. Action Plan - Goal 2

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continue to change. We will continue to work toward the goal of keeping them connected.

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	Communications	Communicate with all constituent groups to monitor their technology needs	Superintendent	Technology director, Principal, Teachers, Parents	06/30/2025	0
Action Step 2	Collaboration	Analysis of needs	Director of Technology	Stakeholders	06/30/2025	0
Action Step 3	Planning	Address needs	Director of Technology	Stakeholders	06/30/2025	0
Action Step 4	Purchasing	Address needs	Business Official	Superintendent	06/30/2025	100,000

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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IV. Action Plan - Goal 2

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Provide Faculty and Staff with the necessary professional development that will allow them to fully take advantage of our technology.

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

Most of our teachers have become very adept at using the Google platform and other tools to provide or have the ability to provide quality remote learning to our students. However, more work needs to be done in this area.

We will consistently evaluate monitor the professional development needs of our faculty and staff. We will survey them regularly and observe their teaching in the classrooms to see what technology tools they are using. Based on their needs, we will plan quality professional development to help them achieve their goals.

Progress toward the goal will be measured as we evaluate the use of technology in the classroom and as we discuss success and further needs with the faculty and staff.

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IV. Action Plan - Goal 3

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6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Communications	Discuss PD needs with teachers. Observe classrooms.	Superintendent	Principal and teachers	06/30/2025	0
Action Step 2	Planning	Evaluate PD offerings that will address needs	Director of Technology	Superintendent, Principal	06/30/2025	0
Action Step 3	Purchasing	Purchase or contract the necessary professional development	Business Official	technology director, Superintendent	06/30/2025	50000
Action Step 4	Implementation	PD is provided	Instructional/PD Coach	Superintendent	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 #3 from your answer to Question 1, above.

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

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IV. Action Plan - Goal 3

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8. Would you like to list a fourth goal?

No

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

SLCS has always supported rigorous academic standards attainment and performance improvement for students. Technology can be helpful in supporting this ongoing endeavor

Technology implementation was strong before covid. We made the decision to go to one to one chromebooks in 2015. We provided a lot of professional development around chromebooks and the google platform. When the pandemic came along we were in as good a shape as we could have been to provide full remote instruction. Our teachers did a great job of applying what they knew and using the existing technology to help students learn. The students did an admirable job with remote learning. We were fortunate to be fully in session during the 2020-2021 and 2021-2022 school years. What our teachers and students learned during the pandemic has greatly strengthened their ability to use technology for instructional and learning purposes. The use of technology is fully ingrained throughout the district.

Most teachers now use technology frequently. The Google platforms are used. For example, communication between parents, students, and faculty is greatly facilitated through the use of google classroom and the school tool parent portal. Many teachers use flipped classrooms and video clips of themselves teaching to supplement the educational process.

Students are fully adept at using their chromebooks and other technology to access learning and to demonstrate their knowledge. They fully embrace the google platform and they regularly create work and submit work using their chromebooks and other technologies. It is certainly true that our teachers require a lot of technology use and students have ample opportunity to demonstrate the understanding of skills and concepts using technology.

Our expanded technology prowess has been helpful to students who wish to access education. For example, when teachers are absent, they simply put assignments out onto google classroom. Students in the MS and HS generally know what they will be doing in class those days before the substitute teachers can inform them. Students who are absent have a great advantage. They don't need to wait for homework or assignments to be sent home. They can generally access all of their assignments through google classroom or other platforms.

In summary, the use of technology is fully implemented at SLCS. We do not feel a need to implement a great deal more technology use unless more needs for technology arise.

- 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.**

Schroon Lake is a very small school. This makes it easier to provide equitable learning everywhere all the time. However, challenges still exist and inequities still exist. Technology does help level the playing field for all.

Implementing one to one devices for all students was a big step toward creating equity. We will continue to support the one to one device program over the next several years by ensuring that new devices are purchased on a rotating basis so all students have equal quality technology equipment to work with.

We will continue to encourage our teachers to use a google platform and other programs to facilitate instruction and to communicate with parents and teachers. We will continue to provide them with quality professional development so that they have the technical skills to do this. One long term initiative in this area is to work toward getting our teachers on the same page with technology use so that we can ensure that we are using one platform to communicate with parents so that parents will have an easier job of understanding what is expected of their children from multiple teachers and multiple classes.

We will continue to support full wifi access throughout the building. We will work with parents to monitor their child's access to reliable

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V. NYSED Initiatives Alignment

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internet at home. We will intervene whenever inequities in this area exist to make sure that all students have equal access to remote learning.

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.**

Equal access to one to one devices includes special education students. All students can access assignments through tools such as google classroom. Assistive technology is also used for our students. For example, many students use speech to text devices or text to speech devices. Technology is used for audio books that students with reading difficulties can use. Special devices (C-pens) are used that allow students to translate written words to audio for students. ipads and special apps are used for visually impaired students We use CAMI which translates PDF's from teachers into speech for students.

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

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

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

- | | |
|---|--|
| ☒ Technology to support writers in the elementary classroom | ☒ Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| ☒ Technology to support writers in the secondary classroom | ☒ Multiple ways of assessing student learning through technology |
| ☐ Research, writing and technology in a digital world | ☒ Electronic communication and collaboration |
| ☒ Enhancing children's vocabulary development with technology | ☒ Promotion of model digital citizenship and responsibility |

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V. NYSED Initiatives Alignment

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- | | |
|---|--|
| ☒ Reading strategies through technology for students with disabilities | ☐ Integrating technology and curriculum across core content areas |
| ☒ Choosing assistive technology for instructional purposes in the special education classroom | ☒ Helping students with disabilities to connect with the world |
| ☒ Using technology to differentiate instruction in the special education classroom | ☐ 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)

6B. If 'Other' was selected in Question 6 above, please explain here.

We are not providing ELL instruction at this time. If we can find a provider and if the need exists, we will employ many of these strategies.

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

No

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

- | | |
|--|---|
| ☐ Technology to support writers in the elementary classroom | ☐ Multiple ways of assessing student learning through technology |
|--|---|

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V. NYSED Initiatives Alignment

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

8B. If 'Other' was selected in Question 8 above, please explain here.

We are not providing ELL instruction at this time. If we can find a provider and if the need exists, we will employ many of these strategies.

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

- | | | |
|--|---|---|
| ☒ McKinney-Vento information is prominently located on individual school websites, as well as the district website. | ☒ Provide students a way to protect and charge any devices they are provided/with/by the district. | ☒ 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. |
| ☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | ☒ Replace devices that are damaged or stolen/as needed. | ☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| ☐ Offer/phone/enrollment as an alternative to/in-person/enrollment. | ☒ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | ☐ Provide online mentoring programs. |
| ☒ Set enrollment forms to automatically provide the | ☒ Create individualized plans for providing access to technology and internet on a case-by-case basis for any | ☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with |

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V. NYSED Initiatives Alignment

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McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity	student experiencing homelessness and/or housing insecurity.	assignments and technology/issues.
☒ 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.	☒ 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.	☐ Offer a technology/support hotline during flexible hours.
☐ 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.	☐ Class lesson plans, materials, and assignment instructions are available to students and families for	☐ Make sure technology/support is offered in multiple languages.
☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.	☒ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/.	☐ Other (Please identify in Question 9a, below)
☒ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.	☒ 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.	

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ☒ a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☒ b) The district uses instructional technology to facilitate classroom projects that involve the community.
- ☐ c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that

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build upon students' cultural backgrounds and experiences.

- ☐ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☒ e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☒ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ g) Other (please identify in Question 10a, below)

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

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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	0.00
Instructional Support	0.00
Technical Support	0.60
Totals:	0.60

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Staffing	none	86,000	Annual	☒ BOCES Co-Ser purchase ☒ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column,	none

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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
					to the right) ☐ N/A	
2	Internet Connectivity	none	25,000	Annual	☒ BOCES Co- Ser purchase ☒ District Operating Budget ☐ District Public Bond ☒ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	none
3	Peripheral Devices	chromebooks and ipads	35,000	Annual	☐ BOCES Co- Ser purchase ☒ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional	none

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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
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Professional Development	none	20,000	Annual	☒ BOCES Co- Ser purchase ☒ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	none
Totals:			166,000			

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

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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.schroonschool.org>

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

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology

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

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

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