2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Mariah Kramer

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

Other

2a.   **If 'Other' was selected in Question 2 above, please identify the title.**

Director of Instructional Services

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.

II. Strategic Technology Planning

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

We will provide a school environment that fosters respect, compassion, tolerance, and nurtures lifelong learners who make meaningful contributions to society.

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

To develop an evolving, equitable, and engaging educational technology program in alignment with state standards. Educators must integrate technology with new models of instruction, acknowledging each student's individual learning style in order to provide opportunities for students to contribute to an ever-changing society.

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 reached out to staff and the community to determine who would sit on the Technology Plan. The district received an indication of interest from 4 teachers, 1 parent, and 1 administrator in addition to the Director of Instructional Services. All who wanted were allowed to join. We then reach out to the student body again, in an effort to have that stakeholder group represented. No student was interested. The committee then met multiple times, face-to-face and through Zoom, to look at the previous plan, evaluate it's success, and develop the new goals, outcomes and benchmarks. The first meeting took place in November, with our last meeting before submission at the end of January. The committee will meet again, if necessary, to review any changes suggested by our RIC and by SED.
It was determined that only some goals from the previous plan were met fully, while most had only been touched upon. Given the current COVID-19 pandemic, the cultural and financial state of the District, and our stakeholder groups, the new goals were developed to be much more realistic. Some of these goals continue the work of the previous plan but some goals scaffold to lead to goals of the previous plan.

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

The previous three-year plan had four goals. The district feels that one goal, infrastructure, and internet capabilities, has been met. While many of our community still lack reliable, high-speed internet at their homes, this is because of the lack of availability in the area. The district is working to overcome that through the use of district-provided MiFi devices but many of the homes that don't have broadband also do not receive a good MiFi signal. Therefore, given what the district has already accomplished, the district did not include this goal in the new plan as it has been met. Additional goals had not been met and have been scaffolded down to aid in goal completion by the end of this three-year plan. For example, many of the teacher stakeholders thought the goal of personalized learning had been met through differentiation. Once the committee had a common definition of personalized learning, it was determined this goal hadn't been met and there were multiple steps needed before the district could meet this goal. As such, the new goals are steps back from the previous plan but are needed in order to bring about change necessary to meet the needs of the students.

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

Before the COVID 19 pandemic, the district was not one-to-one. Since the pandemic, the district sees the need to continue our 1:1 program with devices that are up-to-date and supported. As such, the district needs to develop a device refresh cycle to ensure students have access to current devices. This is reflected in our plan. The pandemic also showed the need for more teacher professional development around best practices for using technology in the classroom. The district will use the Triple E Framework Lesson Plan Rubric as a guide for designing lesson plans with technology. Our goal is to engage more students in learning, extend learning past the four wall of the school and enhance opportunities for students to learn. The district also realized many students are not proficient in technology as they need to be and has included a plan to provide students access to updated technology applications to prepare them for college or careers.

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 order to meet the vision, the district will be providing district personnel professional development on the following topics: flipped classrooms, personalized learning, the Triple E Framework and technology integration in content areas, as well as how to use 3D printers and vinyl printers/cutters and embedded these technologies into content areas. Additionally, as new software is purchased or new ed tech tools become available, the district will evaluate their applicability to the school and, if determined to be a benefit, will offer professional development around these new items.

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III. Goal Attainment

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:

    Minimally

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:

    Fully

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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1. **Enter Goal 1 below:**

Design active learning spaces to accommodate all learners and provide experiences that will facilitate and extend personalized learning opportunities, abilities and productivity in our globally connected society.

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.**

- Curriculum maps created and aligned to NYS standards for all courses following district created template and stored on shared drive
- PD plan for the district will include designated Professional Development
- Agendas and sign in sheets (personalized learning and tech integration)
- PD evaluations that show staff understand what personalized learning is and feel comfortable implementing
- Lesson plans/unit plans that include personalized learning
- Classroom observations of personalized learning
- PD evaluations that show staff believe they are comfortable implementing tech integration
- Classroom observations of tech integration
- Triple E Framework rubric for technology integration
- Danielson Domain 3 rubric will see an increase in the number of threes and fours
- Frontline for PD offerings, sign ups and evaluations
- Google Drive and Docs for Curriculum Maps

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	development of curriculum that aligns with NYS content standards including digital fluency standards and Next Generation Literacy Standards	Curriculum and Instruction Leader	Principal, Instructional Support Specialists, Teachers	06/30/2025	6000
Action Step 2	Professional Development	Professional development to define what personalized learning is and how to implement personalized learning	Curriculum and Instruction Leader	Principal, Instructional Support Specialists, Teacher	06/30/2024	6000
Action Step 3	Professional Development	Professional development that develops competency of technology use in the classroom appropriate to content	Curriculum and Instruction Leader	Principal, Instructional Support Specialists, Teacher	06/30/2023	6000
Action Step 4	Evaluation	Using the Triple E Framework rubric for technology integration	Classroom Teacher	Principal, Director of Instructional Services, Instructional Support Specialist	06/30/2023	6000

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	(No Response)	(No	(No Response)	(No	(No Response)

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

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1. **Enter Goal 2 below:**

   School and district leaders will share with all stakeholders the vision for use of technology in teaching and learning and will model using appropriate resources.

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	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ Students in foster care
	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

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

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

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

   - Measurable outcomes: The technology vision will be displayed on the district's technology website page.
   - Measurable outcomes: The technology vision will be shared with community members through the banner (district newsletter)
   - Measurable outcomes: The technology vision will be posted throughout the school in highly trafficked areas such as libraries, hallways, conference rooms, study hall rooms, computer labs, cafeteria
   - Measurable outcomes: 10% of PD offered during 2022-2023, 2023-2024 and 2024-2025 school years will be flipped
   - How are we measuring: posters/signs will be observed throughout the buildings in high trafficked areas
   - How we measuring: Each page of the district website dedicated to the technology department will have a footer displaying the vision
   - How are we measuring: The district catalog of PD will display which items will be flipped. A simple calculation will show the 10%
   - How are we measuring: Staff Evaluations at the end of the PD will show how effective this modeling was.

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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Professional Development will be flipped: Teachers will participate in online PD and then meet in person to discuss	Curriculum and Instruction Leader	Principal, Instructional Support Specialists, Instructional Cabinet, Building Leadership Team, Mentors	06/30/2023	2500
Action Step 2	Communications	Vision will be displayed on the website and throughout the building	N/A	Webmaster, District and Building Administrators, Instructional Support Specialists	09/30/2022	500
Action Step 3	N/A	NA	N/A	NA	06/30/2022	NA
Action Step 4	N/A	NA	N/A	NA	06/30/2022	NA

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)

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.

1. **Enter Goal 3 below:**

The district will ensure all students and staff have access to regularly updated technology to support learning and teaching across learning environments.

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

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

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

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

- Measurable outcome: A replacement cycle will be created by September 2022 and posted on the District Website
- How are we measuring: A replacement cycle will be posted on the website by Sept 2022.
- Measurable outcome: Professional development opportunities will be offered to all staff showing how to use new technologies
- How are we measuring: The district PD catalog will show offerings for new technology
- Measurable outcome: Curriculum maps will be aligned to digital fluency standards and will show clear vertical alignment of technology as well as opportunities for teaching students new technologies
- How are we measuring: District curriculum maps
- Measurable outcome: New technology will be evaluated at least twice per year by various school stakeholders
- How are we measuring: minutes from these meetings will be shared with faculty and posted online

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	Develop a	Director of	Director of	06/30/2	60000

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		replacement cycle for devices that is fiscally responsible but also provides updated devices before their end of life usage	Technology	Instructional Services, School Business Administrator	022	
Action Step 2	Professional Development	When new technology becomes available (example: 3D printer, vinyl cutter, etc.), all staff will be provided an opportunity to learn how to use the new technology	Curriculum and Instruction Leader	Director of Technology & Assessment, Outside Consultants	09/30/2022	6000
Action Step 3	Implementation	Students will be taught how to use new technologies throughout their time in BarkerCSD	Classroom Teacher	Principal, Director of Technology and Assessment, Director of Instructional Services, Students	06/30/2023	1500
Action Step 4	Implementation	Evaluate new technologies to determine if their use is appropriate in the school	Curriculum and Instruction Leader	Teachers, Principal, Director of Technology & Assessment, Director of Instructional Services, Students	06/30/2024	1500

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	(No Response)	(No	(No Response)	(No	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

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

No

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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.**

    Our goal is to integrate technology into all aspects of teaching and learning. The use of technology to support teaching and learning is no longer an option in our classrooms. Due to the COVID-19 pandemic, all teachers are using technology, however, many are simply using technology to facilitate teaching in the same manner (a digital worksheet instead of a paper worksheet). Our goal is to move past this and to engage students in learning but enhancing the learning opportunities and extending learning past the typical brick and mortar classroom. Using the Triple E Framework will serve as a rubric for this work. Teachers and students will now have the ability to create multimodal worlds that show creativity and understanding of the world around them, that will allow feedback from multiple sources beyond the teacher and will transform the traditional classroom tasks to ones more able to allow students pathways to creativity, critical thinking, as well as communication and collaboration with others.

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.**

    The COVID-19 pandemic inspired our district to take steps towards digital equity that have fundamentally reshaped our district in some ways. To facilitate learning "everywhere, all the time", we provided mobile hotspots to every family who requested one, and ultimately extended that offer to staff and teachers, as well. We provided Chromebooks to every student and teacher, teaching assistant, mental health provider, and administrator. Our infrastructure has never been stronger and more capable of supporting thousands of users. We are have replaced our SAN and updated network switches. We are planning for the future by increasing our BOCES network support in order to provide better support for our families

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

    Students with disabilities have the same access to technology as their general education peers. In addition, access to speech-to-text devices, interactive boards, software to support reading books, and communication apps are all available to help students access learning at all times. As student needs change, access to other assistive technology will be considered and implemented if 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
    - ☑ 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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

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

☑ Using technology to differentiate instruction in the special education classroom

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

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

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

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

V. NYSED Initiatives Alignment

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

☐ Other (please identify in Question 8a, below)

V. NYSED Initiatives Alignment

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

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

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

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

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V. NYSED Initiatives Alignment

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.

VI. Administrative Management Plan

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	1.50
Instructional Support	2.50
Technical Support	1.00
Totals:	**5.00**

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	Instructional and Administrative Software	Chromebooks	60,000	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	NA
2	Instructional and Administrative Software	Interactive Boards	70,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond	NA

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	3D Printers and Vinyl Printer	1,500	One-time	☐ 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	NA
4	Network and Infrastructure	SAN	120,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid	NA

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VI. Administrative Management Plan

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Total s:			251,500			

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.**

   https://www.barkercsd.net/domain/40

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.

VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Mariah Kramer	Director of Instructional Services	mkramer@barkercsd.net	☑ 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,

VII. Sharing Innovative Educational Technology Programs

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

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

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

VII. Sharing Innovative Educational Technology Programs

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

VII. Sharing Innovative Educational Technology Programs

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

VII. Sharing Innovative Educational Technology Programs

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

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