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

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

   Director of Technology

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

   Ichabod Crane Central School Mission Statement

   The Ichabod Crane Central School District is dedicated to preparing students to become contributing members of society in an ever-changing world by valuing diversity; providing a safe environment; and promoting unique talents, a desire for life-long learning, a strong spirit of community, and Rider pride.

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

   The Ichabod Crane Central School District K-12 educational program will prepare students to be technologically literate individuals. With a focus on lifelong learning, our students will be able to make informed decisions about the role of technology in their lives. Students should have the opportunity to develop technology skills that support learning, personal productivity, and decision making in their daily lives.

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 director of technology met with a teacher-lead instructional technology committee monthly from October to February. Several representative teachers across all schools were on this committee and routinely discussed a wide range of issues and needs. These meetings were on 10/20/21, 11/17/21, 12/15/21, and 2/16/22. Outcomes included revised long-term goals for devices (1:1), affirmation that we provide hotspots for students without internet access, that network infrastructure continue to be enhanced, and that sequential instruction in basic computer skills such as keyboarding be re-prioritized now that we are coming out of the pandemic.
   During that same time, the director met with principals one-on-one to discuss long term visions for their schools, the assistant superintendent to discuss medium and long-term objectives and the barriers to reaching them, and the school business official and assistant superintendent to discuss long range plans on equipment lifecycles and funding strategies. Finally, the assistant superintendent and director of technology met several times to discuss the actual instructional technology plan objectives and specific actions to support those objectives.

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

   • Previous Goal 1: Technology skill instructional standards.
   • Goal 1 continuation: The district will provide sufficient equipment to work with the grade-level curriculum which was defined during the prior plan. See this plan's Goal 2.
   • Previous Goal 2: Professional development to support and grow the faculty's information technology skills.
   • Goal 2 continuation: The next plan's Goal 3 (projector refresh) will use the next generation of the existing equipment, so that investments in training are preserved and built upon.
   • Goal 3: Providing equitable access to students.
   • Goal 3 continuation: The existing progress towards 1:1 will be continued until all students in K-12 are included. Additionally, all classrooms will have aging projectors and related equipment replaced to improve image and sound clarity throughout the room. Students with disabilities may have custom equipment (both hardware and software) to fulfill their distinct needs. Lastly, hotspots will

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> be available to families unable to afford Internet connections in the home. This improves equity of access.
>
> • Goal 4: Providing a stable and fast network.
>
> • Goal 4 continuation: The next plan's Goal 2 (1:1 for all students) builds upon the more reliable network that was established in the previous plan.
>
> The creation of this plan followed a similar path the the previous plan. The director of technology met with a teacher-lead instructional technology committee monthly from October to February. Several representative teachers across all schools were on this committee and routinely discussed a wide range of issues and needs. These meetings were on 10/20/21, 11/17/21, 12/15/21, and 2/16/22. Vendors were consulted when specialized skills and/or budgetary quotes were required.
>
> During that same time, the director met with principals one-on-one to discuss long term visions for their schools, the assistant superintendent to discuss medium and long-term objectives and the barriers to reaching them, and the school business official and assistant superintendent to discuss long range plans on equipment lifecycles and funding strategies. Finally, the assistant superintendent and director of technology met several times to discuss the actual instructional technology plan objectives and specific actions to support those objectives.

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

> The pandemic brought to light several areas that needed strengthening in the instructional technology area of the District.
>
> • Increase the number of hotspots and provide them to underserved populations.
>
> • 1 device for every student is no longer a luxury. Universal access is now a requirement of the educational program.
>
> • We need increased I.T. staffing to reduce turn-around time on problems, and to proactively plan and implement support structures.
>
> • In addition to our internal staffing, we need to maintain part time staffing from model schools in order to support instructional use of equipment and online services
>
> • Including proactive plans to maintain and replace equipment in order to keep 1:1 reliable is a must.

6. **Is your district currently fully 1:1?**

> No

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

> Ichabod Crane CSD reached 1:1 status in grades 3-12 over the previous two years. We are now building upon that foundation to add 1:1 deployments in K-2. We are also build a strategy to maintain this status over the long term, factoring in regular replacements, the equipment's expected real-world life span, regular repair needs, technical support staffing, predictable budgets replacing grants, etc.

6C. **When will the District become fully 1:1?**

> School year 2022-2023

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.**

> • How the technology professional development aligns with the district's overall goals to improve learning and instruction. The Board of Education set overarching goals stretching through the 2024 school year, two of which are related to the educational and technology strands of the District: **Goal #1 - Student Achievement** The Ichabod Crane Central School District is committed to ensuring that all students reach their maximum potential, and their readiness for college, career, civic engagement and adult life, by focusing on the educational experience through, among other things, providing equal access to enhanced and expanded educational

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and enrichment opportunities. Goal #2 – Technology The Ichabod Crane Central School District will provide the necessary resources and technological support for faculty, staff, and students to succeed in the 21st century. Technology Professional development efforts align with both goals and directly impacts our ability to improve learning and instruction. Goal one speaks to students reaching their potential. We believe firmly that the use of instructional technology is tightly linked to this goal and provide training for teachers to leverage both hardware and software platforms in the classroom in order to supplement and strengthen instruction and to differentiate to meet the needs of all learners. Goal two is specifically about providing needed technology resources. We leverage instructional technology to prepare students for the future through enhanced classroom and collaboration experiences. Professional development for staff is a vital link to effective implementation of these resources in the classroom.

• How the district determined the current capacity of educators - Teachers are surveyed regularly each spring with regard to their needs and professional development requests. These surveys include questions directly targeted to instructional technology needs. In addition, the instructional technology committee regularly assists with staff training and has regular conversations with faculty and administration about the capacity and needs of the district.

• How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest - Ichabod Crane CSD provides professional development for instructional professionals across a range of platforms and opportunities throughout each school year and summer. Teachers are formally surveyed about needs every spring which drives not only the Professional Development Plan, but also the technology offerings scheduled during the year as a part of superintendent's conference days and in the summer as a part of our Tech-Tuesday program. Teachers, administrators, and teaching assistants can provide and attend a variety of technology workshops through this format on topics ranging from new software platforms to training on new hardware. Throughout the school year, our embedded Instructional Technology coach works directly with principals, teacher leaders, and instructional staff to design workshops and to provide individualized PD for teachers based on individual, grade-level, building, and district needs. This is fluid and purposefully tailored to each circumstance and request based on each teacher's level of skill and interest. In addition to a part time technology coach (two days per week) we also have two teacher leaders for instructional technology who lead a group of teachers charged with supporting the integration of hardware and software. These teachers are allowed release time from their regular teaching responsibilities and are compensated for their work outside of the regular work day to provide workshops and technical assistance.

• How the effectiveness of the professional development plan will be evaluated. The district surveys the staff with regularity about the effectiveness of the professional development efforts implemented in the district and how they will inform and alter future offerings. This survey effort happens at least annually and is a regular part of the preparation for the annual submission of the Professional Development Plan.

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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:

   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:

   Significantly

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1.   **Enter Goal 1 below:**

By the end of the 2024-2025 school year, the Ichabod Crane CSD will have fully implemented the iReady platform in order to strengthen equitable and ambitious, data driven instruction in both ELA and Math for grades K-8. Full implementation means that students take three annual diagnostic tests and use the algorithm-driven learning platform for an average of 35 minutes weekly in both ELA and Mat

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

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

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

☐ 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
☑ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☑ Students with Disabilities	computing devices and/or high-speed internet at
☑ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing 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.**

The iReady platform provides analytics and data on student usage which will be monitored throughout the implementation phases. In addition we use the AllSight platform to monitor all software usage in the district and will be able to see utilization rates for both students and teachers. Lastly, our use of the Clever single sign-on portal allows us to track login trends over time as well.

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,**

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four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Continue to include i-Ready in the annual budget through all years of this ITP.	Business Official	N/A	06/30/2025	210000
Action Step 2	Professional Development	Deliver training and other forms of support for teachers.	Assistant Superintendent	N/A	06/30/2023	25000
Action Step 3	Implementation	Students take three annual diagnostic tests	Classroom Teacher	N/A	06/25/2023	0
Action Step 4	Implementation	Students use the algorithm-driven learning platform for an average of 35 minutes weekly in both ELA and Math	Classroom Teacher	N/A	06/25/2023	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	Evaluation	The iReady platform provides analytics and data on student usage which will be monitored throughout the implementation phases. In addition we use the AllSight platform to monitor all software usage in the district and will be able to see utilization rates for both students and teachers. Lastly, our	Assistant Superintendent	(No Response)	07/01/2023	180000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		use of the Clever single sign-on portal allows us to track login trends over time as well.				
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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1.   **Enter Goal 2 below:**

By the end of the 2024-2025 school year, every student will have equity-based and sustainable access to internet-connected, end-user devices for use both in the classroom and at home. The district will provide an Internet-capable device to every student for use in the classroom. For grades 4 through 12, students will be allowed to bring these devices home for use on homework, studying, and other school-related activities. This will be completed before the end of the 2024-2025 school year, including putting into place the necessary budgeting and plans to maintain this arrangement in the long term.

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

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

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

☐ All students

☑ Early Learning (Pre-K -3)

☑ Elementary/intermediate

☑ Middle School

☑ High School

☑ Students with Disabilities

☑ English Language Learners

☑ Students who are migratory or seasonal farmworkers, or children of such workers

☑ Students experiencing homelessness and/or housing insecurity

☑ Economically disadvantaged students

☑ Students between the ages of 18-21

☑ Students who are targeted for dropout prevention or credit recovery programs

☑ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence

☑ Students who do not have internet access at their place of residence

☑ Students in foster care

☐ Students in juvenile justice system settings

☑ Vulnerable populations/vulnerable students

☐ Other (please identify in Question 3a, below)

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

☐ Teachers/Teacher Aides

☐ Administrators

☐ Parents/Guardians/Families/School Community

☐ Technology Integration Specialists

☐ Other

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

• Enrollment process includes a step where the I.T. department is notified of new students.

• Student to receive equipment within a week of arriving in classes.

• Teachers will advocate for students if they do not possess the equipment in class.

• School principals will work with counseling and social work staff to assess need.

• Students hand in equipment and receive replacements every 3-4 years, depending on the grade they are in. (K-3, 4-8, 9-12) During

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this time, we can ensure that each student receives a device.

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	Budgeting	Each year's budget will include funds for slightly more than 1/3 of students to receive new devices. The	Director of Technology	N/A	06/30/2025	778125
Action Step 2	Infrastructure	Ensure that wifi, wired, and Internet bandwidth remains sufficient and stable.	Director of Technology	N/A	06/30/2025	0
Action Step 3	Budgeting	Maintain a small fleet of hotspots with unlimited data plans. These will be used to assist families unable to afford an Internet connection at home but who are still within a service area.	Director of Technology	N/A	06/30/2025	48000
Action Step 4	Staffing	Increase I.T. department staffing for general technical support tasks, including helpdesk and hardware repairs.	Business Official	N/A	12/31/2022	225000

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		Collection of 3+ year old chromebooks at	Director of	(No Response)	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Implementation	the end of each school year from specific grades (e.g. 8th grade) in June.	Technology			
Action Step 6	Implementation	Preparing new devices for use. This includes but is not necessarily limited to any setup or enrollment steps for centralized management, adding to an asset tracker, labeling, etc. When a device will go to a student for take-home use, the student's name will also be applied to the device with a label.	Director of Technology	(No Response)	06/30/2025	2400
Action Step 7	Implementation	In September, distribute new devices to students who handed in their previous devices in June. This occurs each school year.	Director of Technology	(No Response)	09/30/2024	0
Action Step 8	Implementation	During each summer, replace the devices in at least one grade of the primary school so that the devices are always less than 4 years old. Also, ensure that each classroom has at least as many devices as the number of students on that class's roster. Make corrections through the schoolyear as needed as rosters change.	Director of Technology	(No Response)	06/30/2025	0

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1. **Enter Goal 3 below:**

   By the end of the 2024-2025 school year, the district will replace classroom displays in all instructional spaces in order to facilitate a robust multi-media and connected learning environment for students.

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

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

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

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

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

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

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

   The director of technology will work with principals to ensure that all instructional spaces have been included in this project. The director will also monitor the work by the external vendor to ensure that this work is completed. The director and assistant superintendent will arrange training opportunities for all teachers.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementation	Purchases for most spaces in the high school will occur slightly before this ITP goes into effect. Implementation in the high school classrooms and library will be conducted by an experienced vendor and under the supervision of the director of technology.	Director of Technology	N/A	06/30/2023	261157.24
Action Step 2	Purchasing	Purchase equipment for middle/elementary and primary school buildings.	Assistant Superintendent	N/A	06/30/2023	400000
Action Step 3	Implementation	Implementation in the middle/elementary and primary school spaces will be conducted by an experienced vendor and under the supervision of the director of technology.	Director of Technology	N/A	09/30/2024	0
Action Step 4	Professional Development	Support and training will be provided to relevant teachers after each phase of implementation. This support will come from the vendor, the I.T. department staff, and existing arrangements with Model Schools.	Director of Technology	N/A	10/31/2024	0

7. **This question is optional.**

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

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

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

No

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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.**

    Attainment of rigorous standards has been prioritized throughout the Kinderhook Central School District's policies and procedures. This work is guided by a data-driven initiative that we have branded the Rider's Pathway to Success which is an outcropping of annual goal-setting exercises undertaken by the Board of Education and Administrative teams. As a part of the Pathway initiative, School and district-based teams of teachers and administrators regularly examine student outcome data points and make adjustments to the program. Additionally there are instructional technology teams that meet regularly to assist in professional development efforts and to weigh in on the purchase of both hardware and software. These two teams both inform the use of classroom technology, and help to set priorities and goals for student learning.

    Specifically, and particularly since the start of the pandemic, teachers extensively use technology to facilitate their practices. The District has purchased software platforms like iReady, SeeSaw, Reflex Math, Learning A-Z which support student learning, and platforms like Kami, and on-demand professional development which support teacher learning. Our purchases of laptops, hotspots, document cameras, and chromebooks are all designed to help teachers deliver and enhance classroom experiences for students both during and after the pandemic-necessitated remote schooling. We are very excited to see that several of the new strategies used to grapple with remote schooling are continuing now that our students are back in the classrooms full time.

    Students are required, now, to use technology platforms to demonstrate understandings of both skills and concepts. By way of illustration, the iReady platform is used at all levels here in the Kinderhook CSD as both a universal screener program, and as a program which allows students an additional pathway to access and participate in learning opportunities. The diagnostic component of iReady requires that students solve real-time problems in both math and reading and that they demonstrate critical thinking skills aligned with the NYS learning standards. Information from the diagnostics, then drive lessons delivered to each student which are customized to individual needs. Students are then able to access personalized learning opportunities both inside and outside of the classroom.

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 district will move to supply every student with an Internet capable device for use with instruction. Students in elementary school, middle school, and high school will take these home every day for use with homework, studying, and other instructional tasks. To address infrastructure and internet access students will be eligible to receive a hotspot at the district's expense, to provide an Internet connection at home if their family can not afford Internet service and live within range of the hotspot's service. Human capacity is being increased through the hiring of an additional IT technician to help address issues with devices and support. Partnerships with local IT vendors who support our classroom technology and internet backbone support will continue.

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.**

    If a student with disabilities require specialized software or hardware that isn't available within the district's standard student equipment, alternative arrangements will be made. When selecting these student's devices, the need to include the student in existing lessons will be considered, for example adding a screen reader for blind students or a larger screen to assist with visual imparements. However, the goal of supporting their individualized needs will also be factored into the decision making process. As each student's needs are

individual, each student's hardware and software may be customized to meet those needs. No single, simplified answer can cover all situations, however we do make use of platforms designed to meet the needs of SWDs such as: CoWriter, SnapnRead, LEXIA Learning, and others.

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

☐ 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**

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check 'Other' for options not available on the list.

☐ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

7C. **If 'Other' was selected in 7a, above, please explain here.**
(No Response)

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

☐ Technology to support writers in the elementary classroom

☑ Multiple ways of assessing student learning through technology

☐ 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

☐ Helping students connect with the world

☐ Writer's workshop in the Bilingual classroom

☐ The interactive whiteboard and language

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V. NYSED Initiatives Alignment

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☑ 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

learning

☑ Use camera for documentation

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

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

☑ 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

☐ 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/o r 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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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.

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.

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

☑ a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ b) The district uses instructional technology to facilitate classroom projects that involve the community.

☐ c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☐ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☐ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ g) Other (please identify in Question 10a, below)

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

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1. **Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.30
Technical Support	2.40
Totals:	**3.70**

2. **Investment Plan**

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	778,125	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,	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) ☐ N/A	
2	Other (please identify in next column, to the right)	Projectors and related equipment	661,157	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	N/A
3	Internet Connectivity	N/A	99,720	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Staffing	N/A	240,000	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	N/A
Totals:			**1,779,002**			

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.ichabodcrane.org/departments/technology/

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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 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	
☐ 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	(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

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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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VII. Sharing Innovative Educational Technology Programs

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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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