

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

**I. District LEA Information**

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Page Last Modified: 03/09/2022

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

Tara Celotti

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

Superintendent

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

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

Page Last Modified: 04/13/2022

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

Crown Point Central School is an active school family working and growing together in an open, nurturing environment. Our aim is to instill in each child a desire to achieve high standards of excellence, social, emotional and physical skills. These goals will enable students to function as contributing members of society. CPCS seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.

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

Crown Point Central School is located in a small rural community bordered by Lake Champlain to the East and is a part of the Adirondack Park. Its greatest strength is the community spirit and sense of independence fostered in part by the town's rural nature, small population, and its historical heritage that dates back to the founding of our country. The greatest challenge facing the district is relative to the fact that modern computer technology is changing both how we educate children and what they need to learn in order to compete in an evolving global economy. We are involved in a technological revolution based on acquisition, interpretation, and dissemination of large amounts of information. We need to maintain a comprehensive plan to integrate computer technology-based learning strategies, allowing our students to be fully prepared to participate successfully in our emerging technological society and to be eligible for State Aid for instructional computer technology expenses.

**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.**

This plan and the vision needed to create a viable technology blueprint for Crown Point School District is the product of the Crown Point CSD Plan Committee Members. The shared-decision making committee is comprised of the following:

- Tara Celotti, Superintendent
- Shari Brannock, Assistant Superintendent for Business
- Mitch St. Pierre, Board of Education President & Crown Point Community Resident
- Rudy Brouwer, IT Consultant for Crown Point CSD
- Planning process, Board Meetings, Teacher, Student, Parent

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

The current plan considered the previous goals and assessed the attainment of the previous goals. Ensuring that access to technology for blended learning was a primary focus that has been accomplished with the previous technology plan. Moving forward, a strategic process for gaining stakeholder input was implemented. The team developed an infographic to guide conversation and to better understand what will be necessary in order to achieve the vision.

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

COVID-19 forced the district to ensure that a blended learning model was available to all students. This continues to be a possibility with the availability of every student having access to a device as well as reliable internet service. Crown Point CSD has also increased the use of video conferencing through platforms such as googlemeets to allow teachers and students to interact effectively and efficiently for both planning, professional development, and student instruction.

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

No

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

Given the small class sizes and instructional program at Crown Point CSD, it is not currently the district's plan to provide students with a dedicated device in school and in their place of residence; however all students have access to a device during class time and the district is prepared to provide a dedicated device in the event there is a need for remote instruction.

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

Unknown

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

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

The District will seek to establish and support programs for staff development as it relates to technology. The staff development effort will enable teachers to develop computer competencies and apply these skills to the process of integrating computer technology into the curriculum. The District will seek to acquire grant funding as a means to support the staff development process, in addition to the regular budgetary process.

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](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021****III. Goal Attainment**

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

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

The district has met this goal:

Significantly

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

The district has met this goal:

Moderately

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

The district has met this goal:

Moderately

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:

Fully

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**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 1**

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**1. Enter Goal 1 below:**

Develop an annual plan for professional development related to technology, based on an evaluation of staff interests and needs as well as an curriculum and assessment of the continuing evolution of technology and of best practice.

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

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

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

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

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

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

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

The district will continuously evaluate instructional technology goals through the use of surveys, anecdotal evidence, district-wide technology meetings, professional development evaluations, and observation of teacher and student utilization. This goal is continually developing to ensure measured growth and evaluation for the next 3 years. This goal will be measured qualitatively and quantitatively by teachers to show their progress throughout the school year, starting with a baseline. Teachers will be able to reflect on their students' progress. Student work, progress, formative data and metrics from the instructional software and curriculum will provide this measure. Administrators will review these goals at least quarterly with staff, and more so by teachers with students. Teachers will also complete SLOs and interims to gain metrics from the software/technology. Attendance has become a larger problem since the pandemic. We will use our SIRS platform and other attendance trackers to help provide teachers and parents awareness of not only our students' absences but of their grades, assignments, etc., missed during their absence/s. Additional follow-up measures will include implementing checks to ensure that budgetary monies are allocated according to the plan, professional development activities are organized and aligned appropriately, and if any new initiatives should fit in with the plan.

**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.**

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Create Technology Committee	Director of Technology	n/a	06/30/2025	0
Action Step 2	Evaluation	Development of a Needs Assessment	Superintendent	n/a	07/01/2022	0
Action Step 3	Learning Spaces	Create safe, dynamic and consistent learning spaces for after hours instruction, possible remote instruction, etc.	Instructional /PD Coach	n/a	07/31/2022	>10000
Action Step 4	N/A	n/a	N/A	n/a	06/30/2021	n/a

## 7. This question is optional.

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

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

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## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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## 1. Enter Goal 2 below:

Ensure that technology integration is throughout all aspects of the educational process and that our students are technologically literate, well-equipped for the work place and/or post-secondary education.

## 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.

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

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

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

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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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.

It will be the responsibility of the administrative team (building principals, district administrators, and technology coordinator) to bi-annually evaluate the effectiveness of plan implementation.

Evaluation will include:

Review of technology use by staff and students by the elementary, middle school, and high school technology committees, including but not limited to device use, software, curriculum

Review and evaluate the stringent confines of student data and its privacy

Data concerning staff proficiency in the use of technology for instructional and management functions

Usage data such as logs of computer lab use, use of peripherals

Technical assistance and troubleshooting logs

Analysis of data related to student learning, specifically students with disabilities and IEP/504 designations.

Use various technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning

Use of technology to facilitate classroom projects that involve the community, near and afar

Use of technology for collaborative projects among heterogeneous and homogeneous groupings

Student data such as state and local assessments; screening, benchmarking and progress monitoring

Evaluation of measured metrics discussed in Goal 1

Review of evaluation data from staff development activities

Professional development days, workshops, and conferences

Surveys of staff, students, and/or families as appropriate

Recommendations with supporting documentation will be submitted on a regular basis to the Board of Education.

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	Planning	Ensure that all students are able to utilize technology to communicate thoughts and ideas accurately	Curriculum and Instruction Leader	n/a	06/30/2025	0
Action Step 2	Curriculum	Provide students with lessons on Technology Literacy for purpose of ensuring they are responsible users.	Building Principal	n/a	06/30/2025	0
Action Step 3	Evaluation	Technology will be utilized effectively in the teaching and learning process. Enriched, creative opportunities for	Superintendent	n/a	06/30/2025	0



## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		learning skills that foster independence, leadership, critical thinking, collaboration, communication, creativity, and continuously challenge every individual will be offered for all students.				
Action Step 4	Professional Development	In addition to professional development offerings related to technology utilization and integration it is imperative that advanced, follow up offerings that deepen the knowledge and confidence of staff to integrate technology into the planning, delivery, and assessment of instruction be developed, implemented, and made readily accessible to all staff.	Instructional /PD Coach	n/a	06/30/2025	0

## 7. This question is optional.

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

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

**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 2**

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

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## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 3

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## 1. Enter Goal 3 below:

Provide and maintain the technical infrastructure necessary to support all learning environments and provide equitable opportunities for all learners in the building and at home.

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

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

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

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

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

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

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

The district will continuously evaluate instructional technology goals through the use of surveys, anecdotal evidence, district-wide technology meetings, professional development evaluations, and observation of teacher and student utilization.

Professional development opportunities will be scheduled based on staff request (surveys), compliance (Ed Law 2-d), hardware and software purchased to support enhanced learning environments, and data collection from state and local formative and summative assessments.

Create optional technology related surveys for staff to complete at evaluations. These evaluations will help administration to drive instruction and plan for future professional development opportunities.

Additional follow-up measures will include implementing checks to ensure that budgetary monies are allocated according to the plan, professional development activities are organized and aligned appropriately, and any new initiatives fit in with the plan. We will continue to provide mobile hot spots for family who are having difficulty with internet connections.

## 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.

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Identify and provide access to high quality digital hardware and software resources to address the diverse needs of all student learners.	Director of Technology	n/a	06/30/2025	0
Action Step 2	Evaluation	Assess our current technology resources (Interactive Flat Panels, Chromebooks, etc.) and how they are impacting and improving the existing learning environment. Based on outcome, how we will continue to adapt and deploy technology throughout the district.	Superintendent	n/a	06/30/2025	0
Action Step 3	Professional Development	Ensure that all staff and students are aware and knowledgeable of EdLaw 2D.	Instructional /PD Coach	n/a	06/30/2025	0
Action Step 4	N/A	n/a	N/A	n/a	06/30/2025	0

## 7. This question is optional.

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

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

**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 3**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	(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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**2022-2025 Instructional Technology Plan - 2021****V. NYSED Initiatives Alignment**

Page Last Modified: 06/07/2022

**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.**

•How technology is integrated into teaching and learning throughout the district - Through these supports and resources, the district will continue to deepen teachers' and administrators' understandings of the uses of technology to support learning and achievement.

•Explain the extent to which technology is used by teachers to facilitate their practice - Our role is to provide guidance, oversight and support to successfully integrate technology into all aspects of teaching and learning.

•The extent to which technology is used by students to demonstrate understanding of skills and concepts - The use of technology to support teaching and learning is no longer an option in our classrooms. For decades, we have watched as technology has been used as a reward or been used as an add-on activity when there is time in the day. This has led to mediocre, inconsistent experiences for our students.

•The extent to which technology is used to provide multiple pathways to access and participate in learning. - As such, we must look for ways to integrate technology at a deeper level moving beyond just using it to replace a traditional activity once done on paper with pencil. Instead technology gives us access to a much bigger classroom with the ability to reach out to experts outside the walls of our schools, the ability to create multimedia worlds that demonstrate creativity and understanding, the ability to share work and receive feedback with someone beyond the teacher. We can modify and redefine our traditional classroom tasks and in doing so, open doors to easy pathways to creativity, critical thinking, communication and collaboration.

**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.**

In order to ensure equitable learning everywhere, all the time, the district plans to utilize needs assessments and evaluations of teaching, learning and professional development in order to ensure that we are providing access to appropriate devices to meet the needs of our students, as well as build the capacity of staff, students and families. We will also assist families who may not be able to receive viable internet options to do so through our community partners and mobile hot spots.

**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.**

All of the students at Crown Point CSD are considered students with disabilities, so all of the technology goals and instruction using technology are focused on this specific student group. This means that any and all technology devices/software that are purchased are specifically considered based on how they can serve our unique student population.

Based on student needs, they will be provided with a device and assistive technology used for their specific learning and physical needs to increase options for students to demonstrate knowledge, skill and find successes in their programming. Please see the running list below, many may be added upon need.

Staff would use "Anytime, anywhere" access for students and families to established lesson plans, class/homework activities, daily assignments

Technology for classroom instruction being videoed and streamed for future use of students and families, for reiteration of skill/concept being taught

Interactive learning games for supplemental use, while at school and available to students at home

The district would implement easy to access platforms for personal, differentiated learning activities for students for use at school and at home

Staff would make sure all books are able to be accessed online, downloadable and audible.

Adaptive remediation software would assist staff to create baselines, itemized lists by proficiency levels as well as personalized instruction at the level of the individual. This can be used with student who are not classified by IEP or 504 too.

Staff will use the casting option to assist students with physical impairments, students may also use this option to actively participate in lessons or presentations

Touch screen ability for students to use on smart tvs and personal devices for them to actively allow peer review and classroom collaboration, as well as be able to have the option for virtual participation and presentation, students will also have access touch tables for remediation and enrichment from multi-curriculum lessons.

Students would have access to ruggedized laptops/ipad options

Staff would use classroom laptop management/monitoring software like Faronics Insight, and web browser/operating system built in assistive technologies like text to speech and speech to text for student requiring this modification for everyday instruction as well as testing.

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

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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.**

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

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

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

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## V. NYSED Initiatives Alignment

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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:

Other (please explain in Question 7b, below)

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

The district provides equitable access to instruction, materials, and assessments to the one English Language Learner in the district and their family. If students are classified as ESL or ELL, we provide instruction, curriculum and material that coincides with regulation 3204, part 154 of NYS ed law.

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

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



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## V. NYSED Initiatives Alignment

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

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

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

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

- ☒ 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](mailto:edtech@nysed.gov).

## 2022-2025 Instructional Technology Plan - 2021

## VI. Administrative Management Plan

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## 1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	5.00
Instructional Support	2.00
Technical Support	2.00
<b>Totals:</b>	<b>9.00</b>

## 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	Internet Connectivity	n/a	18,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
2	End User Computing Devices	n/a	60,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	n/a

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## VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	n/a	300,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
4	Professional Development	n/a	22,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>400,000</b>			

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?**

No

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.**

[www.cpcsteam.org](http://www.cpcsteam.org)  
 under tab: P-12  
[select technology plan](#)

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](mailto:edtech@nysed.gov).

## 2022-2025 Instructional Technology Plan - 2021

## VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Tara Celotti	Superintendent	tara.celotti@cpcsteam.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Brandon Johnson	IT	brandon.johnson@cpcsteam.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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



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

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

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