

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

I. District LEA Information

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

Valerie Murtha

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

Director of Technology

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

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

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

Newark Valley Central Schools prepare all students, traditional as well as non-traditional, to become and remain productive contributing citizens in a continuously changing world. We do so in a supportive environment that provides experiences that will guide our students to the knowledge, skills, and attitude necessary for current and future success.

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

The Newark Valley Central School District recognizes the integral role technology plays in our society. Technology skills are essential as we prepare students and staff for life-long learning and success in a world where the adoption and use of technology is constantly increasing. It is the school system's responsibility to make resources available to enable students and staff to:

- Develop expertise with computer productivity tools (word processing, spreadsheets, etc.)
- Develop the skills necessary to communicate globally
- Access online resources
- Utilize technology resources to promote and enhance learning
- Access technology to assist in problem solving when appropriate
- Analyze online resources for their validity, and to recognize biased and/or false information
- Participate in an online environment as an informed digital citizen

It is the district's belief that technology can be an enabling and beneficial component of instruction when it is effectively used to support and enhance the educational process.

**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.**

School and district-level administrators meet monthly as an administrative team and discuss various topics, including technology. Administrators are in frequent contact with the Director of Technology regarding technology in schools and classrooms, and helped guide the creation of the five goals listed in the Instructional Technology Plan. The Director of Technology is also in frequent contact with technology support provided by Broome-Tioga BOCES, and sought technology support input when creating the plan.

Teachers in the district frequently contact the Director of Technology and IT Support regarding technology in the district, and the information shared was considered when creating the plan. Teachers in the district also participated in a ThoughtExchange that asked them to share what was working well with technology in the district, as well as where they needed more support. The answers shared in this ThoughtExchange helped guide the creation of the plan and its five goals as well.

Students in grades eight through twelve, in their first year of using one to one devices in the 2021-2022 school year, participated in an anonymous survey regarding the use of technology in school and at home. Students shared their success and frustrations related to using Chromebooks and other technology in both settings, and shared suggestions about the future of technology in the district. This information was also considered while creating the plan and five goals.

A technology stakeholder group met and included the following members: Ryan Dougherty, Superintendent and parent; Todd Schaffer, Executive Principal; Jolynn Thompson, Instructional Support; Gregory Asfoury, Middle School Principal; Jami Fabrizio, Director of Special Education; Stacy Hoyt, Elementary School STEAM Teacher and Teacher Union President; Morgan Crandell, School Psychologist and parent; Brian Sherwood, Middle School Dean of Students and parent; Heidi Cardone, High School Special Education Teacher; Jennifer Hoover, High School Nurse and parent; and Valerie Murtha, Director of Data and Instructional Progress (Director of Technology). This group shared their thoughts on the current state of technology in the district, the future of technology in the district, asked and answered questions, and reviewed the five goals in the Instructional Technology Plan. This group also completed a survey to anonymously share any other thoughts or ideas they had regarding the Instructional Technology Plan.

After gathering input from these various groups in meetings and surveys, the five final goals for the Instructional Technology Plan were developed, along with the action steps, responsible stakeholders, anticipated date of completion, and anticipated cost for each goal.

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

The first goal of the 2018 Instructional Technology Plan states the following: "Implement a more robust network to enhance instruction and learning district-wide. Also to assist in home access to ensure students and teachers have accessibility at all times in a secure environment." The district met this goal by improving our infrastructure in a manner that now allows for all students in all classrooms to use technology simultaneously. The district was able to participate in computer-based testing, in grades three through eight, for the first time in the 2021-2022 school year as a result of an improved network and infrastructure. Students and teachers were also given access to technology at home through the use of district-issued mobile hotspots and secure devices. We continue to build on this goal from the 2018 plan by reaching more families who are in need of internet accessibility in the home.

The second goal of the 2018 Instructional Technology Plan states the following: "By November 2018, have an established NVCS D Technology Committee. By June 2019, this committee will develop and plan for up to three district-wide technology goals in the Newark Valley Central School District Data and Instructional Plan - Year Three. This plan is completed by school and district administrators and is approved by the Board of Education. These goals will be complete with a goal statement, action steps, outcomes, and identification of those responsible for meeting the goals during implementation in the 2019-2020 school year." This goal, with some adjustments, will be a goal in the 2022 Instructional Technology Plan. The NVCS D Technology Committee was not formed in 2019, and due to the COVID pandemic, was not created since this goal was established in 2018. The district continues to see the creation and implementation of this committee as vital to the success of continued technology use and growth in the district.

The third and final goal of the 2018 Instructional Technology Plan states the following: "Administrators in the district will complete surveys and gather evidence of the current use of instructional technology to gain a better understanding of teacher need and next steps in implementing instructional technology in the classroom. In response, administration will create and implement useful professional development for teachers to enhance their use of instructional technology in the classroom. Administrators will specifically focus on the effective implementation and use of MobyMax by offering teachers professional development in using the program." This goal will also be continued in the 2022 Instructional Technology Plan. The district was able to provide teachers with technology-focused professional development since 2018, but continues to see technology-focused professional development as vital to the success of technology use and growth in the district. The district will build upon this goal by including the addition of an instructional support position that is responsible for helping develop and implement a range of professional development opportunities. The district also no longer uses MobyMax, and has instead started using IXL based on teacher feedback.

The 2022 Instructional Technology Plan planning process was different than in previous years as more input from more stakeholders was considered while developing the plan. Following a presentation and discussions regarding the 2018 Instructional Technology Plan and the current status of technology in the district, presented by the Director of Technology, the committee recognized the strength of our district's improved network and expanded technology access for students and teachers. The committee also recognized, however, that the NVCS D Technology Committee was not established, and that ongoing professional development is vital to the continued growth of technology in the district. The 2022 Instructional Technology Plan improves upon the previous 2018 plan by addressing the two goals that were not fully met, as well as by adding three new goals for the district to continue on a successful trajectory for expanded technology use across the district.

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

The district has made many technology-related improvements since the 2018 Instructional Technology Plan was created, and many of these improvements came into being through the COVID pandemic and related experiences.

Remote learning became the main mode of teaching and learning throughout the pandemic, and was a new format that the district had not experienced before. Teachers made adjustments to teach in a remote format and were supported through professional development and the support of their colleagues. Teachers eventually transitioned to teaching in a hybrid setting with some students learning online and other students present in the classroom simultaneously. The district does not currently offer remote or hybrid learning, but would now be able to pivot to these learning modalities if necessary.

During the pandemic it became clear that many of our families and some staff did not have the internet connectivity or devices necessary to be successful in a remote learning environment. We were able to support these members of our district through the use of mobile hotspots, and through purchasing Chromebooks for these students and staff to use at home. This led to an unplanned but necessary increase in the total number of devices in the district. We have continued to use these devices across our three schools, and are currently fully one to one in our high school. Prior to the pandemic it was not the district's intent to have the high school move to one to one capacity all at once, but our necessary purchases have allowed this for our students and staff.

The 2022 Instructional Technology Plan is undoubtedly shaped by the district's experiences throughout the pandemic. The pandemic brought the district's focus on technology to the forefront and has shifted our thoughts on the role of technology in the classroom.

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## II. Strategic Technology Planning

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**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)**

Our High School is currently fully one to one.

Our Middle School will move to fully one to one in the 2022-2023 school year.

Our Elementary School will move to fully one to one in the 2024-2025 school year.

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

School year 2024-2025

**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.**

Although this information was not included in our 2017 Smart Schools Investment Plan, the district has worked to continuously build capacity of educators and administrators, largely in response to the COVID pandemic and an increasing focus on technology in the classroom. Educators and administrators will engage in ongoing professional development focused on technology in the classroom as reflected in goal three in the 2022 Instructional Technology Plan. The district will also work to implement the New York State Computer Science and Digital Fluency Learning Standards as reflected in goal four. Both of these goals will be central to the district's vision of professional development moving forward. The district considers technology professional development as an integral part of the overall goal to improve all aspects of learning and instruction across the district. Professional development and collaborative work in the district currently is focused on the development of new and/or updated curriculum maps and assessments that are aligned to all current New York State Standards, including Next Generation Standards in ELA and Math. As educators finish this work and create a common scope and sequence from which they can teach, teachers and administrators will move into discussions, experiences, and professional development focused on improving instruction that includes effectively using technology to support students.

The Director of Technology, collaboratively with the NVCS D Technology Committee and/or the district administrative team, will develop technology surveys for educators to complete. These surveys will allow educators to reflect on their current skills, skills they may need support with, and what they are interested in. The district will use the results of these surveys to provide targeted and personalized professional development to educators that considers their current capacity. Along with these surveys, classroom observations and discussions with teachers completed by recently established Instructional Support, in conjunction with the Director of Technology, will guide the creation of needs-based professional development that targets the successful implementation of technology in the classroom.

The effectiveness of instructional technology professional development will be evaluated continuously and frequently. Teachers will provide administration with feedback that will guide next steps, and administrators and instructional support will conduct classroom visits focused on technology implementation in the classroom. Educators who need support will be provided with professional development and/or classroom support as needed.

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

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

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:**

Fully
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**  
**The district has met this goal:**

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

Moderately

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Each building in the Newark Valley Central School District will be one to one by the 2024-2025 school year. The High School is currently fully one to one, the Middle School will move to one to one in the 2022-2023 school year, and Nathan T. Hall Elementary School will move to one to one in the 2024-2025 school year.

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 district has a plan in place for the purchasing and maintenance required to establish and then maintain one to one devices in each building over the next three years. This plan will be finalized in July 2022 after gathering feedback from teachers of grades pre-k through two regarding the most suitable devices for young learners. The Director of Technology, IT Support from BOCES, and building principals will stay in continued communication regarding devices. The Director of Technology and building principals will monitor the use of devices in classrooms and will take suggestions from teachers regarding devices and related programs that are and/or are not working well for students.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Make a responsible and thorough financial	Director of Technology	Business Official	07/31/2022	250,000.00

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
		plan for purchasing enough devices to go one to one. This will include Chromebooks, iPads, and plans for replacements as needed.				
Action Step 2	Collaboration	Collaborate with IT Support for the successful roll out and maintenance of one to one devices in each building.	Director of Technology	N/A	06/30/2025	N/A
Action Step 3	Implementation	Successfully implement one to one devices in all three buildings.	Director of Technology	Building Principals	06/30/2025	N/A
Action Step 4	Purchasing	Purchase all one to one devices necessary to go one to one in all three buildings; purchase replacement devices as needed.	Director of Technology	N/A	06/30/2025	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)

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
	Response)		Response)		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:

A majority of classrooms in the Newark Valley Central School District will have upgraded technology by the 2024-2025 school year.

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
- 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.

Classrooms in the district currently have Smartboards or televisions. Some also have interactive televisions. It is the goal of the district to install as many Promethean Boards as possible in as many classrooms as possible by the end of the 2024-2025 school year. The Director of Technology, building principals, and support from BOCES will analyze the status of the technology in each classroom in each building and will offer Promethean Boards to those classrooms in most need of improved technology. They will then create and implement a plan of improving technology in each classroom over the next three years. While Promethean Boards are the current preferred technology for classrooms, the Director of Technology and other administrators will monitor their use in classrooms and will make decisions about other forms of technology as necessary. They will also consider the needs and requests of teachers when improving technology in the classroom, and will work with teachers to provide the most appropriate technology for students.

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	Analyze and identify	Director of	Building Principals	07/31/2	N/A

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
		classrooms with the most technology needs. Make a plan for improved technology in every classroom.	Technology		022	
Action Step 2	Budgeting	Make a responsible and thorough financial plan for purchasing enough Promethean Boards for each classroom over the next three years	Director of Technology	Business Official	12/01/2022	450,000.00
Action Step 3	Implementation	Support teachers in using Promethean Boards and/or other improved technology in the classroom.	Director of Technology	Instructional Support	06/30/2025	N/A
Action Step 4	Professional Development	Offer training that supports best practices around improved classroom technology.	Director of Technology	Instructional Support	06/30/2025	N/A

7. This question is optional.

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

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

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
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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

The Newark Valley Central School District will provide teachers and staff with ongoing professional development focused on technology in the classroom.

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.

Similarly to the 2018 Instructional Technology Plan, administrators will provide teachers and staff with surveys and Thought Exchanges to gain a better understanding of teacher needs and interests in preparing relevant professional development. Administrators and instructional support will also monitor the use of technology in the classroom, and from these observations, will make decisions about technology-related professional development that is offered. Administration will expect that skills learned in professional development will be reflected in classroom practice, and will adjust professional development as needed to ensure that this happens. Professional development will be ongoing, and will incorporate teacher and staff feedback to be improved upon. Teacher feedback will also guide professional development topics.

Students will also be involved in guiding technology-based professional development. Students will participate in anonymous surveys at various times during the school year to provide insight into what students are experiencing with technology, what they might need next, and what teachers might need next to improve technology-related experiences for students.

This goal will be evaluated frequently and administration will reflect on the effectiveness of professional development for the duration of this technology plan.

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

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Create surveys for teachers, staff, and students that measure their current knowledge, interest levels, and next steps. These surveys will be created on an ongoing basis and will be reflective of the current status of technology in the district.	Director of Technology	Director of Curriculum	06/30/2025	N/A
Action Step 2	Research	Collect and analyze data from teacher, staff, and student surveys to make decisions for the next best steps. This will be ongoing for the duration of this technology plan.	Director of Technology	Director of Curriculum	06/30/2025	N/A
Action Step 3	Professional Development	Implement relevant, engaging, and appropriate professional development for teachers and staff throughout the duration of this technology plan.	Director of Technology	Director of Curriculum	06/30/2025	N/A
Action Step 4	Evaluation	Evaluate the effectiveness of professional development throughout the duration of this technology plan.	Director of Technology	Director of Curriculum	06/30/2025	N/A

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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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 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?

Yes

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

The Newark Valley Central School District will build capacity around and implement the New York State Computer Science and Digital Fluency Learning Standards.

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
- 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.

Per New York State guidance, the district has started to roll the standards out and build awareness of them. We will continue to follow the suggested New York State timeline guidance and will fully implement the standards by September 2024. Administrators will monitor the implmenation of these standards through regular and frequent grade and/or department level meetings and through classroom observations. These standards will also be integrated into existing curriculum maps across the district.

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Roll out the standards and begin integrating them into existing curriculum.	Curriculum and Instruction Leader	Building Principals	06/30/2025	N/A

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Professional Development	Plan for and implement professional development around these standards.	Curriculum and Instruction Leader	Building Principals	06/30/2025	N/A
Action Step 3	Collaboration	Facilitate conversations around these standards with grade level teams and departments, then facilitate conversations around these standards vertically across grade levels.	Curriculum and Instruction Leader	Building Principals	06/30/2025	N/A
Action Step 4	Research	Monitor the implementation of these standards into other curriculum areas.	Curriculum and Instruction Leader	Building Principals	06/30/2025	N/A

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 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)

8. Would you like to list a fifth goal?

Yes



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

IV. Action Plan - Goal 4

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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

IV. Action Plan - Goal 5

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1. Enter Goal 5 below:

The Newark Valley Central School District will form the NVCS D Technology Committee as stated in the district's 2018 Instructional Technology Plan. This committee will be established and begin collaborating starting in the 2022-2023 school year, and upon it's establishment, will create goals related to this Instructional Technology Plan. The committee will then work to support the goals of this plan and other technology-based goals of the district.

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

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

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

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

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

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

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

The first benchmark for this goal will be to select members for, and ultimately establish, the NVCS D Technology Committee. This will involve assessing teacher and other stakeholder interest levels, and will require that members offer diverse experiences and backgrounds. The Director of Technology will collaborate with other administrators to create the committee. The Director of Technology will then lead the committee and will facilitate collaboration of committee members.

The next benchmarks for the committee will be to establish goals related to the Instructional Technology Plan, as well as to create goals outside of the plan, for the district to increase it's effective use of technology.

The progress of the committee will be evaluated by the Director of Technology, and feedback from committee members and members of the district will be vital to it's focus and success.

6. List the action steps that correspond to Goal #5 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 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	The Director of Technology will share information about the committee with stakeholders and will gage interest.	Director of Technology	Director of Curriculum	10/31/2022	N/A
Action Step 2	Research	The Director of Technology and other administrators will collaborate to create a diverse committee.	Director of Technology	Building Principals	11/30/2022	N/A
Action Step 3	Collaboration	The NVCS D Technology Committee will meet and begin collaborative work around goals.	Director of Technology	N/A	02/28/2023	N/A
Action Step 4	Planning	The NVCS D Technology Committee will plan for meeting goals throughout the duration of this plan.	Director of Technology	Building Principals	06/30/2025	N/A

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #5 from your answer to Question 1, above.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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

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

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

## V. NYSED Initiatives Alignment

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

In our 2017 Smart Schools Investment Plan we stated the following: "The district plans to use technology to connect students globally. NVCS D also plans to use technology to enhance and differentiate instruction. Our plans also include the expansion of our blended learning classes. In addition, we will use technology to better communicate with our school community." Accordingly, the use of instructional technology in the district has expanded, largely due to the COVID pandemic, and continues to do so. With our high school fully one to one, and our middle school moving one to one in the 2022-2023 school year, more students have and will have access to technology in school and at home. The district continues to expand the extent to which students are using technology for learning, and technology will be used more regularly for students to demonstrate their understanding of skills and concepts. The district is using technology to enhance and differentiate instruction for all learners, and has expanded electronic communication with the school community.

**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.**

To provide equitable learning "everywhere, all the time", the Newark Valley Central School District offers the following solutions:

In the short term, we will continue to offer mobile hot spots and secure devices to students and families as needed to ensure equitable access to all students. We will expand our one to one device capacity across buildings, and we will offer our students engaging experiences based in the use of technology. We will continue to support and improve upon our infrastructure to ensure that students are able to use devices in the district, ensuring equitable access to learning experiences.

In the long term, the district will continue to build teacher capacity for ongoing use of technology in the classroom. Teachers will experience ongoing professional development that will support student access to learning through technology. We will work to ensure that all students receive an equitable education in learning to use technology, as well as in using technology to access learning. We will continue to support students and families in their access to technology and associated learning as well.

**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.**

Although this information was not included in our 2017 Smart Schools Investment Plan, students with disabilities across the district are served through the use of instructional and assistive technology devices and services. Along with having access to one to one devices, including Chromebooks and iPads, students with disabilities have access to technology in the following ways:

- Word processing is used for students who struggle with generating legible writing or organizing their ideas in writing
- Voice-to-text features are used for students who struggle to type their responses in a timely manner
- Text-to-voice features are used for students who struggle with reading on-grade level texts
- Various applications that convert pdf to interactive digital formats are used to help make physical notes and worksheets accessible to students
- School-based platforms, including Schoology and Google Classroom, are used for students who struggle with organizing their materials - keeping track of them digitally ensures they don't get lost and are always available for our students
- Calendar and reminder features are used for students who struggle to organize time
- Augmentative communication programs and devices are used to give non-verbal students a means of interacting in functional, social, and academic ways
- The district offers IXL to students across the district, and students can be assigned work from various grade levels to meet their needs

**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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

The Newark Valley Centrla School District does not currently have any English Language Learners enrolled. However, were an English Language Learner to enroll in our district, we would use technology to support the student(s) as listed.

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

No

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

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

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

The Newark Valley Centrla School District does not currently have any English Language Learners enrolled. However, were an English Language Learner to enroll in our district, we would use technology to support the student(s) as listed.

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

## V. NYSED Initiatives Alignment

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

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</li> <li><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</li> <li><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</li> <li><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</li> <li><input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</li> <li><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.</li> <li><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</li> <li><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</li> <li><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</li> <li><input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.</li> <li><input checked="" 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.</li> <li><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</li> <li><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)/.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><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.</li> <li><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</li> <li><input type="checkbox"/> Provide online mentoring programs.</li> <li><input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</li> <li><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</li> <li><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</li> <li><input type="checkbox"/> Other (Please identify in Question 9a, below)</li> </ul> |
|--|---|--|



**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	1.00
Instructional Support	1.00
Technical Support	0.00
<b>Totals:</b>	<b>2.00</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	End User Computing Devices	Additional Device Accessories	250,000	Annual	<input 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 checked="" type="checkbox"/> Instructional Materials Aid <input checked="" 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	Peripheral Devices	Device Installation	450,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	Hours Outside of Contract	400,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" 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
4	Network and Infrastructure	N/A	810,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input checked="" 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	
<b>Totals:</b>			<b>1,910,000</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.**

<https://www.nvcs.stier.org/DistrictTechnologyPlan.aspx>

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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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 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 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 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 type="checkbox"/> Digital Equity Initiatives                        | <input 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	(No Response)	(No Response)	(No Response)	<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 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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning 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	(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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VII. Sharing Innovative Educational Technology Programs

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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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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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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.