

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

I. District LEA Information

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Page Last Modified: 10/19/2021

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

Emerson Segara

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

Director of Technology

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

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

The overall mission of the district is to implement a learning community that provides all stakeholders ample and effective opportunities to access and engage in modalities and learning opportunities that will prepare all students to be college and career ready, specifically utilizing the aforementioned to develop 21st Century skills and competencies. Furthermore, the district is steadfast in fostering a professional community that embraces the diverse and differentiated implements to allow for continuous data-driven review and improvement of instructional programming. The mission culminates in the absolute resolve to ensure that all learners in our district are afforded an environment that is rich in learning opportunities while also engaging and valuing each student

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

The Port Jervis City School District Technology Plan is designed to ensure that inventory, professional development, and the effective implementation of instructional technology modalities provide all students with the 21st Century learning opportunities and tools needed for optimal success in the realms of academics, as well as beyond the K-12 continuum. To prepare our students for the opportunities and challenges beyond the public education experience, as well as provide the means by which a student-centered learning environment is cultivated, the Technology Plan will focus on the continued deployment of Chromebooks to all students to maintain a 1:1 ratio and enable hybrid and remote learning; provide a Smart Board (or similar technology) in every classroom for students and teachers to use as an integral part of instruction and student learning, and install electronic digital locks on all doors to maintain a safe and secure learning environments. We will continue to work with technology specialists and trainers to ensure all faculty, staff, and administration receive effective, high-quality professional development to ensure that the implementation of technology in the learning process is completed with fidelity and efficacy.

**3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The planning process we undertook was designed to engage all stakeholders, allowing us as broad a representation of stakeholders as possible.

Detailed surveys were distributed to and collected from teachers, students, parents, community members, and administrators. This plan should be considered an extension to the previous plan, building on the strengths and commitments that were not fully realized due to disruptions related to COVID 19 and corresponding school closings. To create an effective continuation, in-person/video conference meetings were also conducted. The surveys and meetings took place over a 5 month period (August through December) and consisted of a focus on the following:

- Access to technology
- Frequency of access to technology
- Technology skills (staff, administration and students)
- Technology integration strategies, skills, and frequency
- District expectations for technology as a core element in student learning

As an outcome of this work, the district is able to shape the technology plan to reflect key findings from the surveys and meetings. Such findings include:

- A strong belief (78%) that students should have access to district technology resources at any time, from anywhere, and from any device.
- Most students are prepared to use technology as an integral tool in their learning (70%), teachers feel prepared to use technology as an integral tool in their teaching (85%), and 90% of students agree/have no reason to disagree that their teachers are prepared to use technology as an integral tool in their teaching.

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

The new plan continues the work of the previous plan as the previous plan was not fully realized due to resources reallocation throughout the pandemic. The planning process and objectives for this technology plan are similar to the process described in the previous plan, though we reduced in-person meetings as part of our district's efforts to prevent the spread of COVID-19. In this plan, the district will continue to implement the 1:1 revised timeline to insure that all students have equitable access. The new plan builds on previous initiatives and expands the use of data analytics technology in order to easily track overall student, school, and district performance. Doing so will help ensure that all students will be college and career-ready, and productive members of society.

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

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

The plan directly reflects a direction based on experiences during the COVID pandemic. Specifically, our shift to remote/hybrid learning requires that we maintain a 1:1 technology environment, ensuring all students have access to adequate technology both at home and at school. By deploying Chromebooks, we are able to centrally manage our digital resources remotely, allowing the flexibility to install programs, monitor access, and provide a consistent learning platform for students and teachers regardless of location. For students with limited access to the internet, we are providing portable cellular access points, eliminating the need to leave one's home in order to access learning resources. This, coupled with a district-provided Chromebook for each student helps minimize digital inequities and ensure access to lessons, digital resources, teachers, and other school professionals. The shift to remote/hybrid learning has also required additional professional development for our teachers and technical/software support for our students. As a result of this shift, all stakeholders have become more proficient in remote learning and the accompanying technologies, largely a result of collaboration and mutual support. By providing these channels of support, we have moved forward as a district with regard to technical proficiency and a willingness to try new strategies for learning, including both synchronous and asynchronous environments.

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

Yes

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

Targeted professional development will take place throughout the calendar through multiple modalities. Three Superintendent's Conference Days will provide the cornerstones for the overall direction and provide system-wide direction, while CTLE and in-service opportunities will allow for continued targeted growth to attain the desired progress in the realm of instructional technology integration. The utilization of the above-mentioned professional development coupled with the mechanisms to deploy the computer carts through an application process through which the teachers explain how they will incorporate the technology to enhance the learning experience will yield consistent growth and progress in this realm.

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**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:**  
Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**  
Significantly
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**  
Fully
- 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:

Establish and maintain a financially sustainable 1:1 technology environment, providing all students with access to digital tools to support instruction and learning.

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.

This goal will be measured and evaluated by analyzing metrics associated with when, where, and for what purpose the technology is being used. By analyzing when and how often our digital learning resources are accessed and by which students, we expect to see an increase in use outside of the school day. Reports from our systems will illustrate which resources are being used, as well as which resources are not being accessed, allowing the district to regularly evaluate the relevance and implementation of its digital learning environment.

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	Evaluation	Hardware selection	Director of Technology	Curriculum & instruction leader	03/15/2023	0
Action Step 2	Budgeting	Budget development for a 3 year cycle	Director of Technology	Business Official	05/01/2023	0

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 3	Purchasing	procurement of the hardware spread over 3 years	Director of Technology	Business Official	06/30/2025	630000
Action Step 4	Implementation	Distribution and training spread across 3 years	Director of Technology	Instructional Coach	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 #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	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 6	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 7	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2021	N/A

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Install interactive white boards in all full class instructional spaces and replace outdated boards with new ones.

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.

A survey of all classrooms will be done to determine the presence of a SMARTBoard/Interactive whiteboard and--if present--its age. Rooms without an interactive whiteboard and rooms with one older than 5 will be identified. Orders will be placed with the appropriate vendor and the delivery and installation of the boards will be scheduled and documented. The project will be considered complete when all identified rooms have an interactive whiteboard installed and functional.

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	identifying appropriate hardware based on content area, grade and physical space and configuration	Director of Technology	Curriculum Leader	02/01/2023	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
Action Step 2	Budgeting	develop a 3 year budget to fund initiative	Director of Technology	Business Official	05/01/2023	0
Action Step 3	Purchasing	Acquisition of hardware and vendor selection	Director of Technology	Business Official	07/01/2023	504000
Action Step 4	Implementation	hardware deployment	Director of Technology	hardware Vendor/Installer	12/31/2025	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	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 6	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 7	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2021	N/A

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Bring together disparate district data from multiple sources into a single, online reporting/queryable data dashboard. By automating the collection and presentation of student performance, attendance, and behavior data we will expand the opportunities for informed and individualized instruction for all learners.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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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.

This goal will be measured and evaluated in 3 phases: **Implementation**

- Creation of a data lake that leverages student/teacher data
- Creation of automated processes to load data from SIS, state assessments, and other local assessment tools
- Ingested data is clean, validated, and free of any errors
- Creation and/or refining of business rules based on education and industry best practices
- Security: District leaders, administrative staff, principals, teachers, and other users with different sets of permissions pulled directly from active directory
- The first phase of this project is to create a “green, yellow, red” (a traffic light metaphor) system to quickly determine which students are on track for graduation with their ninth-grade cohort, which is at risk of not graduating with the cohort, and those who are not on track to graduate with their cohort.

**Professional Development**

- District Technical staff will receive technical training to support, configure, and grow the platform to include emerging data needs associated with the project's first phase.
- District and building leaders will receive professional development on how to use the platform and interpret aggregate and disaggregated data
- Instructional Coaches will receive “train the trainer” professional development in order to be able to provide professional development to all instructional staff using the platform
- Educator-focused training will be provided by the instructional coaches to all instructional end-users of the platform. The focus of this training will be on how to use the data dashboard proactively to provide students the support necessary to meet NYS graduation requirements.

**Post Deployment**

- **Unified data:** Student data is consistently being pulled from multiple, individual software products to show a comprehensive picture.
- **Holistic data:** The platform is able to provide information on a wide variety of factors including academic data from assessment scores, grades, attendance, and assignments, combined with progress monitoring data, SEL indicators, behavior incidents, and other information.
- **Actionable insights:** Data is presented in a digestible format to inform stakeholders and decision-makers

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate products and vendors	Director of Technology	Principals, teachers	09/05/2022	0
Action Step 2	Budgeting	Budget development and submission to smart schools	Director of Technology	Business Official	03/01/2023	0
Action Step 3	Purchasing	Platform acquisition / Customization	Director of Technology	Business Official	07/01/2023	120000
Action Step 4	Professional Development	Staff training	Director of Technology	Instructional/PD Coach	09/01/2023	30000

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	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 6	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 7	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2021	N/A

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: 06/02/2022

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.**

Technology is integrated through the use of SMART Board to support in-school teaching and learning, and through 1:1 technology and anytime/anywhere access to a variety of software and services. Teachers strategically integrate technology into all areas of the curriculum, providing students with guidance and support for both in-person and hybrid learning. Using web-based tools, teachers encourage student learning by embedding digital components within lessons. This includes teacher and student use of SMART Boards, as well as synchronous and asynchronous assignments made possible through our district-wide Google Classroom implementation and carefully selected web-based software. Students demonstrate understanding and mastery of skills and concepts in a variety of ways. At times, students share their learning with their peers using a SMART Board to present to the class. Other times students collaborate synchronously with their teachers and classmates using online chat, videoconferencing and shared screens to demonstrate their progress and understanding. Students also work with classmates directly in a blended environment of synchronous and asynchronous communications, working collaboratively on projects and assignments. Technology allows our students multiple pathways to participate actively in their learning. Through carefully selected tools and equitable access, students compose essays, create visual presentations, develop multimedia projects, and leverage the power of blending some/all of these media as active participants in their learning.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The district embraces the national goal of everywhere, all the time access to equitable learning. Through an ongoing, collaborative, and iterative process, we have developed equitable learning opportunities for the students we serve. In the short term, this has included providing a device, remote access, and a blended learning environment to all students during the COVID-19 pandemic. This process included improved infrastructure related to data security and network monitoring, as well as ongoing professional development for teachers. Our long-term solutions include a plan to routinely refresh our 1:1 Chromebook and tablet devices, provide updated and feature-enhanced digital whiteboards, and digital locks for increased security.

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.**

Instruction using technology is embedded in our curriculum and in our software purchases. In many instances, the assistive technology is software related, using programs such as TextHelp Read&Write, NewsELA, and Brainpop to adjust to a student's learning style and ability, and provide just in time adjustments to content and resources to match the needs of all students. The district also utilizes a variety of assistive technology devices to ensure all students can benefit from the digital resources available to them.

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)

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V. NYSED Initiatives Alignment

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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 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)

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.

Commonly spoken languages are:

- Urdu
- Spanish
- Chinese
- Portuguese
- Khmer

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

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

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

**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.**

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- Other (please identify in Question 10a, below)

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



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VI. Administrative Management Plan

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- 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	6.00
<b>Totals:</b>	<b>8.00</b>

- 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	Chromebooks & laptop	630,000	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 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	Interactive Panels	504,000	One-time	<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	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"/> 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	Instructional and Administrative Software	Data Analytics Platform	150,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input 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 type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ESSER
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input 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 type="checkbox"/> Instructional Resources	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"/> Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
<b>Totals:</b>			<b>1,284,000</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?**

Yes

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.pjschools.org/departments/files/documents/2022-2025\\_Technology\\_Plan.pdf](https://www.pjschools.org/departments/files/documents/2022-2025_Technology_Plan.pdf)

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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 checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Professional Development / Professional Learning
<input checked="" 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 checked="" type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input type="checkbox"/> Technology Support
<input checked="" 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 checked="" 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	Emerson Segara	Director of Technology	esegara@pjschools.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" 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 type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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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	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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				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 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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