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?**

   Tina Kakascik

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

   Other

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

   Director of Data and Instructional 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 Cornwall Central School District is committed to work together with the community to provide a secure and nurturing environment of diverse learning opportunities for all students. It is our goal to help students achieve their dreams and aspirations and to prepare them to confidently face challenges while promoting strength of mind, body, and character.

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

   Our district's vision is to provide the necessary professional development, technological equipment, infrastructure and software in support of an academic learning environment that inspires, engages, and empowers students to become lifelong learners and productive global citizens.

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

   The District Technology Committee met numerous times to work on the District Instructional Technology Plan. The stakeholder groups that participated in these meetings were: Board of Education members, district administrators, building administrators, teachers, students, and community members. During the first meeting, the District Technology Committee reviewed the timeline and review process. During this meeting, the Committee worked on completing Section Two: Strategic Technology Planning. This also included the review of the 2018-2021 District Instructional Technology Plan. During the second and third meeting, the Committee worked on creating goals. The Committee was broken out into five groups and tasked to work on creating the action steps for the five goals. Additionally, the groups worked on aligning the goals to the New York State Education Department goals, targeting student and other populations, how the goals will be measured and evaluated after being implemented. During the fourth meeting, the details of the goals were shared and the Committee work on answering the rest of the questions in the Instructional Technology Plan.

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

   During the District Technology Committee meetings, the Committee reviewed the previous goals from the 2018-2021 Instructional Technology Plan. By reviewing and reflecting on the district's previous goals, this allowed the Committee to build upon, continue the work of, and improve upon our previous goals. During this process, the Committee reviewed what was accomplished and what still needed further worked. This helped the Committee create the five new Instructional Technology goals. The Committee was able to consolidate some of the previous Instructional Technology Plan goals for the new plan and drill down to specifics as part of the action steps. During the review process it was brought to light that some of our goals were still a work in progress. For example, in the previous Instructional Technology Plan, one of the district's goals was to continue to implement the district's 1:1 timeline. The district did not complete the 1:1 initiative from the previous Instrictional Technology Plan, therefore we added it as a goal for this Instructional Technology Plan but also updated the goal regarding keeping a refresh plan up to date to make sure all students have a device. This will ensure digitial equity for all students. Another example of how the Instructional Technology Plan builds upon, continues the work of, and improve upon the previous three year plan is that in the previous three year plan, the distirct had a goal of "Cooperate with New York State Technology related iniatives." The Committee decided to build upon this goal and improve upon it by adding the goal of "Unpacking the New York State Computer Science and Digital Fluency Learning Standards."

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

   The COVID pandemic helped teach the district a few things regarding technology. Some of the district's goals are a reflection of that. An example of that is the goal of "Complete the district's 1:1 initiative for all students K-12". To help maintain digital equity and access, the district will continue to update the 1:1 refresh plan for these devices. During the pandemic the district realized that not all students had suitable devices to be able to learn from home. The district gave devices to families who were in need for them to be able to participate in online meetings and complete their assignments. This was also applicable to staff as well. The pandemic helped the district fast forward the 1:1 initiative. Another example of how the Instructional Technology Plan reflects experiences learned during the COVID pandemic revolves around the goal, "To provide relevant professional development for teachers, administrators, and staff to help them reach their technological goals." The Instructional Technology Team continually helped all staff, parents, and students during the pandemic with Google Classroom, Zoom, Kami, Ed Puzzle, and so much more. Not all staff were prepared to teach and assign work all virtually. All of our teachers can now do so, but it is important to keep all staff, students, and parents up to date with new releases and updates to the district's inventory of applications and programs we well as new educational technologies.

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

   No

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

The District plans to become fully 1:1 by the end of the 2022-2023 school year. This is dependent on approval of Smart Schools funding. The District has decided to allow 1:1 devices to go home with the students in grades 5-12. Students K-4 will have devices while in school, but these devices will not be brought home at this time. This will be revisited once all grade levels become 1:1.

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

School year 2022-2023

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

The Professional Development Plan for building capacity of educators and administrators in the attainment of the Instructional Technology vision will be covered in a couple of ways. First, the district will follow the Cornwall Central School District Comphrensive Professional Learning Plan 2021-2023. During the creation of this plan, there were many data points that contributed to the goals of this plan. As a result, one of the goals of the Professional Development Plan is to focus on integrating resources to enhance learning, improve student achievement, and maxmize student profieiceny with the latest technology as well as enhancing communications with stakeholders. In addition to the Cornwall Central School District Comphrensive Professional Learning Plan, an Instructional Techology survey will be sent out twice a year to compile additional data to help drive professional development. Also, the district will create curriculum maps for Instructional Technology for each school year.

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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III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**

   Significantly

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

   Moderately

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments. The district has met this goal:**

   Significantly

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

   Significantly

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

   Significantly

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IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

    Integrate the Computer Science and Digital Fluency Learning standards into classroom instruction.

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.**

    - ☑ 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.**

    If the district committee moves to acquire a third party application, the district will expect to see continual usage throughout the year by teachers and students.This will be done by reviewing the usage report from the application. As a result of the integration of these standards into our learning environment, the district will have an increase in student knowledge of the concept areas. The district will continue to participate in the Smart Start Grant offered by BOCES. This will result in the Educational Technology Specialists to lead professional development workshops regarding the standards. Participation in professional development will prove to enhance teacher knowledge of the standards. This will be evident by the development of their lesson plans. The district will modify the K-12 district curriculum maps to include the standards. This goal will also be measured by classroom observations and seeing the standards implemented in teachers' lesson plans.

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	Collaboratio	Partner with BOCES	Director of	BOCES	07/01/2	0.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	n	to unpack the Computer Science and Digital Fluency Learning Standards.	Technology		022	
Action Step 2	Research	Form a Committee to review how the Computer Science and Digital Fluency standards are already being incorporated throughout the district.	Director of Technology	Instructional Technology Coaches	06/30/2023	2,500.00
Action Step 3	Research	The Committee will recommend to either continue to build lessons and curriculum maps or review third party applications that will fill the gap in the curriculum, or a combination of both.The committee will begin to determine areas in the maps where lessons can be developed.	Director of Technology	Technology Coaches and Classroom Teachers	06/30/2023	0.00
Action Step 4	Purchasing	The district will purchase applications based on committee recommendation.	Director of Technology	Assistant Superintendent and Curriculum and Business Official	07/01/2023	30,000.00

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	Professional Development	Educational Technology Specialists will participate in the Smart Start Grant through BOCES to be	Director of Technology	Instructional Technology Coaches	06/30/2024	3,000.00

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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
		turnkey trainers.				
Action Step 6	Professional Development	Develop and implement professional development workshops revolving around the new Computer Science and Digital Fluency Learning standards for teachers and staff.	Classroom Teacher	Instructional Technology Coaches	06/30/2024	0.00
Action Step 7	Implementation	Teachers will implement the Computer Science and Digital Fluency Learning standards.	Classroom Teacher	Instructional Technology Coaches	06/30/2024	0.00
Action Step 8	N/A	N/A	N/A	N/A	06/30/2022	N/A

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1. **Enter Goal 2 below:**

To enhance the District's infrastructure to ensure that the network can safely support the District's current and future initiatives.

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

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

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

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

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

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

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

The IT department will reduce the number of helpdesk tickets involving the district network infrastructure by 5%. It will increase compliance with the NIST Cybersecurity Framework by instituting tabletop exercises for data security and privacy. The district will utilize the Nationwide Cybersecurity Review (NCSR) to improve our maturity posture on the NCSR Maturity Scale by at least one point. Additionally, we will utilize district staff, third party vendors and/or BOCES as appropriate to measure the current performance of the data network with a goal of upgrading equipment to support a minimum of 10% growth for network and internet connectivity per year for the duration of the instructional technology plan.

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	Plan table top drills regarding data privacy and security. Data found during these	Director of Technology	Business Official	11/30/2022	0.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		exercises will be reviewed. If needed, the Disaster Recovery and Incident Response Plan will be updated to reflect these changes.				
Action Step 2	Budgeting	Budget for anticipated purchases.	Business Official	Director of Technology	01/30/2023	0.00
Action Step 3	Purchasing	Purchase necessary equipment.	Business Official	Purchase necessary equipment	07/01/2023	600,000.00
Action Step 4	Implementation	Implement equipment purchased to the district's infrastructure.	Director of Technology	IT Department	11/01/2023	0.00

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	Implementation	Implement table top exercises regarding data privacy and security.	Director of Technology	IT Department	06/30/2025	0.00
Action Step 6	Evaluation	Review infrastructure reports and work orders regarding infrastructure. Run table top exercises.	Director of Technology	IT Department	06/30/2025	0.00
Action Step 7	Evaluation	Evaluate the data found during the data privacy and security tabletop exercises. If necessary, the Disaster Recovery and Incident Response Plan will be updated to reflect these changes.	Director of Technology	IT Department	06/30/2025	0.00
Action Step 8	N/A	N/A	N/A	N/A	06/30/2022	0.00

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1. **Enter Goal 3 below:**

Complete the District's 1:1 initiative for all students K-12 to increase digital equity and accessibility.

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 instructional technology goal will be measured and evaluated by keeping track of the following: beginning inventory, distribution of technology, and of year inventory. Additionally keeping up to date as to how many devices will be needed to be replaced each year. The district will keep a yearly analysis of how well the technology worked (work orders). The district will also complete an analysis of needs for incoming grades and what devices may need to be replaced. This includes making sure that the district has enough devices for the incoming Kindergarten students and new students. The district will know that this goal has been accomplished if no students are without a device.

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	Planning	Develop a plan to purchase current technological needs while forecasting	Director of Technology	Assistant Superintendent of Curriculum and Assistant	07/01/2022	0.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		needs for the following school year and new students. Create plan for replacement technology and technological changes and updates.		Superintendent of Business		
Action Step 2	Planning	Create plan for replacement technology and technological changes and updates.	Director of Technology	IT Department	06/30/2025	0.00
Action Step 3	Budgeting	Review annual inventory and projections for necessary technological needs for the upcoming year to keep technology current.	Director of Technology	Assistant Superintendent of Curriculum and Assistant Superintendent of Business	02/01/2023	0.00
Action Step 4	Purchasing	Purchase additional chromebooks.	Director of Technology	Assistant Superintendent of Business	07/01/2023	200,000.00

7.   **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Give students devices.	Director of Technology	IT Department	09/01/2023	0.00
Action Step 6	Evaluation	Insure all students grades K-12 have a device. Make sure to have spares in each building if needed.	Director of Technology	IT Department	09/15/2023	0.00
Action Step 7	N/A	N/A	N/A	N/A	06/30/2022	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2022	N/A

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

No

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.**

    Educators have access to a wide variety of various forms of instructional technology. This includes software, hardware, applications, robotics, and more. The district has afforded teachers the opportunity to design learning experiences based on instructional technology that best suits their technological needs and goals for them and their students. Students have access to a variety of tools that allows them to demonstrate their understanding through the use of instructional technology. Students have been afforded a instructional technology toolbox geared toward 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 has a few strategies that are planned to be implemented soon or have already started to be implemented to help address and provide equitable learning "everywhere, all of the time". One of those strategies is to complete the district's 1:1 device iniative which will ensure that all students have a suitable device that will allow them to learn anywhere, at any time. The district will continue to survey staff to ensure their needs are met so that they are also able to provide learning from anywhere. The district will also maintain a refresh schedule of devices to make sure digital equity is always in place and that students will not be without a device. Additionally, the district will continually review the data collected by the New York State Digital Equity Survey. By reviewing this data will also help bring to light any families that may not have internet at home. Families in need of wifi will be given assistance from the district. Another strategy that the district plans on continuing is making sure the infrastructure, district wide is up to speed to help support all devices and programs. Additionally the district will have a refresh plan of all infrastructure hardware, software, licensing, etc. Since we all live, work, and play in a connected world, the district plans to continue to make sure the infrastructure and programs are closely monitored and secure regarding cyber security and cyber threats. To take this a step further to ensure the safety of our students while they learn anywhere, anytime, the district will continue to implement GoGuardian or another similar subscription. Lastly, the district will continue to build upon the Classlink application. This application will help house all programs and applications in one safe and secure portal for all students and staff. Students and staff are able to access all of this remotely 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.**

    To help support our students with disabilities, instruction is differentiated in a few ways. First, the district implements Google - Text to Speech. This application turns text into natural sounding speech as well as speech into text. This application helps our students communicate as well as assist them with their reading and writing assignments. Teachers and related service providers also receive subscriptions to instructional technology programs as requested in order to support the needs of their students. For example, a speech language pathologist is using HearBuilder to help students develop listening, memory, and comprehension skills as aligned with their IEP goals. Additionally, teachers and related service providers use IXL, Reflex Math, Math Seeds to help differentiate instruction for their students. Although these are available to all students, they are also helpful to students with IEPs who need additional intervention and instruction in the skill areas covered through these programs These programs are used for progress monitoring in addition to providing leveled instruction aligned to differing levels and abilities.

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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4a. **If 'Other' was selected in Question 4 above, please explain here.**

When a student has a specific device we provide training and support in the implementation of that program (ex. ProLoquo2go). Aside from that we provided training in Read Write for Google and Read Naturally, and the trainings that have been offered through the IT dept.

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

☐ Technology to support writers in the elementary classroom	☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
☐ Technology to support writers in the secondary classroom	☐ Multiple ways of assessing student learning through technology
☐ Research, writing and technology in a digital world	☐ Electronic communication and collaboration
☐ Enhancing children's vocabulary development with technology	☑ Promotion of model digital citizenship and responsibility
☐ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☑ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ 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:**

In the 5 languages most commonly spoken in the district

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

(No Response)

V. NYSED Initiatives Alignment

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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.**

☐ 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)

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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)

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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.

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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	2.00
Instructional Support	3.50
Technical Support	4.00
Totals:	**9.50**

2.   **Investment Plan Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Instructional and Administrative Software	n/a	30,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
2	End User Computing Devices	n/a	200,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ 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
					☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	n/a	600,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
4	Professional Development	n/a	5,500	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	n/a

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Aid Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**835,500**			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

   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.cornwallschools.com/apps/pages/index.jsp?uREC_ID=310700&type=d

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Tina Kakascik	DIrector of Data and Instructional Techology	tkakascik@cornwallschools.com	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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VII. Sharing Innovative Educational Technology Programs

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Sean Daneshvar	Director of Technology	sdaneshvar@cornwallschools.com	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

VII. Sharing Innovative Educational Technology Programs

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

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