

**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?**

Christopher Pedley

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 Lyncourt Union Free School District, in partnership with the community, is committed to educating all learners to reach their full potential.

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

The vision of the Instructional Technology Department is to provide state-of-the-art technology tools to our students and staff to facilitate them to exceed their educational and lifelong learning goals.

**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 continues to align its professional development plan with its instructional technology plan. The district's instructional technology plan is created and maintained by the district's technology committee. The committee is made up of building administration, district administration, teachers, technology integration specialist, parents, and the director of technology. We have been able to set our goals and work together as a committee to obtain them. The committee meets monthly over the course of the school year to review the technological needs of the students/staff and verify that the tech plan is being followed.

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

The growth of the students and staff will be measured and aligned with the ISTE standards. The district will continue to leverage the power of Google, i.e. using Google Forms for assessment gathering and verifiers that students are reaching the standards. Staff will continue to be evaluated from APPR as well as supporting evidence and evaluations.

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

During the pandemic, we have realized the importance of connectivity, interactive programming (Google), proper devices to support student learning, and the accessibility of Chromebooks for technology memory and connectivity. Online learning was needed throughout the pandemic for quarantine purposes, concurrent learning, and independent opportunities.

We needed to purchase and establish a new laptop pilot program for the staff as well as replacement of iPads, and new Chromebooks for students to support wear and tear on the devices and to replace devices that had reached the end of useable life. We expanded the use of the Chromebooks in the lower Elementary school grade levels (Kindergarten through 2nd grade) and transitioned away from the iPads. During the initial school shutdown, we realized that the teachers needed the ability to broadcast the classrooms and the teachers' lectures so we implemented webcams on tripods for the classrooms.

With the COVID Pandemic, an emphasis has been placed on the development and utilization of remote & virtual-learning pedagogical practices within both synchronous and asynchronous models. The use of web-based applications to support instruction has been central to technological planning. Learning management systems (Google Classroom), virtual instruction (Google Meet), and countless other digital age-appropriate academic resources have been a focal point for professional development for all instructional staff.

The district found that there are large-sized technology connectivity issues within the socioeconomics of our community. As a result, the district purchased 20 MiFi hot spots to be able to have those students that needed the ability to connect to the internet for educational instruction.

**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.**

Our plan is to provide ongoing embedded PD on Digital Literacy Standards through various training opportunities during the school year as well as over the summer.

We will be implementing a phase in of the standards over the next several years.

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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:**

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:**

Moderately

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Provide equal access to technology and tools to all students in order to provide equal access to all.

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

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

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

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

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

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

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

The District will provide WiFi hot spots for any student that does not have internet access at home. The utilization of the hot spots will be monitored with the Kajeet portal. Teachers will monitor student progress through normal grading and participation in Google Classroom. Reports can be generated through the GoGuardian Teacher portal on student utilization of all sites visited on district-provided Chromebook. We will establish a replacement plan for iPads, and new Chromebooks for students to support wear and tear on the devices and to replace devices that have reached the end of usable life. We will continue to expand the use of Chromebooks in all grade levels.

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 | Planning    | Gather data related to technology based behavioral infractions, flagged sites, | Director of Technology   | N/A                             | 06/30/2025                     | 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 |
|---------------|----------------|---|-----------------------------------|---------------------------------|--------------------------------|------------------|
|               |                | chromebook claims   |                                   |                                 |                                |                  |
| Action Step 2 | Purchasing     | Use Smart Schools Bond, Federal eRate and eventually local district funds to make purchases to support tech equality                                    | Business Official                 | N/A                             | 06/30/2023                     | 100,000          |
| Action Step 3 | Implementation | Having our Instructional technology coach(es) work with students, staff, and Administration   | Instructional /PD Coach           | N/A                             | 09/29/2023                     | 0                |
| Action Step 4 | Evaluation     | Working with the key stakeholders and the assistant superintendent for curriculum and instruction make sure that we are meeting, or exceeding our goals | Curriculum and Instruction Leader | N/A                             | 06/28/2024                     | 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 | (No Response) | (No Response)             | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |
| Action Step 6 | (No Response) | (No Response)             | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |
| Action Step 7 | (No Response) | (No Response)             | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |
| Action Step 8 | (No Response) | (No Response)             | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |

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IV. Action Plan - Goal 1

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## IV. Action Plan - Goal 2

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**1. Enter Goal 2 below:**

Students will be able to demonstrate future-ready skills as indicated by rubrics, checklists, or observations that outline expectations for each grade level with 95% student proficiency. Prepare students to be safe, responsible, and innovative digital citizens, by providing lessons and activities that surround digital citizenship.

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

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

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

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

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

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

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

Identify grade level outcomes relating to technology standards and future learners. We will identify the International Society of Technology in Education (ISTE) Standards and inform all staff and educators. We will provide staff with professional development on how to implement these standards. We will review and implement essential technology skills for each grade level. We will implement consistent technology skills across all grade levels.

Integrate 6 C's: critical thinking, creativity, collaboration, communication, character education, and citizenship. We will embed 6 C's lessons in every grade level and subject. We will explore areas of interest, using Naviance in younger / earlier grades. We will incorporate life skills such as financial literacy at each grade level. We will expand Science, Technology, Engineering, the Arts, and Mathematics (STEAM) opportunities, and learning experiences. We will continue Professional Learning Communities (PLC) to further develop teacher knowledge and leadership capacity. We will facilitate teacher collaboration across grade levels. We will expand Project-Based Learning (PBL) opportunities and learning experiences. We will extend teacher collaborative planning. We will expand opportunities for continuous vertical collaboration and communication. We will implement and utilize consistent social-emotional vocabulary as related to the 6 C's.

**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.**

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## 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 1 | Planning       | Create a plan that aligns vertically across all of the subjects.   | Curriculum and Instruction Leader | N/A                             | 07/30/2022                     | 0                |
| Action Step 2 | Curriculum     | Working with the building principal and other key stakeholders to create a robust Digital citizenship curriculum in grades K-8 | Building Principal                | N/A                             | 06/30/2023                     | 0                |
| Action Step 3 | Implementation | Roll out the curriculum to the students and staff  | Instructional Technology Coach    | N/A                             | 06/30/2024                     | 0                |
| Action Step 4 | Evaluation     | Evaluate and reevaluate on a biannual basis and make changes to improve the plan.  | Curriculum and Instruction Leader | N/A                             | 12/30/2024                     | 0                |

**7. This question is optional.**

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

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

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IV. Action Plan - Goal 2

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

## IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:**

Continue to maintain and improve a viable network that supports all use of all technology within the district. Including wireless connections, ethernet cabling, and network switches. Provide additional security with an upgraded intercom/PA system.

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

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

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

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

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

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

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

Provide upgrade ethernet cabling to all classrooms. We will be expanding the network switches in the network closets to support these new connections.

Several wireless access points (APs) are not mounted on the ceiling; therefore the wireless signal may not be strong enough to maintain connections for all students in the classrooms. There are currently 25 wireless access points in need of being replaced to support the newest standards of wireless. We will implement 30 new wireless access points to replace the APs that are end of life and expand the areas in need of higher density wireless connections.

By expanding the network and the wireless, the goal is to reduce the number of help desk tickets for poor coverage in classrooms.

The current intercom system is reaching the end of its usable life. Evaluate systems from different vendors and determine the best system that meets all district needs.

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

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## IV. Action Plan - Goal 3

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|               | Action Step    | Action Step - Description  | Responsible Stakeholder:            | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|----------------|--|-------------------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Planning       | Evaluate number of Access points, locations and necessary port counts  | Director of Technology              | N/A                             | 07/15/2022                     | 0                |
| Action Step 2 | Purchasing     | Purchase of 30 wireless access points with cloud management. Vendor to install ethernet cabling to classrooms. | Business Official                   | N/A                             | 07/31/2022                     | 75,000           |
| Action Step 3 | Implementation | Vendor to install ethernet cabling to classrooms. and properly mount new wireless access points                | Other (please identify in Column 5) | Vendor                          | 09/30/2022                     | 0                |
| Action Step 4 | Evaluation     | Evaluate wireless console for issues and reduce help desk tickets for wireless issues                          | Director of Technology              | N/A                             | 12/31/2022                     | 0                |

**7. This question is optional.**

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

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

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

IV. Action Plan - Goal 3

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

No

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**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.**

The district plans to align the instructional practices using the International Society for Technology in Education (ISTE) standards to create benchmarks for student development. Expectations at the end of each school year Lyncourt students should be proficient with ISTE Standards per performance indicators and should have opportunities to demonstrate throughout the school year. Technology Standards and Performance Indicators for Students are divided into six broad categories. These standards provide a framework for creating age appropriate performance indicators. They are meant to clearly define the district's expectations for students. They will be implemented within all curricular areas and connected to the content of that area. The standards were created by the International Society for Technology in Education (ISTE) and updated in 2016.

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.**

We have realized the importance of connectivity, interactive programing (Google), proper devices to support student learning, and the accessibility of Chromebooks for technology memory and connectivity. Online learning was needed throughout the pandemic for quarantine purposes, concurrent learning, and independent opportunities.

We needed to purchase and establish a new laptop pilot program for the staff as well as replacement of iPads, and new Chromebooks for students to support wear and tear on the devices and to replace devices that had reached the end of useable life. We expanded the use of the Chromebooks in the lower Elementary school grade levels (Kindergarten through 2nd grade) and transitioned away from the iPads. During the initial school shutdown, we realized that the teachers needed the ability to broadcast the classrooms and the teachers' lectures so we implemented webcams on tripods for the classrooms.

With the COVID Pandemic, an emphasis has been placed on the development and utilization of remote & virtual-learning pedagogical practices within both synchronous and asynchronous models. The use of web-based applications to support instruction has been central to technological planning. Learning management systems (Google Classroom), virtual instruction (Google Meet), and countless other digital age-appropriate academic resources have been a focal point for professional development for all instructional staff.

The district found that there are large-sized technology connectivity issues within the socioeconomics of our community. As a result, the district purchased 20 MiFi hot spots to be able to have those students that needed the ability to connect to the internet for educational instruction.

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.**

Depending on what is on the student's IEP, the teacher could find almost any app to assist in creating differentiated instruction. For example, the student could use pictures to communicate with peers and teachers. Leveraging this vast supply of apps and the ability to have the technology right at the student's fingers could level the playing field for all GenEd and SpecEd students. Similar to ELL, teachers will be able to create lessons that will allow students with disabilities or ELL to learn at their own pace. A student on an IEP or an ELL may be hesitant to participate in class due to fear of being wrong or being made fun of if they are not a good public speaker. Using a Chromebook & iPads with Google Classroom that same student is able to participate and collaborate with their classmates without those same fears. If we are able to purchase the new Chromebooks & iPads we will be able to reach more students with the assistance of technology who have the desire to learn

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 type="checkbox"/> Enhancing children's vocabulary development with technology  | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                                    |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world                                       |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 5a, below)   |

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

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

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

No

**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 |   |

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

## V. NYSED Initiatives Alignment

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

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

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

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

- 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).

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

## VI. Administrative Management Plan

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**1. Staff Plan**

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

|                                | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 0.20                       |
| Instructional Support          | 0.00                       |
| Technical Support              | 1.00                       |
| <b>Totals:</b>                 | <b>1.20</b>                |

**2. Investment Plan**

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

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

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

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

|   | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source  | "Other" Funding Source |
|---|-----------------------------|-------------------------------------|----------------|------------------------------------|---|------------------------|
| 1 | Network and Infrastructure  | N/A                                 | 75,000         | One-time                           | <input checked="" type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input checked="" type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input checked="" type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A | N/A                    |
| 2 | End User Computing Devices  | N/A                                 | 120,000        | One-time                           | <input checked="" type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public  | N/A                    |

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VI. Administrative Management Plan

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|   | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source   | "Other" Funding Source |
|---|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
|   |                             |                                     |                |                                    | Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input checked="" type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A  |                        |
| 3 | Internet Connectivity       | N/A                                 | 60,000         | Annual                             | <input checked="" type="checkbox"/> BOCES Co-Ser purchase<br><input type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A | N/A                    |
| 4 | Professional Development    | N/A                                 | 30,000         | One-time                           | <input checked="" type="checkbox"/> BOCES Co-Ser purchase<br><input type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid   | 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 |
|----------------|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
|                |                             |                                     |                |                                    | <input type="checkbox"/> Instructional Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A |                        |
| <b>Totals:</b> |                             |                                     | <b>285,000</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?**

Not Applicable

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.lyncourtschool.org/districtpage.cfm?pageid=236>

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

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 type="checkbox"/> Active Learning Spaces/Makerspaces                | <input type="checkbox"/> English Language Learner                            | <input type="checkbox"/> Professional Development / Professional Learning           |
| <input type="checkbox"/> Blended and/or Flipped Classrooms                 | <input checked="" type="checkbox"/> Instruction and Learning with Technology | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Infrastructure                           | <input checked="" type="checkbox"/> Technology Support                              |
| <input type="checkbox"/> Data Privacy and Security                         | <input type="checkbox"/> OER and Digital Content                             | <input type="checkbox"/> Other Topic A  |
| <input checked="" type="checkbox"/> Digital Equity Initiatives             | <input checked="" type="checkbox"/> Online Learning                          | <input type="checkbox"/> Other Topic B  |
| <input type="checkbox"/> Digital Fluency Standards                         | <input type="checkbox"/> Personalized Learning                               | <input type="checkbox"/> Other Topic C  |

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

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

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|  | Name of Contact Person | Title | Email Address | Innovative Programs   |
|--|------------------------|-------|---------------|---|
|  |                        |       |               | Learning<br><input type="checkbox"/> Policy, Planning, and Leadership<br><input type="checkbox"/> Professional Development / Professional Learning<br><input type="checkbox"/> Special Education Instruction and Learning with Technology<br><input checked="" type="checkbox"/> Technology Support<br><input type="checkbox"/> Other Topic A<br><input type="checkbox"/> Other Topic B<br><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 | James Austin           | Superintendent | jaustin@lyncourtschool.org | <input type="checkbox"/> 1:1 Device Program<br><input type="checkbox"/> Active Learning Spaces/Makers paces<br><input type="checkbox"/> Blended and/or Flipped Classrooms<br><input type="checkbox"/> Culturally Responsive Instruction with Technology<br><input type="checkbox"/> Data Privacy and Security<br><input checked="" type="checkbox"/> Digital Equity Initiatives<br><input type="checkbox"/> Digital Fluency Standards<br><input type="checkbox"/> Engaging School Community through Technology<br><input type="checkbox"/> English Language Learner<br><input checked="" type="checkbox"/> Instruction and |

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

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

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

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