

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

I. District LEA Information

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Page Last Modified: 06/16/2022

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

Michael J Markwica

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

Superintendent

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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 mission of Johnsborg Central School is to ensure that all students are given the opportunity to learn in a positive school environment designed to promote academic excellence and to meet individual needs. To fulfill this mission the JCS staff will work together with the community to help students become responsible, independent, lifetime learners.

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

The Johnsborg Central School District will provide students and staff with the resources to utilize current and emerging technologies to improve and extend student learning and achievement, to restructure the academic environment, and to prepare our children for their future. Technology shall be fully integrated across all content areas as a tool which supports all curricula. In order to utilize this tool, students will be provided a comprehensive and integrated technology curriculum. The educational technology curriculum is organized into multiple areas containing several skills.

**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.**

Our Technology committee meets at least once and often twice a month. We have worked on the plan in our meetings for the last six months. This group consists of Administration (Superintendent and Principal), Business official, teachers, computer lab aide, and BOCES staff. At each of the meetings we review topics of our plan and then discuss how we are going to change what we are now doing for the future. We review our needs in the following areas: staff development, equipment, budgetary and student needs. The outcomes of this plan have been a more thought out plan.

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

Our goals align with the State initiatives. We want to make sure that we are always looking to make sure that ALL students have the same opportunities with technology, to continue educating students on the proper use and application of technology, and ensure that our staff is prepared to be the catalyst for these changes through staff development.

This year's process was different then the last time we did our Technology plan due to the fact that we met more often and had a focus on the importance of making sure that all students had access to technology.

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

COVID has taught us all a great deal, and technology has been at the forefront of these changes. We have learned that we can provide instruction over the internet, we can expect young children to work with and understand a far higher level of technology than we ever thought.

Due to the COVID experience we have started teaching many of our technology skills at a lower age. We are also more aware of the fact that families that are outside of town may or may not have access to the internet. (due to location and cost)

This has forced us to do a survey to see where families are with internet availability. We have worked with families on making sure they have the ability to internet capabilities and the proper devices so students can do their academic assignments.

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

Yes

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

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

Staff development at Johnsbury Central school is ongoing and aligned with the New York State Standards both for technology and the other subjects. Each time a teacher/teaching assistant or any staff member signs up for staff development we make sure that it is in accordance with our technology goals or other school goals. Johnsbury has always allowed and encouraged staff to attend appropriate staff development. As you will see, each of our goals have action steps to include staff development. Continued professional development is not only good for our student body, but it allows our staff to explore what new technology is available and how technology can be used in the classroom.

We use our local BOCES for some of our Staff training, we have also used CASDA, and independent firms/instructors. We have provided training for individual staff members as well as large groups.

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

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

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**  
**The district has met this goal:**  
Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**  
**The district has met this goal:**  
Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**  
**The district has met this goal:**  
Fully
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**  
**The district has met this goal:**  
Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**  
**The district has met this goal:**  
Moderately

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Literacy Students will be able to identify, define, and explain terms and equipment associated with educational technology in each of the skills. This technology will enhance the differentiation of learning through active participation.

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.

Goals will be evaluated on an ongoing basis. Students will be executed to reach a certain level of technology competencies as they proceed throughout school. Teachers in each grade level will have specific technology standards that will coincide with the New York State standards and they will have to show their students understanding and abilities through direct formative evaluations or projects driven evaluations.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Money will be budgeted each year to ensure equipment,	Business Official	NA	06/30/2023	\$22,500

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
		software and training will be provided.				
Action Step 2	Professional Development	Teachers and staff will be provided with training.	Building Principal	NA	06/30/2023	\$15,000
Action Step 3	Curriculum	Coordinate PD for faculty and users of new technology/devices Emphasize use of PD classroom and resource Survey as needed	Building Principal	NA	06/30/2023	\$7,500
Action Step 4	Evaluation	Each year students will be evaluated on the skills expected for their grade level	Classroom Teacher	NA	06/30/2023	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 2

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1. Enter Goal 2 below:

Johnsburg will improve student achievement and engagement through technology.

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.

All teachers will be required to use technology within their classrooms. The district will create a chart showing which programs, software and computer applications will be taught/used in each grade.  
The Principal will be in charge of tracking and making sure that each grade is completing their part of the chart. This information will be shared during the teachers formal observation..

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	Budgeting	The business office will set a budget of \$10,000 to make sure the school has the	Business Official	NA	12/01/2022	\$10,000

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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
		needed funds to move forward with this goal. Software and hardware will be purchased as needed.				
Action Step 2	Collaboration	The technology team will collaborate with the staff to make sure they have the needed equipment/ software to ensure the staff can reach their goal. They will also ensure that each teacher has an understanding of the task being required of them.	Building Principal	NA	12/01/2022	0
Action Step 3	Implementation	To make sure for a smooth implementation teachers will be offered staff development. This staff development will be offered both internally and externally.	Superintendent	NA	06/23/2023	\$5000
Action Step 4	Curriculum	Teachers will be allowed time to set a new curriculum to implement each of the above assignments from the chart. The assignments will be grade appropriate and individualized to help students reach their maximum potential within the task.	Building Principal	NA	06/23/2023	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.



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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 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Students will spend more time on independent learning within technology. Teachers will provide time for students to explore new skills within technology.

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.

The Principal will encourage teachers to allow students independent time to explore new skills that have been acquired within the classroom. This will be done both within the classroom as well within the Makerspace area.  
The evidence will be gathered by the Principal viewing random student technology projects and the sing-out sheet for the Makerspace room.

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	Professional Development	Teachers will be encouraged to attend workshops on new and innovative	Building Principal	NA	06/23/2023	\$5000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		classroom projects for students. We will also allow time within the school day for teachers to share their own best projects.				
Action Step 2	Learning Spaces	The makerspace room will have additional equipment and technology added to allow for the exploration of creative work.	Business Official	NA	09/30/2022	\$10000
Action Step 3	Purchasing	New computers and equipment will be purchased for the Makerspace room.	Business Official	NA	10/28/2022	\$5000
Action Step 4	Evaluation	The Principal will take time to visit the Makerspace room to watch students using newly acquired technology skills independently. Student final projects will also be displayed and have public viewing when appropriate.	Building Principal	NA	06/30/2023	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)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

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

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.**

As we create a ongoing plan to increase our students knowledge and practical skills around technology we will ensure that students use it within the classroom. Technology is one avenue in which we can ensure that each students learning is individualized and allows them to reach their own potential. When given new skills and information students will naturally use those skills to improve their projects and task that are given to them through daily assignments.

Technology also allows teachers to individualize assignments, and use different pathways for students to comeplete them.

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 will need to make sure that students have asses to both hardware, software, and internet. We continue to purchase the needed hardware like remote asses points for both inside our school buildings as will as outside. We have worked with the town, and will continue, to bring affordable internet to our community.

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.**

We have students with special needs that have greatly had their education enhanced through technology. We have a student who is blind that has several different pieces of hardware and programs that make his academic world enriched. He has a brail scribe, he also uses audio books, and he has a special keyboard.

We have other students who have learning disabilities that we are able to use technology to make the playing field equal. Teachers are encouraged to attend workshops that will help them learn how to use, or introduce them to new technology, to bring back and use with in the classroom. The use fo different software packets, audio books, voice activated programs.

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)

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

## V. NYSED Initiatives Alignment

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

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

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

At this point and time we do not have any ELL students.

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

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

If we were to get ELL students we would use the above techniques to ensure all students have the ability to learn to their greatest potential.

## 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 checked="" 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 checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input 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 checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./  |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.  | <input checked="" 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 checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity  | <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.          | <input checked="" 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 checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.        | <input type="checkbox"/> Offer a technology/support hotline during flexible hours.  |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.  | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for  | <input type="checkbox"/> Make sure technology/support is offered in multiple languages.   |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./         | <input type="checkbox"/> Other (Please identify in Question 9a, below)  |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.  | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |   |



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

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

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

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

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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	0.10
Instructional Support	0.10
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	End User Computing Devices	Chromebooks	30,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	none
2	Internet Connectivity	Remote asses points	10,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	none

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	New server	10,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	none
4	Professional Development	Teacher and Staff	5,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	none

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>55,000</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://sites.google.com/wswheboces.org/johnsburg-csd-data-privacy/home>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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VII. Sharing Innovative Educational Technology Programs

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

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



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

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