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?**

   Daniel Martinelli

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

   Assistant Superintendent

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

The mission of the district, a partnership of schools, parents and the community, is to prepare its students for success in tomorrow's world.

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

The district vision statement is " A Purpose and a Plan for All!" Instructional Technology use is an integral part of that vision as we acquire new and exciting ways to meet the needs of all of our students and to enhance student instruction and outcomes. CCSD will strive to use the most up-to-date technology tools in order to:

- design learning environments that will meet the needs of a diverse learning community
- gauge and monitor students' individual levels of achievement, using that information to make decisions about programs and support for student learning
- model and encourage collaboration between and among: students, teachers, administrators, parents and the global community

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

The planning process for the Cohoes City School district included the following stakeholders: teacher representation from all instructional levels, building administrators, our CIO, our Instructional Technology Integration Specialist, our District Technology Coordinator, Business Official, Assistant Superintendent, and Superintendent, and two Board Members. An electronic technology survey was sent out to the Cohoes community in October of this year with an 85%+ response rate. This data helped us develop our Instructional Technology Plan goals and answers.

Our technology planning is ongoing within our planning, meetings, and communications. Much of the specific planning, preparation, and decision making is made within the following groups:

Cohoes City School District Technology Committee - This is a Board level committee comprised of two Board of Education Members, the Superintendent, Assistant Superintendent, School Business Official, CIO, Technology Director, Technology Integration Specialist, a Building Principal, and teachers representing the elementary, middle, and high school levels.

For the 2021 - 2022 School year, the Technology Committee met on:

• August 21st - "Are we ready to launch meeting?"

• October 13th

• January 1st

• April 7th

A report for each of these meetings was presented to the Board of Education in public session during the month that the meeting occurred. We used the results of our Parent Technology Survey to guide our discussions concerning equity and inclusion.

Technology Progress Meeting - This group consisting of our School Business Official, Technology Director, and Assistant Superintendent met with frequency to discuss technology planning for our district. We monitored our 2019-2022 Technology Plan, the ongoing status of our Smart Schools Investment Plan, and the expenditures and acquisitions of technology through additional grants (CRSSA, Title III, American Rescue Funds). We also discussed what should be included in our 2022-2025 plan. This group also strategized how to overcome the hurdles of "fronting" the expenditures within the Smart Schools Investment Plan and waiting for reimbursement.

Need Assessment Meetings- A series of need assessment meetings were also held throughout the spring with principals and content area leaders and principals and building improvement teams to discuss building needs and challenges. Technology was an integral part of these discussions. The Superintendent, Assistant Superintendent and Business Officers

Elementary Principals & Secondary Principals Meetings - These are held bi-monthly and attended by principals, assistant principals, the Special Education Director, Superintendent, and Assistant Superintendent. The Technology Director and Technology Integration Specialist are invited periodically to discuss professional development for teachers and building technology needs.

All of the above group meeting sessions and several informal meetings with our Central Office staff are represented in this Technology Plan.

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

The Cohoes City School District had great success with the previous plan. As a result, we will continue to advance those goals, while making improvements to reflect lessons learned, building upon our success and advancing technology use to continue to move in a positive direction.

- **Goal 1 - Equitable access to digital content for all learners**: We will continue to work to ensure that 100% of our students have equitable access to digital devices and the internet, regardless of economic status or geographic location and level the playing field for students with disabilities and ELLs through the purchase of improved assistive technology. We have updated our Professional Development offerings with the assistance of our Instructional Technology Integration Specialist (ITIS). It is our aspiration to provide teachers and students with technology training regardless of obstacles.

- **Goal 2 - Enhanced Learning Environments for All**: The district will expand on its research of enhanced learning environments to determine the best options for promoting equitable, student-driven, collaborative learning. The district continues to focus on meeting the academic and social-emotional needs of all students in their learning environments while the health and safety needs of all students and teachers. We have been working on building a minimum classroom technology standard for elementary, middle, and high school classrooms (example: Middle-level classrooms should have access to the Google Suite, Chromebooks, charging stations, large touch screen display/s, high-speed wireless internet, open device policy, digital document projection, and sound system).

- **Goal 3 - Professional Development**: As our technology constantly improves, we strive for 100% of teachers to be trained and effectively use technology in the classroom. The areas of focus are determined through teacher requests, recommendations by our District Technology Committee, ITIS, Technology Director, and Administrative Team Meetings.

- **Goal 4 - Computer Science and Digital Fluency Standards:** We will begin to create a series of more robust digital literacy goals by creating a curriculum map for the NYS Computer Science and Digital Fluency standards. We will teach students to recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and to act and model in ways that are safe, legal, and ethical, but also teach the 5 key concepts areas of Impacts of Computing, Computational Thinking, Networks and System Design, Cybersecurity, and Digital Literacy. This is one of the greatest changes in comparison to our previous plan.

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

The pandemic forced the Cohoes City School District to speed up our timeline in terms of providing devices for each student and staff member. We also had to increase our infrastructure to support the increased number of devices and increased bandwidth usage. Now that we have returned to in-person learning, students are still utilizing their devices daily and teachers have modified their methods of delivering instruction to accommodate for absences and remote learning when necessary.

We have significantly increased the availability of appropriate devices for students and staff and are very close to being truly 1:1. Additionally, we are finalizing our plans to acquire the necessary equipment and installation expertise to update our aging server system through our partnership with the North Eastern Regional Information System (NERIC) who will help manage the process in the near future. Additionally, we will focus on our stated goals:

- **Goal 1 - Equitable access to digital content for all learners**: We will continue to strive to ensure that 100% of our students have equitable access to devices and internet access, regardless of economic status or geographic location and level the playing field for students with disabilities and ELLs by exploring and purchasing improved assistive technology and teaching students how to use them to facilitate learning regardless of obstacles.

- **Goal 2 - Enhanced learning Environments for All**: The district will expand on its research of enhanced learning environments to determine best options for promoting equitable, student-driven, collaborative learning. The district continues to strive to incorporate the learning, physical, and emotional needs of all students in their learning environments while still meeting the health and safety needs of all students and teachers. We have been working on building a minimum classroom technology standard for elementary, middle, and high school classrooms (example: Middle-level classrooms should have access to the Google Suite, Chromebooks, charging stations, large touch screen display/s, high-speed wireless internet, open device policy, digital document projection, and sound system).

- **Goal 3 - Professional Development**: As our technology constantly improves, we strive for 100% of teachers to be trained and effectively use technology in the classroom.

- **Goal 4 - Computer Science and Digital Fluency Standards:** We will begin to create a series of more robust digital literacy goals by creating a curriculum map for the NYS Computer Science and Digital Fluency standards. We will teach students to recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and to act and model in ways that are safe, legal, and ethical, but also teach the 5 key concepts areas of Impacts of Computing, Computational Thinking, Networks and System Design, Cybersecurity, and Digital Literacy.

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

No

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

Currently, The Cohoes City School District is 1:1 in grades three through 12. Recently, we have purchased through our Smart Schools Bond Act funding 300 new Chrome books for our Kindergarten, first, and second-grade cohorts. This puts us at 65% access to 1:1 devices in these grade levels. The multi-year challenge to reach a 1:1 goal has been impacted by cash flow. Our small urban district is reliant on state aid at approximately 65%. In order to purchase technology equipment, we must front the purchase cost, then wait almost a year to get reimbursed. This along with supply chain issues has limited our ability to regularly refresh and add to our technology inventory. We are currently reviewing and initiating budget amendments for our Smart Schools Grant funding to purchase additional devices to increase our student-to-device ratio in grades Kindergarten through second grade and plan to refresh devices K - 12 as they reach their end of life.

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

Unknown

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

The Cohoes City School District (CCSD) is committed to dedicating resources to offering professional development in technology to our instructional staff at all levels. We want our teachers to be better prepared to face sudden shifts and transitions in the learning environment. We believe that there is a correlation between the digital divide and the collective technological proficiency of our teachers and administrators. As our staff gains technology skills, we believe that those skills will be transferable to our students.

Our CCSD District Technology Committee is charged with determining district-wide technology-focused professional development initiatives. Our committee participants are teacher representatives from all instructional levels, administrators, parents, Technology Director, Technology Integration Specialist, Assistant Superintendent, and Superintendent Additionally, we survey our teachers and ask for their input on what professional development opportunities they deem necessary and are interested in. This data is shared with our technology committee.

The Cohoes City School District determined the current capacity of our educators through multiple methods. We used formal and informal classroom teacher observations and offered Google School for Education Level I and Level II certifications classes, participate in Model Schools self-serve professional development, and our full-time Instructional Technology Integration Specialist offers group and individualized professional development.

Currently, we have a full-time Instructional Technology Integration Specialist (ITIS) whose main focus is to provide in-house professional development and coaching for our staff. They offer on-demand training for the Google School for Education Suite, Google Classroom, Schoology (our online learning and communication platform), assistance in using Chromebooks and in using educational software such as iReady, Gizmos, Brain Pop, Pair Deck, and Flocabulary. These are just some examples as we have over thirty approved third-party vendor educational offerings. Our ITIS also assists with the determination and coordination of additional technology professional development. This includes seeking outside trainers as needs arise. These offerings are communicated to staff via email, a ITIS maintained training site, Schoology publications, and assignments by administrators during Superintendent Conference Days.

These technology offerings are coordinated with and a subcomponent of our Districtwide Professional Development Plan for Teaching and Learning. We track the classes taught, who attends, who earns professional development hours, and the requested PD needs (we want to offer teachers "choice"). This process helps guide our short and long-term PD decisions and dedication of resources.

The goal is always to provide rich topics or courses for in-service or staff development which will help our staff acquire more efficient methods to perform their job responsibilities,help staff improve on techniques that are already being used in our schools, and expand staff proficiency in instructional technology use. Funds for the ITIS, conferences and other professional development programs are coordinated through the local budget, title grants, and other grant-funded sources.

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III. Goal Attainment

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

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

   Significantly

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

   Moderately

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

   Moderately

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

   Significantly

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

   Significantly

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1. **Enter Goal 1 below:**

   Ensure that 100% of students and staff members have equitable access to digital content and online learning experiences.

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.**

   A Digital Equity Survey will be used annually to collect accurate data regarding digital resource access for our students and staff. This will greatly help educators to better serve their students and families. Assistive technology software will be renewed annually and pushed out to all users via the Google console (example: ReadWrite). Staff and students will receive training via video vignettes and direct instruction on how to use the software. MyLearningPlan attendance records of teacher training will be used to identify teachers that have participated in technology professional development. The above will be monitored by the Assistant Superintendent, principals and Instructional Technology Integration Specialist.

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	Maintain life cycle	Director of Technology	Assistant Superintendent	05/26/2022	165,000
Action Step 2	Purchasing	Purchased required Chromebooks to	Director of Technology	Assistant Superintendent	06/30/2025	165,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		improve progress of 1:1 status districtwide and ability to refresh end of life units.				
Action Step 3	Professional Development	Create a comprehensive SMART goal focused plan with personalized digital learning opportunities for students, teachers, and administrators.	Instructional Technology Coach	Assistant Superintendent	06/30/2025	25,000
Action Step 4	Implementation	Create and implement a tiered technology standard for all instructional spaces.	Director of Technology	Assistant Superintendent	06/30/2025	450,000

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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1. **Enter Goal 2 below:**

   Create enhanced learning environments that promote equitable, standards-focused, student-driven, and high collaboration learning.

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

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

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

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ 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.**

   Our professional development offerings, curriculum development, and resource choice planning will begin through an equitable lens. Through committee work (CCSD Technology Committee, CCSD Professional Development Committee, CCSD Diversity, Equity, and Inclusion Committee) and planning, we will create a culture that keeps a focus on equity in our process and outcomes. We will work to make sure every student has the resources and support they need regardless of individual factors.

   Frontline's Professional Growth software will allow us to track the total number of technology, curriculum-specific, collaborative learning, and data responsive PD opportunities provided, attendance at those workshops, and post-event feedback will help us measure our effectiveness and make responsive changes along the way.

   Internal data from various IT resources will be utilized to demonstrate usage of district purchased and approved websites and software annually and throughout this plan.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

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	Professional Development	Offer high quality professional development that is infused with collaboration and technology integration.	Instructional Technology Coach	Assistant Superintendent	06/30/2025	60,000
Action Step 2	Research	Reach out to local BOCES/RIC's and various technology providers to evaluate their professional learning opportunities.	Instructional Technology Coach	Assistant Superintendent	06/30/2025	10,000
Action Step 3	Planning	Utilize our districts Teacher Leader model to enhance our curriculum maps and pacing calendars using the Google Suite. It is here that we will infuse our curricular units with technology integration, equity considerations, and next generation learning standards.	Assistant Superintendent	Principals, Teacher Leaders	06/30/2025	30,000
Action Step 4	Collaboration	CCSD Technology Committee, CCSD Diversity, Equity and Inclusion Committee, and our Teacher Leaders will coordinate efforts to ensure that we enhance our learning environments, blending equity, next generation standards, and technology.	Assistant Superintendent	Instructional Coach	06/30/2025	10,000

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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	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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1. **Enter Goal 3 below:**

   Provide relevant and rigorous professional development.

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

   Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

   - ☑ 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.**

   Professional development opportunities will be scheduled based on staff request surveys, compliance (ed Law 2-d, etc.), hardware and software purchased to support enhanced learning environments, and data collected from state and local assessments. Participants will be required to complete an evaluation at the conclusion of each learning opportunity. The evaluations will guide the team as they plan for future professional development opportunities.

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	Utilize Superintendent's Conference Days, Summer PD sessions,	Assistant Superintendent	Instructional Technology Coach	06/30/2025	60,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		after school sessions,				
Action Step 2	Data Privacy	Create a culture of Data Privacy in the Cohoes City School District.	Assistant Superintendent	Director of Technology	06/30/2025	30,000
Action Step 3	Professional Development	Out Technology Integration Specialist will publish a menu of professional development options, including but not limited to those listed below: a. In-classroom co-teaching tech support, outside of the school day modules, in person and remote, scheduled after school hours on designated weekdays, summer, asynchronous, self-guided modules targeting a variety of skill levels.	Instructional Technology Coach	N/A	06/30/2025	400,000
Action Step 4	Planning	Prioritize sessions based on data collected from formative assessments, NYS assessment data, MAP data, teacher PD surveys, and recent curriculum/resource acquisitions.	Assistant Superintendent	Instructional Technology Coach	06/30/2025	30,000

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	(No Response)	(No	(No Response)	(No	(No Response)

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

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

No

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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 Cohoes City School District will use technology to meet and support rigorous academic standards by providing professional development to the staff at a level where they feel comfortable and then extend from there. Various forms of PD will be provided including but not limited to full-day, 1/2 day, small group, large group, and independent study through self-paced modules. Continuous support for chromebooks and other technologies will also be provided . The district will continue to grow and support our 1:1 device initiative. This will allow on-demand learning and support the district's Google Apps initiative. Technology is an essential component of the Cohoes City School District's educational program, as students are expected to understand digital citizenship, data privacy and security, and various 21st-century skills ranging from communicating and collaborating digitally to submitting work online. Adaptive technology will also be used to ensure access and participation.

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 Cohoes City School District had to quickly find its path to readiness during the COVID-19 pandemic. With the support of the Superintendent and the Board of Education, we were able to distribute as many devices as we could quickly in March 2020 to our students. As of May 2022, we are nearly a 1:1 district. The pandemic allowed us to take steps towards digital equity that have reshaped our district in many ways. Later in the pandemic, we were able to provide hotspots to families who did not have reliable internet at home through a Verizon grant. We have recently increased our network security by implementing multi-factor authentication. Through the use of Smart School Bond funds, we were able to increase the number of student Chromebooks, replace aging staff Chromebooks, and purchase touch-enabled display monitors for classrooms. We hope to have a newer display monitor in each classroom by the end of 2024. We are scheduled to receive a network server upgrade in the summer of 2022 through our partnership with the local RIC/BOCES.
   • In the fall of 2022, we will be 1:1 in grades 3 - 12 with all students having the ability to access our online content, curriculum, and resources.
   • We are working to plan for a five-year replacement cycle for our Chromebooks to keep current technology in the hands of our students.
   • All students and teachers will have access to a robust internet connection while on campus.
   • We will continue to provide hotspots to those in need

3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

   Instruction using technology is differentiated in the Cohoes City School District to support the individualized learning needs of students with disabilities in the following ways:
   • Every special education student is provided with a device and assistive technology that takes into account their specific learning and physical needs. This is a priority.
   • Student learning platforms, such as Google Suite, Schoology, and Google Classroom are being used to push out differentiated learning activities so that every learner has access to their own learning activities.
   • Accessibility software, such as Kami, Read&Write, and Chrome's built-in accessibility tools are being utilized independently by students to address their individualized learning needs.
   • Adaptive remediation software, such as Pro-LO Quo2GO, Google Voice to Text, is being used with all K-8 students and high school special education students. In addition individual student needs are targeted and growth is monitored through the use of i-Ready assessments.
   • In the case of students with movement or walking disabilities they are no longer required to walk to the board at the front of the classroom. The instructor can designate their Chromebook for casting to the interactive display.
   • The interactive touch panels allow students with learning disabilities to peer review, collaborate, and visually participate in learning activities with immediate feedback and no embarrassment that can occur in a traditional learning environment.

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

    ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).

    ☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

    ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

    ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

    ☑ Assistive technology is utilized.

    ☑ Technology is used to increase options for students to demonstrate knowledge and skill.

    ☑ Learning games and other interactive software are used to supplement instruction.

    ☐ Other (please identify in Question 4a, below)

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

    ☑ Technology to support writers in the elementary classroom

    ☑ Technology to support writers in the secondary classroom

    ☑ Research, writing and technology in a digital world

    ☑ Enhancing children's vocabulary development with technology

    ☑ Reading strategies through technology for students with disabilities

    ☑ Choosing assistive technology for instructional purposes in the special education classroom

    ☑ Using technology to differentiate instruction in the special education classroom

    ☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

    ☑ Multiple ways of assessing student learning through technology

    ☑ Electronic communication and collaboration

    ☑ Promotion of model digital citizenship and responsibility

    ☑ Integrating technology and curriculum across core content areas

    ☑ Helping students with disabilities to connect with the world

    ☐ 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)

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

   Yes

7a.   **If Yes, check one below:**

   In the 5 languages most commonly spoken in the district

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

   (No Response)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☑ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☐ Use camera for documentation

☐ Other (please identify in Question 8a, below)

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

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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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.

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	1.00
Totals:	**3.00**

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 & PCs	75,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	None
2	Peripheral Devices	Interactive Classroom Displays	65,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ 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
					Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Staffing	N/A	225,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	None
4	Instructional and Administrative Software	N/A	120,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ 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
					☑ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**485,000**			

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

   No

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

   https://www.cohoes.org/departments-and-services/instructional-technology/

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

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

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

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

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

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

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

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

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

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

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