2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Christopher Carvalho

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

Director of Technology

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

   The Yonkers Public School District is committed to preparing all learners for the opportunities of today and tomorrow in a culture of inquiry. All are encouraged to take initiative for their own development, think critically, actively listen, participate fully and acquire decision making and leadership skills.

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

   The Yonkers Public School District is committed to enhancing the delivery of instruction and learning through the expanded use of technology:
   - 1:1 device for all students in grades 3-8
   - personalized learning through various learning platforms
   - equitable access to digital resources and hardware
   - expanded teacher professional development to meet technology plan goals
   - PreK-2 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building
   - Grades 9-12 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building as well as the Guest WiFi SSID's leveraging their personal devices
   - By the 2024-2025 school all grade levels will be part of the 1:1 program

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.**

   - Surveys
   - Student input
   - Teacher input
   - Administrator (District and Building) input
   - Parent input

   Weekly meetings were held between the Executive Director of Instructional Technology and the Director of Infrastructure Support to review the foci items:
   - Setup and configurations
   - Distribution of hardware and software
   - Grants
   - Synching of SIS/Clever Platforms
   - Individual program issues and concerns
   - Resolution plan

   Monthly Central Office instructional PLC meetings:
   - Data sets are shared for each content IT platform
   - Content area usage is disaggregated by teacher and school
   - As part of the PLC process, Assistant Ssupeintendents, Executive Directors and Directors use this data to engage in individual school SCEP and PD Plan updates to ensure teachers are leveraging new technologies that will result in improved student outcomes
   - Review of mandate formative and sumative assessments aligned with our APPR process
   - A spring PowerPoint presentation to determine which programs to renew and which to discontinue
   - Ensure that the programs selected for the 2022-2023 school year are aligned with both YPS and the Superintendent's DCIP, 3 Year Strategic Plan, SMART Goals, Instructional foci, vision and mission

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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?**

An evaluation of the 2018-2021 Instructional Technology Plan was conducted to measure the effectiveness of the plan. The evaluation was used to help guide the development of the 2022-2025 Instructional Technology Plan. As a result of the CoVID-19 Pandemic a major shift in teaching and learning occurred. The District implemented a three phased plan - full remote, hybrid and full in person instruction. During these three phases, the District made full use of Microsoft Teams, as our main digital learning hub and all learning resources were housed in Clever for ease of access. As a result of this shift in education, the District realized the benefit of one-to-one and enhanced learning, giving them 24 hour access to the District digital instructional technology programs. Student, teacher and administrator use of both hardware and software applications multipled exponentially.

The planning for all instructional initiatives shifted from in person to Microsoft Teams and Zoom. Content and grade level task forces were formed to address professional development for teachers including creating on demand vidoes for use of platforms and content model lessons for all grade levels. During remote and hybrid phases there was one day per week allocated for on going professional development for staff and social emotional learning for students. The District Technology PLC leverages these platforms to identify our strengths and areas for growth.

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

The impact of the CoVid-19 pandemic, guided the Technology Plan development:
- March 2020-June 2020 the District was fully remote leveraging Microsoft Teams and the content platforms housed in Clever
- September 2020-June 2021 the District immersed in Hybrid learning, leveraging Microsoft Teams and the content platforms housed in Clever. Hybrid learning invovlved dividing each class in half to abide by CoVID guidelines, wherein, the "A" group attended Monday and Tuesday; the "B" group attended Thursday and Friday. Students who chose to remain remote received the same instruction via Microsoft Teams. Wednesday was allocated for on going professional development for staff and social emotional learning for students.
- September 2021-June 2022 the District returned to full in person instruction. Our application usage analytics for all of our content programs, housed in Clever, increased dramatically.
- During the fully remote and hybrid phases the District distributed over 8,000 computer devices and provided hot spots when requested to families.
- There was a substantial increase in the purchasing of the following, but not limited to,:
- Webcams
- Interactive displays
- Laptops
- Chromebooks
- iPads
- Assistive technology
- A system was put in place to monitor the deployment and return of devices loaned out.
- The District offered over 900 professional development sessions between 2019-2022. These sessions were both in person and via Microsoft Teams. On Wednesdays professional development was offered at both the District and school levels during remote and hybrid learning.
- The District's developed the "Rethink" channel on the YPS website, which housed guided videos, on demand, and tutorials for all stakeholders (students, parents, teachers and administrators).
- The District provided helpdesk support, both in person and remote, for both hardware and software for students, parents, teachers and administrators.

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)**

The district is planning on piloting a 1:1 initiative beginning in the 2022-2023 school year for Grades 3 - 8. We plan on evaluating the effectiveness of this pilot prior to full 1:1 implementation for all grade levels.
- PreK-2 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building
- Grades 9-12 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building as well as the Guest WiFi SSID's leveraging their personal devices
- By the 2024-2025 school all grade levels will be part of the 1:1 program

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

School year 2024-2025

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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.**

The District is committed to building the capacity of educators and administrators in expanding their instructional technology prowess by:

• by offering both District and school based professional development in the following content instructional platforms, including but not limited to:

• Nearpod and Flocabulary (PreK-12, all content and grade levels, and available in multiple languages)

• IXL (grade 2-12, ELA and Math; grade 6-8 Social Studies and Science; Spanish; differentiates instruction for individual students; mastery must be obtained in order to progress)

• Castle Learning (K-12, all grades and content areas)

• BrainPop (the junior and senior suite)

• Mystery Science (K-5)

• Discovery Education (K-12, all grades and content areas)

• PNW BOCES Social Studies (K-8)

• National Geographic (Social Studies)

• HMH World History (Social Studies

• Achieve 3000 (Grades 3-8 Reading Teachers; 9-12 All ELA teachers)

• Actively Learning (9-12 Science)

• Benchmark Reading (K-6)

• Multiple Library Media resources (K-12)

• 1:1 device for all students in grades 3-8

• personalized learning through various learning platforms

• equitable access to digital resources and hardware

• expanded teacher professional development to meet technology plan goal

Administrators and teachers need professional development to assist in the implementation of the District's pilot 1:1 initiative. Professional development is needed in the areas of content lesson and unit planning that allows students access to all of the formative and summative activitied and assessments housed in Clever. Prior to this initiative teachers only had limited access to the mobile carts, however, now they will be able to use the instructional tools daily. Additionally, the platforms differentiate instruction by student which supports fully integrated intervention services, by content, for general ed., special education and MLL students.

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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:

    Significantly

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

    Significantly

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

    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:**

   Improving equity and access in the District by piloting a 1:1 initiative for all grades 3-8 students. For those students not part of the pilot, we will be expanding on the District's Bring Your Own Device (BYOD) capabilities. All teachers and administrators have a District issued device with access to all platforms.

   PreK-2 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building, Grades 9-12 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building as well as the Guest WiFi SSID's leveraging their personal devices. By the 2024-2025 school all grade levels will be part of the 1:1 program.

   The District's goal number 1 is twofold:
   - By providing each student in grades 3-8 with a device, equity in student access is expanded
   - NYS grades 3-8 Math and ELA test score outcomes will result in a reduction of student performance level 1 and an increase in student performance level 2 and above

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.**

   This Instructional Technology goal will be measured and evaluated by multiple data sets, including but not limited to:
   - Clever, where access to all District resources is housed, provides data analytics on application access by students, teachers and parents
   - As previously referenced all of the District digital platform provide detailed data analysis on usage, performance and progress monitoring
   - Many of the applications provide individual student progress reports that are reviewed by teachers, administrators and parents
   - As part of the District's APPR process, students are assessed in NWEA MAP, Castle Learning and Data Mate for grade 3-8 ELA and Math and grades 8-12 in all Regents courses
   - The District participates fully in Computer Based Testing for NYS Asessments for grades 3-8 as well as NAEP for select schools and grade levels
   - District developed quarterly assessments for the length of this plan for all Regents courses

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,**

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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	Purchasing	Issue purchase orders for Chromebooks to support the 1:1 Initiative pilot program for all grades 3-8 students	Director of Technology	Central Office Personnel	06/30/2025	$4,000,000
Action Step 2	Policy/Protocols	Distribution policy/protocol	Building Principal	Central Office Personnel	06/30/2025	0
Action Step 3	Implementation	Effective utilization of the devices as an instructional tool	Classroom Teacher	Content Directors	06/30/2025	0
Action Step 4	Professional Development	Ongoing Professional Development for all stakeholders	Other (please identify in Column 5)	Assistant Superintendent for PD and Executive Directors	06/30/2025	$250,000

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:**

   Expand digital resources to enhance academic and social emotional learning outcomes for all students including ELL/MLLs and SWDs:
   - Students in grades 3-8 will each receive a Chromebook as part of the 1:1 initiative
   - PreK-2 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building
   - Grades 9-12 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building as well as the Guest WiFi SSID's leveraging their personal devices
   - By the 2024-2025 school all grade levels will be part of the 1:1 program
   - Nearpod and Flocabulary (PreK-12, all content and grade levels, and available in multiple languages)
   - IXL (grade 2-12, ELA and Math; grade 6-8 Social Studies and Science; Spanish; differentiates instruction for individual students; mastery must be obtained in order to progress)
   - Castle Learning (K-12, all grades and content areas)
   - BrainPop (the junior and senior suite)
   - Mystery Science (K-5)
   - Discovery Education (K-12, all grades and content areas)
   - PNW BOCES Social Studies (K-8)
   - National Geographic (Social Studies)
   - HMH World History (Social Studies)
   - Achieve 3000 (Grades 3-8 Reading Teachers; 9-12 All ELA teachers)
   - Actively Learning (9-12 Science)
   - Benchmark Reading (K-6)
   - iReady Math (K-8 - 15 pilot schools)
   - Multiple Library Media resources (K-12)

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

   Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

☑ All students	☐ 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

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

The District will measure and evaluate the expansion of digital resources by:
- Clever, where access to all District resources is housed, provides data analytics on application access by students, teachers and parents
- As previously referenced all of the District digital platform provide detailed data analysis on usage, performance and progress monitoring
- For specific programs students are provided a diagnostic to assess their level and needs; as a result a personal digital learning plan is created for each student and must achieve mastery priod to progressing to the next level
- Many of the applications provide individual student progress reports that are reviewed by teachers, administrators and parents
- Central Office staff and building Principals will monitor teacher and student usage to guide future profressional development
- Pupil Support staff and teachers have acces to SEL resources including Nearpod and Rethink Ed to address a variety of SEL concerns; analytics are available by provider and school

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	Professional Development	PD provided by Central Office and School personnel	Building Principal	Central Office staff	06/30/2025	$250,000
Action Step 2	Evaluation	Review and evaluate all analytics	Building Principal	Content Directors	06/30/2025	0
Action Step 3	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	N/A

7. **This question is optional.**

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

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

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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
	(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:**

Ongoing communications between Infrastructure Technology, Department of Instructional Technology and Innovation and Senior Executive Cabinet. Weekly meetings were held between the Executive Director of Instructional Technology and the Director of Infrastructure Support to review the foci items:
- Setup and configurations
- Distribution of hardware and software
- Grants
- Synching of SIS/Clever Platforms
- Individual program issues and concerns
- Resolution plan

Monthly Central Office instructional PLC meetings:
- Data sets are shared for each content IT platform
- Content area usage is disaggregated by teacher and school
- As part of the PLC process, Assistant Ssupeintendents, Executive Directors and Directors use this data to engage in individual school SCEP and PD Plan updates to ensure teachers are leveraging new technologies that will result in improved student outcomes
- Review of mandate formative and sumative assessments aligned with our APPR process
- A spring 2022-2023 PowerPoint presentation to determine which programs to renew and which to discontinue for the 2023-2024 school year
- Ensure that the programs selected for the 2022-2023 school year are aligned with both YPS and the Superintendent's DCIP, 3 Year Strategic Plan, SMART Goals, Instructional foci, vision and mission

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	☐ 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

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

The District will measure and evaluate Goal 3 by the following metrics:
• Monthly Professinal Learning Communities (PLC) meetings to analyze data from Clever and individual software applications
• Evaluate the data to ensure alignment with the District SMART Goals, Instructional foci, DCIP and 3 Year Strategic Plan
• The District will determine the continued use of applications based on the data reviewed and student outcomes
• Review individual data by teacher to determine correlation of platform usage and either 3-8 ELA/Math or content Regents results
• The use of weekly or monthly school based staff development to analyze data as well as provide targeted professional development for a select platform
• The District will conduct surveys of both students and teachers in the grades 3-8 1:1 initiative to determine shifts in teacher pedagogical practices, lesson/unit planning and formative/sumative assessments. Student surveys will measure student engagement, student achievement by marking period and student feedback

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	Collaboration	Interdepartmental Communications	Other (please identify in Column 5)	Assistant Superintendents, Ex. Directors, Directors and Principals	06/30/2025	0
Action Step 2	Research	Ongoing Data Analysis and Review	Other (please identify in Column 5)	Assistant Superintendents, Ex. Directors, Directors and Principals	06/30/2025	0
Action Step 3	Professional Development	Weekly and Monthly	Other (please identify in Column 5)	Assistant Superintendents, Ex. Directors, Directors and Principals	06/30/2025	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2025	N/A

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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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
	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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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 per the Yonkers Public Schools 3-year Strategic Plan, the District's work is driven by five overarching goals: Student Achievement, Professional Development, Data-Driven Culture, Student Needs and Stakeholder Involvement and Engagement that builds the infrastructures to support student success. As a result of the CoVID-19 Pandemic, Instructional technology is the driving force behind goal attainment as well as integrated into classroom instruction, professional development, and family school supports for student learning.

In order to improve student achievement and social emotional learning, the District has expanded access to a multitude of platforms on Clever. Through Microsoft Teams and Clever single sign-on, all students have uninterrupted access to the District's technology tools. This allows students to personalize their learning both in the classroom and at home to explore lessons in academic content, social emotional learning and college and career readiness. It also gives students access to digital assessment tools that allow them to prepare for Grades 3-8 Computer Based Testing, Regents exams and formative a summative assessment. A variety of platforms allow students to demonstrate mastery of content in creative ways. These platforms provide immediate feedback to students and teachers for timely interventions.

Instructional technology ensures consistent and equitable access across all 39 schools for students, parents, teachers and administrators. In addition, District devices will be provided to all grade 3-8 students in our 1:1 pilot program. The 1:1 program provides students with 24-hour access to all District digital resources beyond the limits of the classroom.

Instructional technology supports the District's data-driven culture by providing all stakeholders with real-time data that informs instructional decisions. Parents and students can review performance data in assessment programs to monitor students' performance and determine areas of need for at-home learning. Teachers can also review performance data to make classroom decisions about student grouping, differentiated instruction, and skill gaps that require additional instruction. School-based and central office administrators can view trends to determine common areas of need and accomplishment across a building or the District.

Instructional technology is used to galvanize the relationship between school and home. Parents/guardians have access to the District and school websites as wells as social media channels for updates on District events, important information and forms, and information on the various academic programs offered. Additionally, through Clever single sign-on, parents/guardians know that students have access to the same instructional technology at home as they do at school. For families with limited access to computing devices, many of the resources we do use have mobile apps enabled. Additionally, the Yonkers Public Library has added Clever as a shortcut on its devices to ease access for students outside of school.

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 plans to implement the following to provide equitable learning everywhere all the time:
- Grade 3-8 1:1 Pilot Program
- BYOD access will be fully implemented for the 2022-2023 school year
- PreK-2 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building
- Grades 9-12 will have acces to the Clever portal via the Chromebook/laptop mobile carts existing in each building as well as the Guest WiFi SSID's leveraging their personal devices
- Each school has a complement of existing Chromebook/laptop mobile carts (housing 30 devices per cart) that are available for student use
- By the 2024-2025 school all grade levels will be part of the 1:1 program
- Expansion of content and social emotional applications on Clever
- District and school webpages
- District and school sanctioned social media accounts
- Hot spots provided as needed and requested
- Help Desk support
- School based technical support

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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.**

    Assistive technology is provided to students as required in their Individualized Education Plans (IP) or Section 504 plans. Dyna Vox communications devices are used with certain non-verbal students. I-Pads equipped with speech output apps (Proloquo-2-Go and Snap+Core) are usod to service our students who have difficulty with expressive language. Students diagnosed with certain hearing impairments are provided FM units, upon an audiologist's recommendation. Those with certain visual disabilities are provided specialized computers (Braille Note Touch 32) or keyboards with Braille overlays. Every student with autism received an I-Pad to use in the class with access to Clever.

    All students have access to Microsoft Office 365 and several tools within the system increase accessibility for students with disabilities. Immersive Reader is available in Word, Outlook, OneNote, and Edge and allows students to have text read aloud with highlighting to improve fluency and decoding. Additionally, students can change the spacing between words, have syllables identified, and label the parts of speech. Additionally, all Windows devices have speech recognition software that allows dictation to be used in lieu of typing.

    Microsoft Teams and other digital classrooms allow students to customize the organization of content to best meet their learning needs. By pairing with additional Microsoft applications, students can demonstrate their mastery of content by creating a variety of products. Using Microsoft Teams also ensures that co-teachers, support staff, and parents have equitable access to all class materials. Pupil Support staff and teachers access Rethink Ed lessons to meet the social emotional goals outlined in each student's IEP.

    Digital assessment programs allow teachers to develop assessment goals for students that align with IEP goals and provide immediate feedback to students. Additionally, these programs can be paired with digital videos and lessons to allow students to review material at their own pace. Accessibility options in these digital assessment programs allow students to emulate the accommodations available to them in computer-based NYSED 3-8 testing.

    Clever Single Sign-On ensures equitable access to all students to the District's technology resources. These include learning games and digital media to supplement classroom instruction that can be either assigned by the teacher or accessed independently by the student.

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

    - ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
    - ☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
    - ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
    - ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
    - ☑ Assistive technology is utilized.
    - ☑ Technology is used to increase options for students to demonstrate knowledge and skill.
    - ☑ Learning games and other interactive software are used to supplement instruction.
    - ☐ Other (please identify in Question 4a, below)

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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)

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)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☑ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

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.

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	5.00
Technical Support	23.00
Totals:	**30.00**

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	N/A	4,000,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☑ Other (please identify in next column, to the right) ☐ N/A	Emergency Connectivity Fund
2	Network and Infrastructure	N/A	1,200,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	District Operating Budget

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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	Internet Connectivity	N/A	288,000	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	District Operating Budget
4	N/A	N/A	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			**5,488,000**			

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?**

   Yes

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

   www.yonkerspublicschools.org/technology-plan

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

☑ 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	Christopher Carvalho	Director of Technology	ccarvalho@yonkerspublicschools.org	☑ 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	Rose Anne Collins-Judon	Asst. Superintendent	rcollins-judon@yonkerspublicschools.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☑ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and

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

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

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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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