

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/17/2022

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

Judy Proscia

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

Director of Technology

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**II. Strategic Technology Planning**

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1. What is the overall district mission?

Vision: Excellence in all areas without exception.

Mission: Educate, inspire and empower all students to pursue their aspirations and contribute as responsible members of society.

Core values & beliefs:

- Students are our first priority.
- Everyone can learn and grow.
- Students, families, staff and community are essential partners.
- We collaborate in a spirit of trust to make thoughtful and informed decisions.
- We value creativity and innovation.
- We challenge and support the whole child.
- We embrace the uniqueness of every student.
- We treat everyone with dignity, empathy and respect.
- We provide a safe, secure and supportive environment.
- We use district resources effectively and responsibly.

Immediate priorities: apply significant focus, resource and attention • Create and implement a comprehensive, K-12 Social-Emotional Learning plan. • Align K -12 curricula with explicit goals and measurable outcomes that include opportunities for enrichment and remediation. • Establish a system to deliver focused and sustained professional development targeting the needs identified in this plan. Enabling strategies: continue to improve performance • Establish a plan to foster positive, trusting and collaborative relationships throughout our school community. • Increase inclusive opportunities for all students, including the expansion of co-teaching. • Create opportunities to explore and implement innovative ideas. • Develop a comprehensive facilities plan that re-imagines facilities use to support academic, co-curricular and extra-curricular programs while addressing declining enrollment. • Establish communication protocols to ensure that all members of the school community are informed and included New opportunities: begin to plan and implement • Implement a strategic planning process at the district and building level. • Implement a targeted attendance improvement plan to reduce both full-day and period-by period chronic absences.

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

Integrate technology to support the District mission by:

- Providing opportunities to learn and grow
- Fostering creativity and innovation
- Embracing the uniqueness of each individual
- Extending learning beyond the classroom walls
- Motivating students to be active learners

Our instructional technology will be used to support the district's goals and focus on the International Society for Technology in Education's Standards for Students, enabling learners to engage and thrive in a connected, digital world.

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

Our district technology committee consists of students, teachers, administrators, parents, Instructional Technology Resource Teachers (ITRT), and community members. The committee convened to review the technology plan questions and provide feedback including addressing the needs of students with disabilities and English language learners/multilingual learners. Several subcommittees were also impaneled to address specific district priorities and make recommendations to the district technology committee including the Interactive Display Subcommittee, Middle School 1:1 Computing Subcommittee, High School 1:1 Computing Subcommittee, District Website Committee, District Chromebook User Group Committee, and Digital Citizenship Committee.

The outcome of these stakeholder group meetings was the development of goals to support high speed connectivity for all students, professional development, 1 to 1 computing, interactive displays to replace end of life Smartboards, and district-wide physical security.

Department of Technology, including the Director of Technology, Instructional Technology Resource Teachers (ITRT), Technicians, and Office Application Specialist meet monthly to discuss goals. At these meetings, information is shared from their school faculty and staff. Surveys are created to elicit feedback from stakeholders and results are shared during these meetings. We use survey results to develop department goals.

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

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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?

District technology committee members review each year's goals, identify strengths and areas of improvement based upon the implementation of the previous three-year plan, identify goals to continue and create new goals

Goal 1: Upgrade fiber between wiring closets to support a 10 Gbps backbone within and between buildings. Rewire all network ports at all schools with Cat 6e cabling. This goal was completed between existing buildings when the plan was created. Next year, we will be exploring the addition of a bus depot and connecting it via fiber. Our updated goal will include the bus depot if applicable.

Goal 2: Expand instructional opportunities beyond the traditional classroom. This includes, professional development to support technology integration K-12, and instructional resources to support innovative instructional technology integration. This goal is ongoing as we continue to integrate new technology and instructional resources, support our existing staff, and welcome new staff. During the pandemic, while remote teaching, we transitioned to include online professional development during the school day. We provided remote support by Instructional Technology Resource Teachers and technicians.

Goal 3: Expand access to highly-available, high-speed computing solutions for students and staff. Increase the number of student devices by purchasing/deploying a laptop computer for every student in grades K-12, and the necessary software and peripherals. Due to the pandemic and remote learning we accelerated the purchase and deployment of student Chromebooks and staff laptops. Kindergarten, first grade, second grade, and third grade classrooms have Chromebook carts. Students in grades 4-12 have 1:1 Chromebooks that travel between school and home.

Goal 4: Increase wireless density to 100% coverage by purchasing and installing wireless access points to support additional wireless computing devices in all buildings, including over 8,000 mobile devices district wide. We increased our wireless density to include every classroom. During the summer of 2021 we closed two schools and redistricted our students. During this process additional rooms were turned into classrooms and we added access points accordingly. This goal is ongoing as we continue to monitor and deploy additional access points as needed.

Goal 5: Leverage technology to secure student safety and develop a district wide door ajar alert. This project is in process with an expected completion date of Summer 2022.

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

During the COVID pandemic our students and teachers participated in online and blended learning opportunities. We continue to offer online learning for fully remote students. During the pandemic document cameras were utilized for demonstrations during remote learning and staff laptops were used for virtual teaching and meetings.

Our professional development offerings now include many online opportunities as they reduce travel time, allow for more participants, and offer opportunities to include experts outside our district without travel expenses.

During the pandemic we piloted iReady in our elementary schools for reading and mathematics assessment, and instruction. Due to its success, we are expanding our deployment to include middle school grades.

We increased online applications (i.e. PearDeck, Edpuzzle, Screencastify, Google Enterprise) to maximize student engagement during remote learning.

We continue to survey our parents and community stakeholders annually on instructional technology.

Multiple forms of assessment, including student, teacher, parent and administrator involvement, allow for analysis of previous years' instructional and professional growth. This forms the basis of all future plans to better meet students' learning needs.

We purchased additional Chromebooks for all students K-12. This allowed us the flexibility to conduct school remotely during the pandemic.

We connected all student Chromebooks to Optimum's online network for home internet access during the pandemic.

We provided laptops and Chromebooks to remote staff members during the pandemic.

Parent and community stakeholders were surveyed throughout the pandemic to gather information regarding internet access, availability of student devices at home, instructional needs, professional development needs, etc.

6. Is your district currently fully 1:1?

Yes

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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.

A high priority is placed on the professional development of our staff with full time Instructional Technology Resource Teachers as well as time and money for teachers to attend conferences and training workshops outside of the District.

The District employs six full-time Instructional Technology Resource Teachers (ITRTs). The ITRT model in the District is similar to the one adopted in the State of Virginia, and the ITRTs provide staff development for teachers across the District. Professional development takes place in several different forms, all of which are teacher-driven. This means that our staff development is designed to meet the needs of individual teachers and small groups of teachers sharing a similar interest or need. Our primary professional development model is a “Just in Time” model where teachers receive support when they need it on topics relevant to their immediate classroom instruction. Our staff development program can be broken down into three categories:

Formal Training

- Groups of teachers, administrators and / or staff working on a specific subject or software application

Mentoring

- One-on-one training with teachers to meet their specific needs
- Model lessons / demonstration lessons where the teacher observes a lesson given by the staff developer
- Support during lessons where the staff developer is available to assist the teacher during the lesson, in case he / she has any questions or problems
- “Just in time” model where assistance is given to the teacher at the time of need

Curriculum Collaboration

- Help in redesigning activities or creating new projects and assessments that utilize instructional technology tools
- Curriculum planning to incorporate technology tools

The Instructional Technology Resource Teachers (ITRTs) develop and present quarterly “Administrator Technology Workshops.” At these workshops our ITRT staff shares the technology being used in our classrooms along with providing hands on training for all administrators.

Technology training is never in isolation or an end to itself. Technology tools are integrated into instructional skills and content, and trainers are charged with training staff to meet district instructional objectives using technology as a vehicle that will get them to the curricular or instructional end. The District also makes use of outside consultants’ expertise, especially when a consultant has a skill set that is not available within the District. In addition to the extensive staff training offered within the school district, teachers are permitted and encouraged to take courses through BOCES, Teacher Centers, SCOPE and local colleges. The district has also partnered with Stony Brook University to sponsor a local cohort in their Advanced Graduate Certificate in Educational Technology program. Teachers and administrators can also submit proposals to attend major technology conferences. Proposals are reviewed monthly and special funds are used to pay for these requests. Principals and department supervisors also establish initiatives which integrate technology into instructional practice. Special budget codes are used for professional development / in-service activities, and teachers are encouraged to provide professional development workshops for their colleagues. Teachers are required to attend 15 or 20 hours of professional development each year, depending on their hiring date, and many choose to satisfy part of this requirement by organizing and presenting a professional development workshop or collegial circle discussion of their own. All professional development records are managed online through the StaffTrac online system. A primary supervisor’s approval is required prior to the professional development activity, and a supervisor must also certify that an activity has been completed. Technology tools and proficiencies are woven into all “best practice” workshops and collegial think tanks, and more formal technology literacy workshops are provided to new teachers during their probationary years in the District

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.

III. Goal Attainment

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

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

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

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

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

Fully
- 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:

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Support high speed connectivity for all students. Streamline our system for identifying students in need of home internet access and more efficiently provide the necessary access. Ensure all District instructional spaces have high speed bandwidth.

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

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

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

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

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

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

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

Using annual student and staff surveys we will gather information regarding connectivity in schools and home.

- Staff survey question: Do you have internet access at school? Answer is Yes or No
- Student survey question: Do you have internet access at school? Answer is Yes or No
- Parent survey question: Does your child have access to the Internet at home? Answer is Yes or No

We will analyze in school survey results from students to assess our connectivity goal. Surveys are administered annually in grades 5-12 English classes and grades 3-4 homerooms. Upon review of the survey results we will add additional access points to meet the needs of the buildings.

Through our guidance department, we will communicate with teachers, administrators, and support staff to identify students unable to complete assignments at home due to lack of connectivity and will provide access to hotspots or a MiFi.

Director of Technology and Assistant Superintendent of Business will review wireless/wired bandwidth reports provided by Senior Network Engineer to measure and assess access.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Communicate with administrators so they are able to put a process in place for teachers to identify students in need of internet access at home	Assistant Superintendent	N/A	09/30/2022	0
Action Step 2	Implementation	Purchase MiFis and/or internet access for District Chromebooks for identified students	Director of Technology	N/A	06/30/2025	\$5,000
Action Step 3	Evaluation	Using annual student and staff surveys we will gather information regarding connectivity in schools and home.	Director of Technology	N/A	06/30/2025	0
Action Step 4	Infrastructure	Install Cat 6 and Fiber Optic cabling as needed	Director of Technology	N/A	06/30/2025	\$20,000

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	Infrastructure	Connect new Cat6 and Fiber Optic cabling to district switching equipment.	Director of Technology	NA	06/25/2025	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Expand instructional opportunities beyond the traditional classroom, including professional development to support technology integration K-12 and instructional resources to support innovative instructional technology integration.

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.

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

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

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

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

Work with six Instructional Technology Resource Teachers (ITRT) to develop PD to meet needs and interests of faculty and staff. This instructional technology goal will be measured by analyzing teacher survey data during mid year and at the end of the year. Midyear PD survey collects data regarding districtwide teacher needs in the area of technology integration for the remainder of the school year. That data will be used to create professional development workshops using teacher requested modalities, technology resources, and teaching strategies. A minimum of 50 instructional technology professional development workshops will be offered each year. Both surveys will include questions about the quality of the professional development, the quantity of the offerings and suggestions for future topics. Survey results will be compared to prior surveys. Results of surveys will guide PD offerings by ITRT. Survey results and action plans are shared with school administrators and our District Technology Committee. The office of Teaching and Learning will generate and review PD Enrollment reports in our professional development system, StaffTrac. When we have provided a minimum of 50 instructional technology professional development workshops that have been facilitated, then we know that we have met our goal.

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.

2022-2025 Instructional Technology Plan - 2021

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	Work with six Instructional Technology Resource Teachers (ITRT) to develop PD to meet needs and interests of faculty and staff.	Director of Technology	NA	09/30/2022	\$331,834
Action Step 2	Professional Development	Communicate PD opportunities through online PD management system and emails.	Instructional Technology Coach	NA	10/30/2022	\$4,500
Action Step 3	Professional Development	Conduct PD workshops for faculty and staff throughout the school year.	Instructional Technology Coach	NA	06/30/2023	\$330,000
Action Step 4	Evaluation	Survey staff to reflect on previous PD offerings and make suggestions for future opportunities.	Assistant Superintendent	NA	01/30/2023	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Survey staff to reflect on previous PD offerings and make suggestions for future opportunities.	Assistant Superintendent	NA	06/30/2023	0
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	(No Response)	(No	(No Response)	(No	(No Response)

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		Response)	

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Expand access to highly-available, high-speed computing solutions for students and staff and increase the number of student devices by purchasing/deploying a laptop computer for every student in grades K-12 and the necessary software and peripherals.

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.

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

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

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

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

Every newly enrolled student will be provided with a Chromebook by Instructional Technology Resource Teacher. Using IncidentIQ, inventory application, 5 year old (end of life) Chromebooks will be identified and replaced each year. Working devices will be repurposed as loaners (replacement devices when Chromebooks are being repaired) and non-working devices will be surplus.

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	Purchasing	Develop lease purchase project with Western Suffolk BOCES using allocated funds to	Assistant Superintendent	NA	06/30/2025	\$1,212,750

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		purchase 1 to 1 Chromebooks for students in grades K-12.				
Action Step 2	Implementation	Deployment and distribution Process delivery, inventory equipment, configure Chromebooks / software / peripherals and distribute to students. Continue distribution cycle with students receiving new hardware every 5 years.	Director of Technology	NA	06/30/2025	0
Action Step 3	Professional Development	Provide professional development for staff which will provide a foundation for improving teaching and learning via the integration of this technology	Instructional Technology Coach	NA	06/30/2025	0
Action Step 4	Evaluation	Survey students, staff, and parents to gather feedback regarding Chromebook implementation and guide future plans.	Director of Technology	NA	06/30/2025	0

7. This question is optional.

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		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?

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Replace end of life Smartboards with interactive displays to support instruction and maximize student engagement.

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.

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

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

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

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

Annually, students in grades 4-12 complete an online instructional technology survey metric during the school day, and teachers also complete a survey metric. The Director of Technology and Instructional Technology Resource Teachers review the results of the survey metrics to measure growth based on technology plan goals and to identify areas to target for improvement.

The following survey questions address this goal:

Student Survey: Does the use of technology in the classroom increase your interest in the subject matter?

Instructional Staff Survey: How is the Interactive White Board used in your classroom? (select all that apply)

Choices: Administrative Tool, Teaching Tool, Self-learning tool

By comparing current and prior year survey results, the Instructional Technology department will identify areas to target for improvement. For example, the question, Are you satisfied with the technical support you receive when your Chromebook isn't working? provides a scaled response from not satisfied to satisfied (1-5). Our metric benchmark is to increase the percentage of students that select 3-5.

6. List the action steps that correspond to Goal #4 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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	Develop lease purchase project with Western Suffolk BOCES using allocated funds to purchase interactive displays	Assistant Superintendent	NA	06/30/2024	\$1,809,095
Action Step 2	Implementation	Deployment and distribution: Process delivery, inventory equipment, configure flat panels and attach computing device and peripherals	Director of Technology	NA	06/30/2024	\$897,000
Action Step 3	Professional Development	Provide professional development for staff which will provide a foundation for improving teaching and learning via the integration of this technology.	Instructional Technology Coach	NA	06/30/2024	0
Action Step 4	Evaluation	Survey students and staff annually to gather feedback regarding implementation and guide future plans	Director of Technology	NA	06/30/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 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						

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 4

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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)

8. Would you like to list a fifth goal?

Yes

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

IV. Action Plan - Goal 5

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1. Enter Goal 5 below:

Leverage technology to secure student safety. Develop Smart Schools Investment Plan for door access and lock out system, conduct Board of Education public hearing, receive Board of Education final approval, and submit BOE approved SSIP to NYSED for approval

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

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

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

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

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

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

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

In consultation with our Security Supervisor and local law enforcement evaluate the use of technology in securing schools and providing for students safety.

One potential project is classroom door access and single button lockdown for all schools.

Evidence will be completion of the project and testing by the vendor and our Security Supervisor.

6. List the action steps that correspond to Goal #5 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	Infrastructure	Work with security vendor to develop district wide door	Assistant Superintendent	NA	06/30/2025	\$400,000

IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		access and lock out system project				
Action Step 2	Infrastructure	Develop Smart Schools Investment Plan for door access and lock out system, conduct Board of Education public hearing, receive Board of Education final approval, and submit BOE approved SSIP to NYSED for approval	Assistant Superintendent	NA	06/30/2025	0
Action Step 3	Purchasing	Receive NYSED approval for door access and lock out project and purchase system through approved vendor.	Assistant Superintendent	NA	06/30/2025	0
Action Step 4	Implementation	Work with security contractor to install and deploy door access and lock out system district wide. Train administration and security personnel in the use of the system.	Other (please identify in Column 5)	Security Supervisor	06/30/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #5 from your answer to Question 1, above.

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

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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)

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

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

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1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

Tools of technology are integrated throughout the district to support student success at all levels. In grades K-12 and across all departments there are opportunities to grow and expand with the needs of our students and changes in technology. We will continue our systemic approach and through assessment and evaluations make certain the plan continues to function.

Throughout the pandemic, classroom teachers across the district found innovative ways to facilitate their instruction. They implemented new tools and applications to engage students in learning, especially during remote and hybrid learning environments. We used instructional tools like Google Suite to engage students in collaborative learning. Students met in Google Meets and worked together in break out rooms. They used Google Slides to create and share presentations.

We continue to make technology transparent and effective for all students and teachers. Concentrating on the use of technology as a tool to facilitate equitable educational experiences for all students. The District also realizes the importance of timely technical support, hardware and software reliability, and system-wide redundancy to ensure user confidence in all systems. If teachers prepare lessons that depend on making the most of technology resources, we must be sure that the technology will be there for them each time with the highest level of reliability. To improve communication, online access is available for parents to view Google Classrooms. This includes daily activities and follow up (homework) via online tools and student's grades via eSchool Parent Portal.

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 currently has ITRTs (teacher leaders) in every grade level to support teachers with integrating technology into their classrooms. The teacher leaders provide workshops for groups of teachers or they are available to support teachers 1:1 with their questions or technology needs. There is full internet capacity in every school and every classroom for students to access the internet. Students who are unable to access the internet from home are given a hotspot device which allows them to have access to the internet.

All students have access to their Google Classroom and the instructional materials shared by their teacher. Parents also have access to their child's classroom and information. The website includes all applications including online curriculum as well as parent information and tutorials for accessing these resources.

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.

Students with disabilities have access to instructional technology hardware and software. Determined by the Committee on Special Education (CSE) based on the results of both teacher observations and individual instructional technology assessments. Teachers review special education student's Individualized Education Plan (IEPs) and 504 student's Section 504 Accommodation Plan, and use adaptive technology tools to meet the student's needs indicated in the plan. Teachers also work closely with the Instructional Technology leaders to identify the best tool to meet students' individual needs and differentiate instruction. Teachers also consult with the special education staff as they determine the best tool and application for each student. The district provides technology hardware such as Chromebooks and iPads with software applications that target students' needs including: Text to speech / Speech to text (Read & Write for Google Chrome, Bookshare, Read2Go, iReadWrite, Voice Dream Reader, Snap&Read, Dragon Dictation, Read & Write for iPad) Augmentative and assistive communication (Proloquo2Go, TouchChat HD - AAC with Word Power) Graphic organization and note taking (Notability) Writing / Dysgraphia assistance (Co:Writer Universal, Snap Type Pro) Language Acquisition through Motor Planning (LAMP Words for Life) Motoric disabilities (Panther Math Paper, Equatio) Word decoder / generator (Dyslexia Unscrambled, Open Dyslexic) Electronic authoring / editing (Readiris, G-Suite, Kami) Video magnification (TransformerHD) Word predication (Read & Write for Google Chrome, Co:Writer Universal)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.**

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

2022-2025 Instructional Technology Plan - 2021V. 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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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	6.00
Technical Support	7.00
Totals:	14.00

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	Professional Development	NA	661,834	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
2	Staffing	NA	696,041	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	NA

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	NA	740,049	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
4	End User Computing Devices	NA	519,750	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	NA

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			2,617,674			

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.**

http://web.northport.k12.ny.us/district/district_technology

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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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.