

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

I. District LEA Information

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Page Last Modified: 11/29/2021

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

Suzanne Dwyer

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

Director of Technology

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

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

The Oceanside School District is dedicated to integrating technology into the curriculum and the classroom to enhance teaching and learning. The use of enhanced technology in the administrative functioning of the district is also of importance in order to increase the efficiency of managing services, communication, controlling finances and managing student information. Input for the decision making process involves all constituencies of the district so that hardware and software applications are purchased, upgraded and implemented to best meet the academic and management needs and requirements.

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

The Oceanside School District aspires to leverage modern technology to create engaging learning experiences that mirror students' daily lives and the reality of their futures.

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

The District has a standing Technology Group which meets every two weeks. Individual team members oversee and support various aspects of technology in the district including instruction, professional development, infrastructure, data, communications, etc. The Technology Group consists of the Superintendent, the Assistant Superintendent for Business, the Assistant Superintendent for Curriculum, Instruction and Research, the Director of Technology, the Lead Teacher of Instructional Technology, the Director for Data Privacy and the Network Specialist II. The role of this group is to:

- Continually assess the Technology Plan to ensure the objectives are met
- Continually investigate the needs for future technology related initiatives and purchases
- Continually gather input from all constituencies for the purpose of preparing the list of items that will be submitted for inclusion in the next year's budget
- Continually evaluate the use of software and hardware in meeting the curriculum and administrative needs of the district

Recommendations for new purchases (hardware and software), renewals of software and/or upgrades of existing hardware are based upon information gathered from faculty, staff and administrators and brought to the group at large. The Technology Team recognizes the expanding need for point of instruction technology support. Teaching and learning with the use of Smartboards, Chromebooks and iPads continues to evolve in the educational arena with enhancements continually being made to devices and software platforms. To continue to support the goals, the Team collaborated to create a position of Lead Teacher of Instructional Technology to support the ever-growing need for professional development both during and after school hours. The need to evaluate the current state of the network infrastructure and plan for future upgrades is imperative to the educational technology plan. Our Network Specialist, in conjunction with Nassau Boces, continually evaluates and recommends the necessary changes and upgrades to our systems. To facilitate the planning and budgeting for this goal, the team creates a five year rotation plan for network hardware. This plan is evaluated annually at our meetings to ensure the timeline for upgrades supports the needs of the instructional program.

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

The committee, including the Superintendent, the Assistant Superintendent for Business, the Assistant Superintendent for Curriculum, Instruction and Research, the Director of Technology, the Lead Teacher of Instructional Technology, the Director for Data Privacy and the Network Specialist II met and identified strengths and improvement areas in each of these previous goals, which in turn helped to build the new IT plan. Feedback from Principals, Directors, teachers and our teaching and learning coaches helped to identify the areas of need for additional support in the integration of technology and professional development and support for the use of technology in the classroom. Additionally, our auditors, along with our DPO and our Network Specialist, acknowledged the need for stronger network protocols to ensure safety and reliability on our systems. Our previous 3 year plan had 3 goals: **Goal 1:** To provide authentic learning opportunities for all staff thereby creating a culture that continues to engage and empower all learners; **Goal 2:** To improve, update and expand upon our current network infrastructure to provide all district users with a more reliable, accessible and robust network experience; **Goal 3:** To create engaging, empowering and collaborative learning environments through the seamless integration of technology into teaching and learning practices. The committee, including the Superintendent, the Assistant Superintendent for Business, the Assistant Superintendent for Curriculum, Instruction and Research, the Director of Technology, the Lead Teacher of Instructional Technology, the Director for Data Privacy and the Network Specialist II met and identified strengths and improvement areas in each of these previous goals which in turn helped to build the new IT plan. Our new 3 year IT plan has 3 goals: **Goal 1:** To successfully provide authentic learning opportunities to all staff, both during and after work hours, which will serve to support the augmentation, modification and/or redefinition of classroom teaching using technology. We analyzed requests from teachers and instructional coaches for training on how to more seamlessly embed technology into lessons using teacher paced and student paced software led to the continuation of our previous goal; **Goal 2:** To successfully improve and expand our network infrastructure providing the necessary components to ensure reliable access to our network. This access was imperative for virtual learning during the pandemic as well as in-person to support our new 1:1 technology model. With greater usage and more data transferred in uploads and downloads the need for greater understanding and implantation of cybersecurity procedures, protocols and systems became paramount. The Oceanside School District has taken this threat very seriously and has since employed a DPO to help develop and embed software and protocols which serve to protect all of our network users. **Goal 3:** The original goal of creating collaborative learning environments has been met through the creation of Makerspaces within each of our elementary schools and the redesign of many of our secondary classrooms with flexible furniture. Our new goal serves to support the previous goal by combining the environmental modifications with our previous work with the SAMR model. The SAMR model, Substitution, Augmentation, Modification and Redefinition of lesson creation will be more formally addressed through the technology workshop options offered through the professional development catalog.

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

Oceanside School District has grown exponentially during the COVID-19 pandemic.

- 1:1 K-12 with all students and staff taking devices to and from school daily or as needed
- Families in need of WiFi are identified and provided one of two ways to access WiFi in homes
- Increased virtual professional development options have been added. Through the use of Zoom, Google Meet, or other, we are looking to add more vendor led PD options
- iPads are now on a two year rotation rather than a four year rotation
- Chromebooks are on a three year rotation for elementary students and four year rotation for high school students
- All teachers are now required to use Google Classroom and students are taught to look to that environment for all classwork
- Parents and our community members have access to a support portal into which questions, comments and concerns are logged, addressed, and answered. The Director of Technology takes the questions and comments from parents and brings the concerns to the bi-weekly meetings of the Committee for review

**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.**

- The technology professional development plan aligns with the district's overall goals to improve learning and instruction by focusing on and increasing the purchasing and use of instructional software that collect data. Dynamic data-driven instruction looks at the whole student and provides teachers with insight to gauge individual and classroom comprehension. This can then help drive instruction, allowing teachers to tailor their teaching methods to encourage student achievement and engagement.
- Teachers are surveyed regularly to determine the kinds of professional development they are in need of. In addition, teachers must participate in a predetermined number of professional development hours outside of the school day to satisfy their contract. Some of these hours are specifically targeted towards meeting the district or department goals. Additional required hours are based upon teacher interest or self-determined need.
- Teacher feedback at faculty meetings and department meetings, teacher observations and input from teaching and learning coaches working at the point of instruction alongside teachers help to evaluate the efficacy of the professional development provided in addition to providing insight into the need for user-based, targeted professional development.

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

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

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

To provide authentic learning opportunities to all staff, both during and after work hours, which will serve to support the augmentation, modification and/or redefinition of classroom teaching using technology.

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

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

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

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

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

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

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

The professional development plan will be measured and evaluated during and after implementation. Professional development opportunities will be designed using the ISTE Learning Standards and the NYS Computer Science & Digital Fluency Learning Standards as a benchmark. During classroom observations, the use of ClassLink analytic tools and feedback forms, are evidence of technology integration. The feedback and data from these sources will be evaluated by the instructional technology group and modifications will be made if necessary. The goal will be realized when all stakeholders have demonstrated a facility and fluency with the current equipment and resources provided and are excited to explore new technological advancements and options for teaching and learning.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Using usage analytics	Curriculum	Director of Technology	06/27/2	0

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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
		to determine needs of stakeholders and create learning opportunities surrounding those needs	and Instruction Leader		025	
Action Step 2	Budgeting	Conduct a needs assessment utilizing software usage statistics	Assistant Superintendent	NA	06/27/2025	60000
Action Step 3	Implementation	Formally inform stakeholders of the opportunities available	Instructional Technology Coach	Curriculum and Instruction Leader	06/27/2025	0
Action Step 4	Evaluation	Review PD evaluation forms at the completion of the course to inform instruction in further opportunities	Director of Technology	Assistant Superintendent	06/27/2025	0

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

To continue to update and expand upon our current network security protocols in order to protect the privacy of all users as well as the security and integrity of our network.

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.

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

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

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

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

Evidence of increased cybersecurity protocols will be provided through analytics provided by new security systems. Using KnowB4, all staff will participate in cybersecurity training annually. The Director of Data Privacy will oversee, analyze and certify the distribution and completion of the annual requirement.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Ensure all necessary softwar, updates and/or upgrades are evaluated for need and budgeted for	Director of Technology	Data Protection Officer	06/27/2025	0



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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
		upcoming school years				
Action Step 2	Purchasing	Renew current and purchase additional security software at the recommendation of DPO, Auditor and Network Specialist recommendation	Other (please identify in Column 5)	Data Protection Officer	06/27/2025	392,000
Action Step 3	Professional Development	Distribute online learning platform, KnowB4, to all staff	Other (please identify in Column 5)	Data Protection Officer	06/27/2025	0
Action Step 4	N/A	NA	N/A	NA	03/21/2022	0

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

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

To develop an instructional coaching model to help teachers evolve from just using technology in the classroom into expertly and seamlessly connecting technology into the everyday practice of student lives both inside and outside the classroom.

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

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

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

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

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

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

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

The Oceanside School District has employed an instructional technology professional developer to help achieve this goal. Qualitative data has already revealed evidence of success utilizing the coaching model in instruction at the elementary level. Oceanside School District is now expanding the initiative for one year. Teachers accepted into this opportunity will participate in a one year expansion of the existing coaching model. The current elementary coaching model will now expand to include a response to coaching tools that the instructional coach and teacher will complete together to collect evidence of student growth. The Director of Elementary Teaching and Learning in coordination with Director of Technology and Asst. Superintendent for Curriculum, Instruction & Research will analyze the feedback generated through the tool to assess, modify and share as needed. A growth goal never reaches full accomplishment but we believe that, instead, we will be able to measure success or failure in growing the model.

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					

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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
	Planning	Share the vision and the plan with all staff.	Instructional Technology Coach	Director of Technology	06/23/2023	0
Action Step 2	Staffing	Interview and select future coaches. Prepare for hiring of interim teachers.	Assistant Superintendent	Curriculum and Instruction Leaders	09/30/2022	200000
Action Step 3	Implementation	Create and share learning opportunities for instructional coaches. Engage teachers in learning how to coach as well as collaborating on prioritizing focus elements.	Instructional /PD Coach	Director of Technology	06/23/2023	0
Action Step 4	Evaluation	Coaches and teachers will collaborate on completing the response to coaching tool which will serve as evidence of success.	Director of Technology	Assistant Superintendent	06/23/2023	0

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

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

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

IV. Action Plan - Goal 3

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

No

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

## V. NYSED Initiatives Alignment

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

We will, and have, taken various action steps in order to ensure that instructional technology serves as an integral part of supporting rigorous academic standard attainment and performance improvement for all students in our district. Teachers K-12 are made aware of the vast repertoire of technological tools, applications and software available to them to integrate meaningfully into instruction, and those which can be used for formative and summative assessments. Curriculum leaders carefully vet all software and application subscriptions to ensure that they are of high quality and will promote academic rigor, for example, by increasing student interaction during lessons and promoting higher level questioning. Professional development will continue to play a key role in our comprehensive plan. We will provide professional development to further familiarize teachers with varying technological tools/applications/software and increase their capabilities via an extensive workshop catalog and by utilizing monthly grade level and faculty meetings for this purpose. Additionally, there will be ongoing opportunities for teachers to develop lessons and curriculum that best support student acquisition and mastery of the recently adopted New York State Next Generation Standards in English Language Arts, Math and Science, Computer Science and Digital Fluency, as well as the New York State Standards in all other content areas. These standards serve as our roadmaps for what students should know and be able to do. Curriculum experts, specifically our directors and teacher coaches, will support and oversee this work and ensure that the technology used enhances and promotes cognitive rigor, academic engagement and student achievement. We continue to work towards realizing our district goal on the regular use of the SAMR model; a guide that supports infusing digital learning experiences at all levels, specifically as an integration, substitution, augmentation, modification and redefinition of tasks. We will continue to grow the percentage of teachers utilizing Google classroom and Google education tools for lessons and to monitor student progress. We will also work towards increasing the percentage of educators who avail themselves of becoming certified in technology related micro-credentials such as, Certified Google Educator, and use these expert teacher leaders to turn key their knowledge for further propelling the academic rigor in our curriculum and instruction. We will intentionally provide professional development in the software, platforms and tools that provide instantaneous feedback and pinpoint specific areas to target individual student needs i.e. Socrative. Various online platforms will serve as repositories for data which will be analyzed and used to make instructional decisions for designing individual student academic programs. For example, in the area of reading we utilize an online data repository to input each student's reading score from our scientifically based benchmark assessment and Child Study Teams will reference this data. We will provide students access to various platforms that allow them to test their content knowledge with both teacher and student acquiring instant feedback on correct and incorrect responses and information to remediate. Under the direction and guidance of our Superintendent for Curriculum, Instruction and Research and our Director of Technology, our Technology Advisory Committee, teachers and curriculum administrators will regularly assess and provide input and feedback on our progress with these actions.

- 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.**

All students in Oceanside School District have access to equitable learning "everywhere, all the time". All students, K-12 are provided with a mobile device to support learning inside and outside of the school day. Using services such as Kajeet and Altice, we are able to provide students WiFi access in their residences in cases where families are unable to support that need. Our internal robust infrastructure is available and open to district-managed devices during the school day. For students who choose to use personal devices after school hours a separate WiFi network is available after school hours. Each of our school buildings employs at least one Technology Assistant who is accessible and available to students before, during and after the school day for support. In addition, using our support site (Zendesk) the school community has access 24/7 to a technology knowledgebase specifically curated for Oceanside Schools, as well as a portal to submit support tickets to the technology support staff.

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V. NYSED Initiatives Alignment

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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.**

A variety of assistive technology tools are utilized by students with different needs within the Oceanside School District. Assistive technology devices are determined based on specific student needs and the Committee on Special Education recommendations made after students have received an Assistive Technology Evaluation. Recommendations for assistive technology can include text to speech and/or speech to text software which is utilized to provide increased support for comprehension of written or verbal language, audio books, large print materials, video materials, special paper, braille reader, braille, classroom with sound field, word processor, computer, electronic textbooks, technology with word prediction, handheld microphones, magnifier/place finder, iPad, other mobile technology devices, and Augmentative Communication Devices. Assistive technology is utilized to increase options for students to demonstrate knowledge and skill in any academic, special area or elective class. Providing alternative methods for students to communicate and respond by using assistive technology tools levels the playing field for the students with different abilities. Learning games and other interactive software are used to supplement instruction and provide alternative learning opportunities for students who might need reinforcement of the general education curriculum. Students' learning spaces are differentiated to allow for mobility and the use of technology devices. Setting up workstations and centers so that students can work in small groups, pairs or one-on-one with a teacher enhances learning. Providing students the option of multi-modality opportunities in learning is important. Options could include watching a video, looking at pictures, reading text, interacting with a diagram or hearing the text read to them. Providing students with choices in their learning can be an important vehicle in supporting their success.

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 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 type="checkbox"/> Multiple ways of assessing student learning through technology                                     |
| <input type="checkbox"/> Research, writing and technology in a digital world  | <input type="checkbox"/> Electronic communication and collaboration   |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology  | <input type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input 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 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)  |

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**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:**

Other (please explain in Question 7b, below)

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

The majority of Oceanside ELL's are speakers of Spanish. Our initiatives concentrate on communication with our Spanish-speaking students and families, while still addressing the needs of students and families of all minority languages in the district.

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

- |   |   |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom                          | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input 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 type="checkbox"/> Web authoring tools  |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning                |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input 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 |   |

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## 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 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 type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity  | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.  |
| <input 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 - 2021**V. NYSED Initiatives Alignment

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

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

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VI. Administrative Management Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	17.00
<b>Totals:</b>	<b>19.00</b>

- 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	4,347,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	1,800,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	N/A

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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"/> 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	Professional Development	N/A	75,000	Annual	<input checked="" 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	N/A
4	N/A	N/A	0	N/A	<input 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	N/A

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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"/> Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
<b>Totals:</b>			<b>6,222,000</b>			

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

Not Applicable

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

<https://www.oceansideschools.org/policies-procedures-plans/policies-procedures-plans>

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Suzanne Dwyer	Director of Technology	sdwyer@oceansideschools.org	<input checked="" 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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Matt Christiansen	Director of Science, Technology, Engineering and Enrichment	MChristiansen@oceansideschools.org	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education</li> <li>Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>

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				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education</li> <li>Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>



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

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