

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Pierre Gay

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

Director of Technology

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1. What is the overall district mission?

The Longwood Central School District's mission is to provide our citizenry with a quality educational program that includes opportunities for educational growth, self-awareness and the skills necessary to pursue a meaningful and rewarding future.

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

It is the mission of the Longwood Central School District to prepare our students to be intrinsically motivated and have ownership of their technological abilities, adding 21st-century skills and tools built on a solid foundation in the use and application of technology. Students will become informed, responsible, and self-motivated life-long learners. They will use the knowledge gained to enhance their critical thinking, analytical decision-making, and information gathering to foster and promote academic success, personal growth, and college and career readiness. Our students will be afforded technological devices for learning experiences, which will continue to close the long-standing equity and accessibility gaps, as well as, adapt to learning experiences to meet the needs of all learners.

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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 Director of Technology and the Instructional Coaches for Technology first met in November 2021 and discussed the request from New York State to create the 2022-2025 Instructional Technology Plan. The same team met and reviewed the previous NYSED application, as well as, the work completed in the 2020-2021 school year by an administrative intern entitled "Model Classrooms of the Future at Longwood." This presentation, which included feedback from multiple stakeholders, showcased the implementation of 21st-century skills and infrastructure necessary to support effective technology integration in the classroom. A timeline for the upcoming NYSED application was also created. Furthermore, we identified the stakeholders and their roles within the plan which included meeting dates and methods of communication. In addition to having face-to-face meetings when possible, we also used Google Workspace to share numerous drafts with designated stakeholder groups during development stages to allow for active and ongoing feedback and participation.

Stakeholder(s)	Timeline	Frequency of Meetings	Outcomes
Director of Technology	October 2021	Virtual meeting facilitated by ESBOCES Director of the RIC	Discussed the 2022-2025 Technology Plan
Instructional Coaches for Technology	November 2021-March 2022	Weekly (in-person). Ongoing collaboration on Technology Plan drafts via Google Workspace.	Defined Instructional Technology, and created a mission statement, and vision/goals to present to the district and BOE. Identified Professional Development needed to support the use of district-provided instructional technology applications via survey. Identified stakeholders. Created presentation for Building Technology Coaches and District Technology Committee. Presented to Building Technology Coaches and developed goals. Presented to the District Technology Committee.
Instructional Coaches for Technology	January 2022	Attended FETC Conference, Orlando, FL.	Conference sessions drove the revision of action items such as K-12 Computer Science Pipeline; Teacher Try-its: Instructional Technology Coaching Allows Teachers to be Students; Choice Menus with a Twist, Digital Equity: It's Not Just About the Stuff; Closing the Achievement Gap Post Pandemic; Project-Based Learning as a Vehicle for Equity for Educators. Identified instructional technology applications that we will be exploring.
District Technology Coaches & Instructional Coaches for Technology	November 2021- March 2022	Monthly (in-person). Ongoing collaboration on Technology Plan drafts via Google Workspace.	Feedback provided from drafts shared.
K-12 Building Principals	December 2021-March 2022	December 2021 (in-person). Ongoing collaboration on Technology Plan drafts via Google Workspace.	Feedback provided from drafts shared.

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K-12 Directors (ELA, Math & Science; Social Studies, LOTE & ENL; Health, Physical Education & Athletics; Mental Health Services & Student Attendance; Music & Fine Arts; Special Education; Special Programs and Data Reporting.	January 2022	Ongoing collaboration on Technology Plan drafts via Google Workspace.	Collaborate in answering Section V- Question 1; Feedback provided from shared drafts.
Executive Director of Special Education	January 2022	Ongoing collaboration on Technology Plan via drafts Google Workspace.	Completion of Section V: Questions 3,4, 5.
Director for Social Studies, LOTE & ENL	January 2022	Ongoing collaboration on Technology Plan drafts via Google Workspace.	Completion of Section V: Questions 6, 7, 8.
Director of Mental Health & Student Attendance	January 2022	Ongoing collaboration on Technology Plan drafts via Google Workspace.	Completion of Section V; Question 9.
District Instructional Coaches	January 2022	Ongoing collaboration on Technology Plan drafts via Google Workspace.	Feedback provided from a shared draft.
District Technology Committee (BOE members, district administrators, faculty, community members, parents, and students)	January 2022- February 2022	Presentation on the Technology Plan.	Feedback provided from the presentation.
K-12 Principals, K-12 Directors, Building Technology Coaches	January 2022	Ongoing collaboration on Technology Plan drafts via Google Workspace.	Gave feedback via Google Forms to aid in the completion of Section III: Goal Attainment.
Director of Technology and Director of Information Management	November 2021-March 200	Ongoing discussions through formal and informal meetings.	Collaboration on the technology infrastructure aspect of the plan (wireless, 1:1 technology devices).

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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 Longwood Central School District has achieved the goals of the 2018-2021 Technology Plan. The district continues to build upon and improve on the prior three-year plan by increasing the number of stakeholders; which now includes four (4) full-time Instructional Coaches for Technology, the participation of District Instructional Coaches, K-12 Building Principals, K-12 Directors, District Technology Committee, and collaboration with our Building Technology Coaches. The Director of Technology, along with district stakeholders, reviewed the goals of the previous plan and identified the strengths of the plan's implementation. The strengths included: building a wireless infrastructure to support district-owned devices, (Chromebooks and tablets), and supporting our staff and students in grades 7-12 who bring their own devices. The same team met and reviewed the work completed by an administrative intern entitled "Model Classrooms of the Future at Longwood." This presentation, which included feedback from multiple stakeholders, showcased the implementation of 21st-century skills and infrastructure necessary to support effective technology integration in the classroom. How this planning process was different from previous years

2018-2021	2022-2025
No full-time Instructional Coaches for Technology	Four (4) full-time Instructional Coaches for Technology are now part of the plan development bringing in different perspectives in special education, computer science, coding, and K-6 grade levels. Middle school Instructional Coaches for Technology have experience with 1:1 technology devices.
Limited stakeholder representation	More stakeholders representation: Full-time Instructional Coaches for Technology. K-12 Building Principals. K-12 Directors. Special Education. District Technology Committee (BOE members, community members, parents, administrators, teachers, and students). Sharing the plan with Building Technology Coaches and Instructional Coaches.

How the planning committee identified strengths and areas of improvement based upon the implementation of the previous three-year plan

2018-2021 Goals	2018-2021 Outcomes	2022-2025
Goal 1: To build a district-wide wireless infrastructure. The wireless infrastructure will allow our staff, and students to have seamless and mobile access to the district's computer network, and the internet throughout the district	We met the goal by building the wireless infrastructure allowing our district-owned devices to connect wirelessly supporting our fleet of mobile devices, and staff and students in grades 7-12 who bring their own devices.	One of our goals is to upgrade the district's wireless infrastructure.
Goal 2: To provide Chromebooks to our administrators and teachers in order to allow them to become familiar with the technology that will be introduced to our students	In 2019, we met this goal by distributing to the administration and faculty Chromebooks to support the integration of technology into the curriculum. The first round of Chromebooks was also distributed to build the foundation as we worked on our future plan to implement 1:1 technology for the students.	During the pandemic, the district recognized the demand for high-end Chromebooks to support our growing technology needs. As a result, the district purchased and provided high-end Chromebooks to the faculty, building, and district administrators. High-end Chromebooks were also purchased for students to support our 1:1 technology plan.
Goal 3: To acquire Chromebooks for students to use in order to provide them with greater opportunities to make academic growth through the use of instructional technology programs that support personalized learning	The K-12 buildings received Chromebooks in carts that were shared by grade levels and departments. In the 2020-2021 school year, the district began providing 1:1 technology to students in grades 5 and 9 as a take-home model and maintained that plan in the 2021-2022 school year. As of June 2022, the K-4 buildings are at 87% 1:1 technology in-school model. Grades 5,6,9, and 10 are at 100% Chromebooks in the take-home model.	One of our goals is to continue to work toward 1:1 technology in all of the grades (K-12).

How this plan intends to address any goals from the previous plan that may not have been fully met

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2018-2021 Goals	2018-2021 Outcomes	2022-2025
Goal 4: To provide professional development to our administrators and teachers in order to facilitate the effective use of technology in the curriculum	Over the past few years, we have provided PD using ESBOCES Model Schools and the Building Technology Coaches. In the 2020-2021 school year, the district provided many virtual PD sessions in applications that were used to support remote learning. For example, PD in G Suite, Screencastify, Kami, Seesaw, and Edpuzzle were emphasized. In the 2018-2021 plan, a metric to measure PD was to have key staff achieve competencies in Google Certified Educator Levels 1 and 2, and for faculty to develop skill sets to allow them to attain Google Certified Educator Levels 1 and 2. While the district provided many PD sessions in G Suite, however, the district did not have staff pursue the certification in Google.	An emerging focus of PD has been on coding. The district will continue to explore effective ways to provide PD in that area, as we are looking to expand and develop the district coding programs for our students in grades 2 and 3. In the 2021-2022 school year, faculty, Instructional Coaches, Instructional Coaches for Technology, K-4 Library Media Specialists and selected Building Technology Aides were trained in Scatch Jr., and Scratch. We will continue to provide ongoing PD through multi-modalities such as common planning meetings, push-in sessions, faculty meetings, and turn-key training.

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

Longwood School District has taken the experiences learned during the Covid pandemic to adjust the technology plan moving forward. We have added the maintenance and continuous use of a Google Classroom for all staff. The district has also communicated the availability of connectivity to the community by sharing information regarding the Emergency Broadband Benefit. Additionally, the district has increased the Chromebooks available to the student population in order to move closer to 1:1 devices (87% 1:1 technology in-school model in grades K-4, 100% 1:1 technology take-home model in grades 5,6,9, and 10. The district learned from the pandemic that the Chromebooks the faculty were using to support online instruction did not have enough capacity to handle and run multiple applications. As a result, the district upgraded faculty Chromebooks with high-end Chromebooks. The district redistributed the Chromebooks that were collected from the faculty in the K-4 buildings for student use. In addition high-end Chromebooks were also purchased for our students to continue to support the 1:1 initiatives, with entry points in grades 5 and 9. In the 2019-2020 school year, PD on Google Classroom was conducted. All teachers had to set up a Google Classroom to provide online instruction to students. In the 2020-2021 school year the district offered a number of professional development sessions in the following areas: Seesaw, G Suite, EdPuzzle, Screencastify, and Kami. In order to facilitate this training, the district utilized ESBOCES Model Schools, Teacher Integration Specialist, and the Building Technology Coaches. New technology applications were purchased and subscriptions to those applications were maintained in order to support online learning, some of which are Edpuzzle, Kami, Screencastify, Google Enterprise, and Seesaw. Over the years, the District Technology Committee has been engaged in ongoing discussions on the technology integration planning and infrastructure process at Longwood. The committee includes Board of Education members, administrators, teachers, students, parents, and community members. The committee met and reviewed the work completed by an administrative intern entitled "Model Classrooms of the Future at Longwood." This presentation, which included feedback from multiple stakeholders, showcased the implementation of 21st-century skills and infrastructure necessary to support effective technology integration in the classroom. Lastly, the development of this plan was presented to the committee for their feedback.

6. Is your district currently fully 1:1?

No

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

Longwood Central School District is not currently 1:1, but the district's plan to become 1:1 is the following: In the 2020-2021 school year, we started implementing our 1:1 technology take-home model in grades 5 and 9. The plan is to utilize those two grades as entry points each year with the ultimate goal of having grades 5-12 achieving our goal of the take-home 1:1 model. In our K-4 schools, we are implementing an in-school 1:1 model in order for every student to have access to a Chromebook on a daily basis. In the current school year, 2021-2022, we are at 87% 1:1 technology in-school model in grades K-4. In the current school year, 2021-2022, we are 1:1 in grades 5, 6, 9, and 10; we anticipate the district to be fully 1:1 in the 2024-2025 school year.

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

School year 2024-2025

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

The district is committed to continue providing effective professional development sessions for its administrators, teachers, and staff to support the teaching and learning process. In addition to maintaining the existing fifteen (15) Technology Coaches, the district has added four (4) full-time Instructional Coaches for Technology to support more classroom-embedded professional development for teachers. In the 2020-2021 school year, the district provided multiple professional development sessions including Google Applications (Google Classroom, Google Meet, Google Forms, Google Sheets, Google Docs, Google Calendar, Google Sites), Kami, EdPuzzle, Screencastify, Seesaw, i-Ready, and Sora. These sessions focused on the multi-dimensional needs of administrators, teachers, and staff. PD was aligned with the district's overall goals to improve instruction and learning. To support PD, the district instructional technology applications were inventoried and aligned to the content areas as follows: **English Language Arts**

- i-Ready
- Learning A-Z
- Kami
- Screencastify
- EdPuzzle
- Seesaw
- Sora
- Starfall
- PearDeck

MATH

- GoMath
- Think Central
- i-Ready
- Kami
- Screencastify
- EdPuzzle
- Seesaw
- Starfall

SOCIAL STUDIES

- BrainPop
- PebbleGo
- Enchanted Learning
- Kami
- Screencastify
- EdPuzzle
- Seesaw
- Savvas Realize
- PearDeck

SCIENCE

- Mystery Science
- BrainPop
- Code.org
- Scratch
- Enchanted Learning
- Kami
- Screencastify
- EdPuzzle
- Seesaw
- Think Central
- Starfall
- PearDeck

SPECIAL EDUCATION

- Kami
- Screencastify

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- EdPuzzle
- Seesaw
- PearDeck
- Unique Learning
- Google Read and Write
- Read180
- Boardmaker
- Bookshare

COMPUTER SCIENCE

- Scratch Jr
- Scratch
- Code.org
- WeDo 2.0
- EV3 Classroom
- Spike

ENL

- Ellevation
- Duolingo
- LAS links
- TalkingPoints
- Language Line (translation)

After being presented with the district-provided instructional technology applications, and their alignment to curriculum, teachers in grades K-6 completed a survey on their knowledge and use of the district-provided instructional technology applications. In addition, Instructional Coaches for Technology meet with Instructional Coaches on a monthly basis to collaborate on the integration of technology in content areas.

- **How the district determined the current capacity of educators?**

Instructional coaches for Technology at the K-6 level conducted a survey to determine teachers' expertise in the major instructional technology applications that the district provides. The survey indicated the teachers' knowledge and comfort level with the district-provided instructional technology applications. In addition to the survey, we also meet and collaborated with building administrators. We received ongoing feedback from teachers, and planned accordingly for effective professional development. We established a professional learning community, where teachers can express or identify a need (for example Seesaw, Scratch, Scratch Jr.) and have it addressed in a timely fashion, with an Instructional Coach for Technology or a Building Technology Coach.

- **How will we provide targeted PD?**

- Superintendent Conference Days
- Screencastify-videos sent out by Technology Coaches based on staff needs
- Common planning- (district provided time for teachers to plan) based on data and informal responses/needs
- Team level/grade level-content specific meetings
- Individual 1:1 time between teachers and instructional coaches for technology
- Push-in-teachers schedule a time for the instructional coaches for technology to work with and model integration of technology with curriculum
- Shared drives-district provided Google Drives with shared resources
- Tech Tuesday (Middle School)- offers current technology resources to support classroom instruction and student engagement.
- YouCanBook.me website- a website where teachers can schedule appointments with the Instructional Coaches for Technology

- **How will the PD be evaluated?**

- A post-survey will be conducted
- Analytics on application usage examples: Seesaw, Kami, Google Workspace, i-Ready, IXL
- Ongoing demonstrations of learning through artifacts
- Effective teacher/student application of provided PD
- Observations conducted by building principals, directors, and central office administrators

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**III. Goal Attainment**

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**
Significantly
2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**
Moderately
3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**
Significantly
4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**
Significantly
5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:**
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 continue to provide effective professional development for our teachers in order to build their capacity to support the integration of technology into the curriculum. The district technology applications will be aligned to the SAMR (Substitution, Augmentation, Modification and Redefinition) model. Teachers will be provided training in those applications. Additionally, the Instructional Coaches for Technology are utilizing a digital calendar "YouCanBook.Me" system where teachers can sign up for time slots to receive both PD and technology integration support. In addition to the "YouCanBook.Me" website, the Instructional Coaches for Technology maintain a Google Site as a resource bank for teachers that includes Tech Tidbits, Resource Lists and "YouCanBook.Me" links. **100%** of teachers will be provided with professional development to help build their capacity and support the integration of technology into the curriculum. Professional Development will be provided synchronously and asynchronously on a weekly basis by Instructional Coaches for Technology and Building Technology Coaches.

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

We'd expect that teachers will be assigning students with class work or projects using the instructional technology applications that are at the Modification and Redefinition levels in the SAMR model. By 2025, we'd expect 75 % of teachers who have received PD to be assigning students work or projects using instructional technology applications that we've identified in Modification and Redefinition in the SAMR model. Teacher participation in PD will be measured by conducting a survey to determine teachers usage and assignment of district technology applications to students based on the SAMR model. We would expect 75% of teachers to participate in the survey. Additionally, we will be able to measure students' usage of the applications through the analytics usage reports of ClassLink, which is an application that the district is planning on implementing in the 2022/2023 school year.

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.

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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
Action Step 1	Professional Development	Provide PD to build our teachers' expertise level in using and applying the district's instructional technology applications. PD sessions will also focus on analyzing the data on the use of instructional technology applications	Instructional /PD Coach	Building Technology Coaches	06/20/2025	\$698,598.00
Action Step 2	Professional Development	Coaching teachers on best practices for implementing and integrating 1:1 technology in the classroom	Instructional /PD Coach	Building Technology Coaches	06/20/2025	0
Action Step 3	Professional Development	The Instructional Coaches for Technology and the Building Technology Coaches will create a schedule to support the faculty needs of differentiated professional development. Teachers will have the opportunity to sign up for time to work with them	Instructional /PD Coach	Building Technology Coaches	06/20/2025	0
Action Step 4	N/A	NA	N/A	NA	06/30/2021	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						

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Presently, the district provides students in K-12, with access to high quality digital resources. Our goal is to maintain the annual subscriptions to those resources and implement a system which will allow us to review the usage of those resources. As we move towards 1:1 technology, our students will have greater access to those resources.

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.

District-provided instructional technology subscriptions provide students with individualized learning paths. Students are able to work and learn at their own pace. These subscriptions provide usage and analytical reports. For example, i-Ready data is used and analyzed with the staff at both the school and student level to make informed decisions about our students and curriculum. Additionally, the district is planning to roll out ClassLink in the 2022-2023 school year, which will further help to analyze students' usage of the district-provided subscriptions through its analytics reporting feature. 100 % of students will have access to high-quality digital resources for K-4 during the school day. 100 % of students will have access to high-quality digital resources during the school day and at home for grades 5-12.

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	Curriculum	The district will	Assistant	Director of Technology	06/20/2	\$697,660.00

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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
		continue to explore and subscribe to instructional technology applications that are research based and proven to help engage all students, increase their academic growth and social and emotional learning. We will also work with building administration and Instructional Coaches for Technology and Building Technology Coaches to review the data on students' use of the instructional technology applications	Superintendent		025	
Action Step 2	N/A	NA	N/A	NA	06/30/2021	0
Action Step 3	N/A	NA	N/A	NA	06/30/2021	0
Action Step 4	N/A	NA	N/A	NA	06/30/2021	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	(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)	
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

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

To build and implement a K-12 program on digital citizenship. To continue to develop and implement the district's K-12 computer science program.

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.

Measurements on Digital Citizenship The district will plan to use Common Sense Media as a resource to teach digital citizenship. We will identify the videos that are age and grade appropriate for our students in grades K-12. By 2025, 100% of students will engage in age and grade appropriate interactive videos with embedded assessments and /or class discussions. Teacher verification forms will be utilized to acknowledge student participation in digital citizenship lessons. **Measurements on Computer Science** Coding programs have been implemented in grades K-4 using programs such as Lego, Lego WeDo 2.0, Scratch and Scratch Jr. Our goal is to sustain and expand the implementation of coding to other grades. By 2025, the district will develop a scope and sequence for the K-12 computer science curriculum. 100% of all students who participate in the computer science program will demonstrate their learning by working towards completing a task or a project based on the coding program and skills learned.

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	Curriculum	To work with the district's Library Media	Director of Technology	Director of ELA, Math, Science	06/20/2025	0

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
		Specialists, Instructional Coaches for Technology, and Building Technology Coaches on the development and implementation of a program on Digital Citizenship for our K-12 students				
Action Step 2	Curriculum	To work with stakeholders to develop and implement a K,1, and 4 Computer Science curriculum to support the NY State Computer Science Standards	Director of Technology	Director of ELA, Math, Science	06/20/2025	\$47,000.00
Action Step 3	Curriculum	To work with stakeholders to develop and implement grades 2, 3, 5, 6, 7-12 Computer Science curriculum to support the NY State Computer Science Standards	Director of Technology	Director of ELA, Math, Science	06/20/2025	0
Action Step 4	N/A	NA	N/A	NA	06/30/2021	0

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

The district will continue to support its 1:1 technology by providing devices for students in grades K-4 as an in-school model, and 1:1 devices for students in grades 5-12 as a take home model. The district's goal: 100 % of students will have 1:1 devices during the school day in grades K-4. 100% of students will have 1:1 devices during the school day and at home in grades 5-12.

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.

- | | |
|--|--|
| <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.

The district uses PowerSchool as its Student Information System. The district will use its enrollment data to project the number of technology devices that it will need to continue to support its 1:1 technology. Inventory is kept on the technology devices that are distributed to students. Additionally, the district uses the Google Admin console to manage its mobile technology devices.

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.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	N/A	The district has established grades 5 and 9 as entry grades	Assistant Superintendent	Director of Technology	06/20/2025	\$3,773,672.00

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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
		for the District's 1:1 student technology. The plan is to have students keep their Chromebooks for four years. In grades K-4, the plan is to equip each classroom with a set of Chromebooks for each student				
Action Step 2	N/A	NA	N/A	NA	06/30/2021	0
Action Step 3	N/A	NA	N/A	NA	06/30/2021	0
Action Step 4	N/A	NA	N/A	NA	06/30/2021	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	(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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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1. Enter Goal 5 below:

To upgrade the district's network and wireless infrastructure to further support the 1:1 initiative of mobile technology devices for instruction. Additionally, 100 % of the district-owned mobile technology devices will be connected to the wireless network providing our faculty and students access to district instructional technology resources.

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.

The district will measure the goal by using data retrieved from our existing wireless tool monitoring tools and compare it with data from the new wireless system. The district will use data points from our wireless infrastructure tools "Mobility Master" and "Airwave" to review Wi-Fi heat maps, Wi-Fi signal strengths, Wi-Fi Access Point (AP) saturation and client to AP congestion. This data will help us design our new Wi-Fi infrastructure to optimize Wi-Fi performance and coverage for our users. The district will use the new Wi-Fi system monitoring tools to review Wi-Fi client device performance, overall Wi-Fi system performance to ensure Wi-Fi clients are experiencing the best Wi-Fi services we can provide. Additionally, we will compare the data collected from our existing and new Wi-Fi monitoring tools and conduct testing of the network and WI-Fi infrastructure using packet generators and stress testing tools.

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						

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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
	Infrastructure	The district will design a new wireless infrastructure and identify a contractor to implement the project	Director of Technology	Director of Information Management	09/30/2026	\$3,500,000.00
Action Step 2	N/A	NA	N/A	NA	06/30/2021	0
Action Step 3	N/A	NA	N/A	NA	06/30/2021	0
Action Step 4	N/A	NA	N/A	NA	06/30/2021	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)
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.

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V. NYSED Initiatives Alignment

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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.**

MUSIC/ART/FaCS How technology is integrated into teaching and learning throughout the district? Explain the extent to which technology is used by teachers to facilitate their practice ELEMENTARY

- A Smartboard is used as the main tool for instruction (Music)
 - Ensemble conductors don't have access to Smartboards (Google Classroom, Flipgrid, Smartmusic, Kahoot, Quizizz)
- Noteflight is used, and links from Youtube and music publisher JWPepper.com can be placed in Google Classrooms (Music) **SECONDARY**
- Google for Education including Gmail, Hangouts, Meet, Google Calendar, Drive, Docs, Sheets, Slides, Groups, News, Play, and Sites. The products also tie into the use of Chromebooks which are utilized in the classrooms (Art/Media Art)
 - Numerous district-approved websites such as <https://www.drawingnow.com/>. (Art/Media Art)
 - Technological Tools utilized in the classrooms: Smart Technologies Display and document camera
- Bluetooth Earpiece Communication Device, iMac (Art/Media Art)
- Various software is used in the high school computer lab within Adobe Suite: InDesign, PhotoShop, Illustrator
- Premiere (Art/Media Art)
- Google for Education including Gmail, Hangouts, Meet, Google Calendar, Drive, Docs, Sheets, Slides, Groups, News, Play, and Sites. The products also tie into the use of Chromebooks which are utilized in the classrooms (Family and Consumer Science)
 - Numerous district-approved websites such as <https://www.allrecipes.com/> (Family and Consumer Science)
 - Technological Tools utilized in the classrooms; Smart Technologies Display, Document Camera, Bluetooth
- Earpiece Communication Device, [fooducate.com](https://www.fooducate.com/), Edpuzzle, Blooket (Family and Consumer Science)
- Google for Education including Gmail, Hangouts, Meet, Google Calendar, Drive, Docs, Sheets, Slides, Groups, News, Play, and Sites. The products also tie into the use of Chromebooks which are utilized in the classrooms (Music)
 - Numerous district-approved websites such as <https://www.sightreadingfactory.com/> (Music)
 - Technological Tools utilized in the classrooms; Smart Technologies Display and Document Camera

Bluetooth Earpiece Communication Device, Music Recording Equipment (Music) The extent to which technology is used by students to demonstrate understanding of skills and concepts ELEMENTARY

- The Smart Board allows us to project music and concepts visually for students to better understand. It can also be used as an opportunity for students to come up to the board and notate music, and answer questions (Music)
- A Metronome app is used via the Smart Board. The Smart Board can also project music to students, and explain concepts visually for the students to better understand (Music)
- If there is no Smartboard, then speakers are helpful to play a Metronome and such (Music)
- Chrome Music Lab, Incredibox and Kahoot are used as tools to listen to and critique musical selections. We can use Kahoot quizzes, Flipgrid, or Google Forms to have our students demonstrate understanding of skills and concepts (Music)

SECONDARY

- Students currently have numerous opportunities throughout any given quarter to take assessments using Google Forms
- The results of these assessments inform further instruction as it relates to students' understanding of the skills and concepts being taught. One limiting factor with regards to how frequently technology is used by students to demonstrate understanding of skills and concepts is the amount of necessary hardware available, such as Chromebooks. Moving forward, the district's initiatives to equip each student with a Chromebook will help to alleviate this issue. (Family and Consumer Science/Art/Music)

- Formative assessments are completed when students by "screenshot" their work and submit their progress to the teacher (Art/Media Art)

The extent to which technology is used to provide multiple pathways to access and participate in learning. ELEMENTARY

- Speakers are very important to be able to play music
- Chromebooks can also be used as a way for students to independently work on compositions, and to practice notating music (Music)
- Chromebooks can be used as a way for students to record themselves at home and send videos in if needed (Music)
- Google Classroom is a great resource where the teacher can post videos and helpful material for the students to use while they practice at home during the week (Music)
- Occasionally, we post clips of ourselves or other musicians performing the material they need to learn, on the Google Classroom or via email (Music)

SECONDARY

- Each teacher in the Junior High School has a Google Site and a Google Classroom. While the most valuable student learning opportunity occurs within the brick and mortar classroom walls, students also have access to course materials via the Google Site and Classroom resources that individual teachers have set up for their classes

Social Studies/ LOTE & ENL How technology is integrated into teaching and learning throughout the district?

- ELLevation for maintaining student-specific performance data and accessing instructional strategies with suggested scaffolds based on high, med,

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

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and low support

- Students commonly work on Google docs or sheets to collaborate about learning

Explain the extent to which technology is used by teachers to facilitate their practice

- SMART Boards, Interactive projectors and Promethean Boards in grades 5-8 are used daily. Wi-Fi is used daily. Communication software to inform students and parents of developments in their home language is frequent (i.e., Talkingpts.org)
- All teachers promoting language acquisition have involved students in voice recording software

The extent to which technology is used by students to demonstrate understanding of skills and concepts

- English Language Learners' progress in English language acquisition is assessed twice a year using LAS Links. This aids understanding of language uses and academic language strengths to aid goal setting
- ELLevation records are updated so teachers and students can see all the performance data that is uploaded for the NYSESLAT, NYSITELL, and LAS Links. Expanding the record to include all NYS assessments will greatly improve students understanding of what's needed to be a high school graduate

The extent to which technology is used to provide multiple pathways to access and participate in learning.

- At the High School, students are using technology for research and presentations to earn the NYS Seal of Biliteracy

ELA/Math/Science How technology is integrated into teaching and learning throughout the district?

- Technology is utilized to effectively and efficiently provide universal screeners to students to assist in identifying students who may be at risk and in need of additional learning experiences and assist in the classroom
- Technology enables teachers to utilize resources beyond traditional paper and pencil teaching. Ex. virtual field trips, media examples, bringing abstract concepts to life in the classroom
- Technology enables teachers to create additional learning opportunities and experiences to extend beyond the "seat time" of the traditional day. (extra help/practice opportunities) which also assist parents who are looking for ways to support their children at home
- Technology has offered new ways for students to respond/show what they have learned in more creative ways- Google Slides/presentations/use of video/music, etc.

Explain the extent to which technology is used by teachers to facilitate their practice Technology provides additional opportunities to collect data points in areas of instruction.

- It provides additional independent learning opportunities and experiences for students that teachers can intentionally choose to support their curriculum or current instructional objectives

The extent to which technology is used by students to demonstrate understanding of skills and concepts

- Technology enables teachers to incorporate multiple modalities of learning providing a wider range of projects/student responses that are able to be utilized which in turn enables students to provide responses in less traditional/more creative ways
- A variety of programs are used to assess students' understanding of skills and concepts. iReady diagnostic is administered three times each year to students in grades K-6. Students in grades 7-12 are assessed using IXL. Students use Google Forms, Edpuzzle, Kahoot, Booket, and Quizlets, along with other programs to demonstrate their understanding of skills and concepts

The extent to which technology is used to provide multiple pathways to access and participate in learning.

- The use of programs such as Edpuzzle, IXL, and Khan Academies enable teachers to provide instruction through a different lens and from a different "voice". Additionally, those programs can be used to support students' individualized learning paths. These programs are not to supplant good first instruction, but rather to support students who may need more time/more experience/or a different perspective/path to mastery
- These programs can be used to support collaborative learning when students are working on a singular document or project that can be shared through Google Classroom

Technology is used as a means to provide students with multiple pathways for learning as many programs have options for students to have information read, watch videos on a topic, research information, create projects. Students that require accommodations may have additional technological support such as text to speech. **Health/Physical Education/Athletics How technology is integrated into teaching and learning throughout the district?**

- Fitnessgram software is used in grades 5-12 as an assessment tool in the areas of health-related fitness. Students participate in pre and post-assessment during the school year and analyze their individual performance reports

Explain the extent to which technology is used by teachers to facilitate their practice

- Promethean boards have been fully integrated into 7-12 physical education classes. They provide the opportunity to display information visually in a way that was difficult to do before in a gymnasium setting. In addition, video skill examples and gameplay are able to be viewed and analyzed

The extent to which technology is used by students to demonstrate understanding of skills and concepts

- Nearpod and PearDeck have been integrated into the health curriculum 7-12. Each program creates a more interactive experience for the students, allowing for information to be presented in multiple ways while permitting an increased opportunity for students to respond to questions and writing prompts embedded in the lesson in real-time. This provides another way for teachers to obtain formative assessment feedback during and after their lessons

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

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The extent to which technology is used to provide multiple pathways to access and participate in learning.

- Pixellot cameras have been added to the main gym indoor venue and the outdoor stadium venue. This allows for the live streaming of all contests and events that take place in either of those locations. Each video is stored as VOD and automatically emailed to the assigned member of the coaching staff for review and analysis with their teams
- Hudl is a continued service used by our football, basketball, and lacrosse teams. This program provides real-time video analysis of game performance, in addition, to reviewing after the game. Each student-athlete has an individual login to access game footage. In addition, coaches assign specific clips to individual student-athletes for review. The program also allows for the creation of individual highlight videos to be created for each student-athlete to assist in the post-secondary recruiting process

LJHS Technology Education/LHS Career Technical Education Longwood Junior High School Technology Education course integrates technology into the curriculum to support 21st Century skills. Teachers in the technology classrooms use:

- Document cameras to demonstrate
- Drafting techniques
- Measurement skills
- Applications for activities
- Smartboards/ Promethean boards to project all demonstrations and presentations
- The use of Google Classroom to maintain exposure with class activities
- Students in the technology classrooms use
- CAD software
- 3D modeling- 3D printing
- Simulation software - Forensic Science
- Video manipulation - Stop Action Animation
- Audacity - Music
- Virtual Architecture
- MS Office Suite Applications
- Structural Design
- West Point Bridge Builder
- Silhouette Design Studio - vinyl cutting (vinyl signage)
- X-Carve
- CNC Routing (extension activities for students and teachers)

Longwood High School Elective courses are offered to students in business and technology. These courses use a variety of instructional technology applications to integrate 21st Century skills. **BUSINESS:**

- Naviance- College/Career Planning
- Typing.com
- Microsoft Applications
- Adobe Premiere Suite
- Google Classroom
- Study.com

TECHNOLOGY:

- Chief Architect
- CAD
- Key Creator
- Adobe Premiere Suite
- Mitchell ProDemand
- Electude
- Google Classroom

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.**

While essential, closing the digital divide alone will not transform learning. We must also close the digital use divide by ensuring all students understand how to use technology as a tool to engage in creative, productive, life-long learning rather than simply consuming passive content. *Source: Office of Educational Technology (page 21). Reimagining the Role of Technology in Education: 2027 National Education Technology Plan Update- US Department of Education- <http://tech.ed.gov>* The table below represents the elements identified by the Office of Educational Technology as Active Use to address the Digital Use Divide. We believe that adopting these elements will provide our students with greater opportunities to “learning everywhere, all the time.” We are using these elements to gauge where we currently are in the district and to help us carve a future path to benefit our students.

Active Use	What do we currently do to address the topic?	(Longwood’s Future) Where do we want to go to reach goals in the future within the topic?
Coding	<ul style="list-style-type: none"> Scratch Jr Scratch WeDo 2.0 SPIKE Code.org Amazon Future Engineers (HS) Texas Instrument Rovers (HS) Google CS First (HS) Mouse Bee-bots (K-2) Ozobots (IC) HTML coding (Caret for Chromebook) 	<ul style="list-style-type: none"> Integration of CS into content Elementary IC - Use of Legos (WeDo 2.0, Spike) to integrate real-world problem solving into Science and ELA Elementary PC - Use of Ozobots / Bee-Bots to integrate sequencing into primary mathematics Introduction to coding using Ozobots Teaching sequencing, estimation, and problem-solving using Bee-Bots
Immersive Simulation	<ul style="list-style-type: none"> zSpace VR Glasses MESTRACT- portable planetarium Google Expeditions 	<ul style="list-style-type: none"> Class set(s) of VR glasses for every building Merge Cube Meeting with companies that design AR activities that are primary oriented Making zSpace machines handicap accessible (adjustable counter)
Media Production	<ul style="list-style-type: none"> Flipgrid (Elem/Secondary) Green Screen (MS/JH) Morning Announcements Snap Stream Green Screen Studio in STEAM Lab Screencastify 	<ul style="list-style-type: none"> Green screen app/programs for use on Chromebook Technologies such as camcorders/cameras for video action teams and school-wide media production
Interaction with Experts	<ul style="list-style-type: none"> Eventbrite Virtual CS Field Trips Amazon Future Engineer class chats (HS) 	<ul style="list-style-type: none"> Elementary - Broader opportunities for virtual field trips
Global connections	<ul style="list-style-type: none"> <u>Mystery Hangout</u> Google Earth Google Meets with classes in other countries (World Languages) 	<ul style="list-style-type: none"> We have been using the ESBOCES videoconferencing service to provide opportunities for our students to connect with experts. We will continue to explore those opportunities. We will explore how emerging technologies such as AR/VR can be used to broaden learning opportunities for our students
Design	<ul style="list-style-type: none"> Canva 	<ul style="list-style-type: none"> Dynamic and flexible spaces to support multi-

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Peer collaboration	<ul style="list-style-type: none"> • Pixton • Flipgrid (Elem/Secondary) • PearDeck (Elem/Secondary) • Padlet (Elem/Secondary) • Google Collaborative project • SeeSaw • Game-based learning between buildings and/or departments 	<ul style="list-style-type: none"> dimensional lessons (instant shift from whole class to collaborative work/PBL) • Flexible seating in classrooms (and other common spaces) • Elementary Continued development of cross-building learning activities (Battle of the Bots, Lego, Curriculum Expos, etc.)
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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.**

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 curriculum. In Longwood, instruction is differentiated using technology to support the individualized learning needs of this group of students. Students with disabilities use devices and specialized software to increase, maintain or improve academic and functional capabilities. Literacy features like word prediction, spell check, text-to-speech, and speech-to-text are available through the extension, Read & Write for Google. Read & Write for Google provides our students with word processing support tools to assist with reading, writing, and comprehension skills. Our students with visual deficits access additional features such as contrast, screen simplification, enlarging font, and screen masking. Our students are able to access this Google extension by simply logging onto their Longwood Google Workspace for Education account from any device. Students in grades 5,6, 9, and 10 were issued district Chromebooks as part of the Smart Schools Investment Plan (SSIP), however, students outside of these grade levels with disabilities who require access to this form of technology are provided Chromebook devices through the office of Special Education. Our students who cannot read traditional print books because of visual impairment, physical disability, or severe learning disability, access electronic books through Bookshare. Bookshare is an online library of digital books. Unique Learning System is a web-based platform our special education teachers use to access differentiated, standards-aligned content. At Longwood, our students with disabilities are provided access to a variety of assistive technologies, devices, and software. These powerful tools develop confidence and greater independence for our students with individualized learning needs.

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

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

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

- | | |
|--|---|
| <input 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 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 checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input 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)

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|--|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input 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 type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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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 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 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 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 type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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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)

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	2.00
Instructional Support	7.00
Technical Support	39.00
Totals:	48.00

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	698,598	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 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	N/A	Instructional Technology Applications; Video Conferences; materials for coding	744,660	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	NA

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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 checked="" 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	End User Computing Devices	NA	3,773,672	One-time	<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 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	NA
4	Network and Infrastructure	NA	3,500,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	NA

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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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			8,716,930			

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.**

longwood.k12.ny.us/departments/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**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 checked="" type="checkbox"/> Engaging School Community through Technology | <input checked="" type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Digital Fluency Standards | <input checked="" 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	Pierre Gay	Director of Technology	pierre.gay@longwoodcsd.org	<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 checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" 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 checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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	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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	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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	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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