

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

I. District LEA Information

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Page Last Modified: 01/03/2022

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

Barbara A. Weir

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

Director of Technology

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

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

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

The Miller Place School District's mission is to educate all students to their fullest potential by providing opportunities for learning that are challenging and effective. This education will enable all students to master the knowledgeable skills, strategies, and attitudes necessary to become lifelong learners and responsible citizens.

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

1. Students leverage technology to take an active role in choosing, and demonstrating competency in their learning goals, informed by the learning sciences and are able to transfer their knowledge to explore emerging technologies.
2. Students recognize the rights, responsibilities, and opportunities of an interconnected digital world, and they act and model in ways that are safe, legal and ethical, such as managing their personal data to maintain digital privacy and security and have an awareness of how data-collection technology impacts their "digital footprint."
3. Students critically curate a variety of resources using digital tools and resources to construct knowledge, produce creative artifacts, and create meaningful learning experiences for themselves and others.
4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions while exhibiting a tolerance for ambiguity, perseverance and the capacity to work with open-ended authentic problems.
5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions through data analysis.
6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others from a variety of backgrounds and cultures and working effectively in teams to explore local and global issues.

**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.**

Invitations were sent to community stakeholder groups including teachers union, administrators union, parent Teacher Organization (PTO), Miller Place Athletic Association (MPAA), District Friends of the Arts (FotA), and District Robotics. The invitation included meeting dates and times, stakeholder council roles and responsibilities, and meeting and planning goals and objectives. Meetings were scheduled twice monthly for one hour each starting in January 2022. The Director of Technology and Assistant Superintendent collected data based upon the survey questions regarding faculty and staff instructional technology expertise and needs. Next they consulted with the District Administration to assure the data responses were in alignment with the Professional Development Plan and SMART Schools Bond Plan and were reflective of existing practices and future needs. The District included the key stakeholders in articulating a shared vision of how teaching and learning will be impacted equitably and in alignment with state and local standards through strategic planning, implementation, and evaluation of the Instructional Technology Plan. In addition, the District Director of Technology and Assistant Superintendent participated in multiple Instructional Technology Plan work sessions sponsored by Eastern Suffolk BOCES. Following collaboration with the District Technology Stakeholder Council, as per NYSED guidance, the district consulted with ESBOCES Model Schools and Regional Information Center (RIC) staff for review.

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

The process of the Technology Plan 2022-25 planning process including consultation with all community stakeholders and constituent groups and responses were reflective of the data gleaned from faculty and staff formal surveys and informal feedback.

The planning committee identified strengths and areas of improvement from the previous three-year plan by consulting with their constituent groups and comparing the 2018-22 Technology Plan goals to achieved outcomes. The Stakeholder Council reviewed the faculty and staff technology survey data. They engaged in informal discussions with their constituent groups regarding their instructional technology needs. In addition, district administrators engaged in formal and informal meetings with teachers, parents and students regarding the instructional technology strengths and weaknesses.

The 2022-25 Technology Plan intends to address any goals from the previous plan that has not been met by examining the circumstances surrounding the projected goal and identifying any additional needs or necessary modification to achieving or modifying the goal.

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

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

The District Instructional Technology Plan is reflective of the COVID pandemic learning in the following ways:

- The District established a Technology Committee consisting of any parent and staff member who wanted to participate and provide feedback to the District.
- The District adopted a 1:1 laptop initiative: every student, teacher, administrator had 1:1 access and was provided with connectivity/internet access if necessary.
- In the early pandemic months, the District provided both asynchronous and synchronous learning environments.
- The District purchased and then provided several opportunities on school grounds for families to receive a device/laptop.
- In the early pandemic months, the District accessed an ESBOCES Technology Integration Specialist to provide the professional development for teachers both during remote learning and to prepare for the return to school synchronous learning environment at the secondary level. The Technology Integration Specialist provided daily (remote) support to staff as needed. In addition, staff was provided with focused professional development in order to navigate the instructional platforms and related teaching tools, apps, extensions, etc.
- District reflections included providing support to families from home to school, website tutorials, daily online helpdesks and phone calls as needed.

During the COVID pandemic, several learning option plans were developed such as Hybrid and Remote Learning environments.

Per the following Remote Learning Plan: Microsoft Word - MPSD District Remote Learning Plan Updated 21-06-16 (millerplace.k12.ny.us). As a result of the immediate 1:1 initiative, the District prepared various learning options to necessitate shifts in instruction.

The District provides reliable Internet access to any student identified who is in need.

Device purchases will now include a regular budgeted item to replace irreparable devices that get damaged during the school year. The district will continue to evaluate the best device type for the current and projected learning environment.

The original deployment included a mass distribution of several thousand devices for every staff and student coordinated over a two week period. We recycle the exiting students' devices to new entrants. Deployment protocols and procedures include Acceptable Use Policies, Optional Laptop Insurance and Loan Agreements.

Professional Development options have been modified to remote learning environments for all staff which included the new working and learning environments Microsoft Teams and then Google Workspace.

Shifts in instructional pedagogy include the integration of new technology resources into the daily lessons. Teachers and support staff facilitate the use of and navigation through the new online resources.

During the COVID pandemic, the District established a Technology Committee consisting of any parent and staff member who wanted to participate and provide feedback to the District. This committee had a significant impact on the direction in which the district took regarding the learning management system selected. This feedback served as the basis for the district's future plans and goals. The current Stakeholder Council is reviewing the needs and concerns of the COVID Technology Committee.

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

Yes

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

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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.**

Technology integration will be implemented across all curriculum areas. Updates to the Instructional Technology Plan are made according to yearly data collection and analysis. Professional development specific to technology integration is structured based upon the goals established within the Instructional Technology Plan which are reflective of an annual District Technology survey.

Teachers K-12 will be provided opportunities to learn new skills through knowledge gained during grade level, faculty, and department meetings, out of District conferences and turnkey training, in-District training facilitated by educational specialists and consultants, inter classroom visitations, instructional rounds, as well as professional growth opportunities through demonstration and practice. Consistent implementation and opportunities will facilitate the integration of skills into their professional repertoire. The District continues to strengthen the integration of technology to support instruction and learning. The District employs a Technology Staff Developer. Teachers continue to receive training in technology integration.

Teachers and staff are trained in order to implement new programs. As per the 2021-22 District Professional Development Plan:

Strategies/Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
Training to assist teachers to use technology as an integral component of instruction and managements of their classroom and distance/remote learning.	Assistant Superintendent, Principals, Director of Technology, Teachers, ESBOCES Model Schools Program, consultants, and Computer Lab Assistants.	Ongoing	Evidence of appropriate use (i.e. student products) in classroom instruction, distance/remote learning, and management of student data.

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

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

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

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

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

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

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

Significantly

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**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 1**

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**1. Enter Goal 1 below:**

Explore options for digital connectivity and progressive technology resources to improve teaching and learning (District Vision Statements 1,2,3,4; USNY Learning Technology Plan Goals 1,3, 5, 6)

**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 provides all staff and faculty a technology survey. Results of the biannual surveys are seriously considered in the development of future technology planning and integration for instruction. The goal is to provide two surveys: the first by December 5, 2022, the second by May 2023 and disaggregate the data for each survey by January 1 and June 1 respectively. Changes and updates to the Technology Plan are based the survey results and administrative guidance.

The district will also examine assessment data such as NYS 3-8 Assessments, Regents, and standardize assessments such as NWEA when considering improved student achievement. The district will employ a Technology Integration Specialist from ESBOCES to support the technology resources based upon faculty and community feedback. The district has also supported teacher facilitated professional development opportunities as a collaborative development learning model.

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

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

## IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Asst Supt will collaborate with Tech Director, District stakeholders, vendors, ESBOCES regarding progressive instructional technology resources that align with District curriculum goals and objectives	Assistant Superintendent	N/A	06/30/2025	0
Action Step 2	Budgeting	School Business Official will actively pursue responsible fiscal management of funds to support the progressive and necessary technology resources as part of the annual budget planning.	Business Official	N/A	06/30/2025	4,500,000
Action Step 3	Infrastructure	The Technology Director will actively pursue realistic responsible systems that will provide secure, reliable access to digital connectivity resources.	Director of Technology	N/A	06/30/2025	1,500,000
Action Step 4	Curriculum	Conduct an audit of existing curriculum and related technology resources. Based upon the findings prepare recommendations for progressive technology resources and applications	Assistant Superintendent	N/A	06/23/2023	0

**7. This question is optional.**

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

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

## IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Staffing	The Asst Supt will actively pursue realistic responsible support personnel for faculty, staff and students in the use of instructional technology systems.(ESBOCES TIS)	Assistant Superintendent	n/a	07/01/2022	240,000
Action Step 6	Staffing	The Technology Director will actively pursue realistic responsible support personnel that will provide secure, reliable access to digital connectivity resources.(ESBOCES-CCSI staff, MP CSE)	Director of Technology	Asst Supt for Curriculum & Instruction	07/01/2022	1,200,000
Action Step 7	Other (please identify in Column 3, Description)	The District Technology Stakeholder Council constituents will provide an updated district technology survey for the school community.	Assistant Superintendent	District Technology Stakeholder Council	06/01/2023	0
Action Step 8	Collaboration	Enable email for secondary students	Director of Technology	Asst Supt for Curriculum & Instruction	09/01/2022	0

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

## IV. Action Plan - Goal 2

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**1. Enter Goal 2 below:**

Follow best practices to provide reliable, secure access to information required to support the teaching and learning environment for students, faculty and staff. (District Vision Statements, 3,4,7; USNY Learning Technology Plan ITP Goals 3,5,6.  
Referencing the SMART Schools Plan, the District exceeded the recommended Internet bandwidth; is in the process of migrating and upgrading the current Network Operations Center (NOC) to the high school and upgrading the wireless infrastructure for all buildings.

**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 provides all staff and faculty a technology survey. Results of the survey are considered in the development of future technology planning and integration for instruction. Changes and updates to the Technology Plan are based on the survey results and administrative guidance.

**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	Cybersecurity	Implement state of art reliable, secure filtering systems	Director of Technology	N/A	06/30/2025	822,000

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

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Staffing	Provide reliable professional support of IT systems. Maintain 3 ESBOCES technical consultants. Increase technical support staff by 1 full time ESBOCES technical consultant. Increase clerical staffing by 1 full time person.	Director of Technology	Assistant Superintendent for Personnel	06/30/2025	1,400,000
Action Step 3	Budgeting	Update and maintain instructional IT systems such as user devices, servers, network topology (wired, wireless, controllers, switches, wiring closets).	Director of Technology	N/A	06/30/2025	450,000
Action Step 4	Budgeting	Update and maintain Internet resources such as online curriculum, communication with educational institutions, research sites and databases.	Assistant Superintendent	Director of Technology	06/30/2025	810,000

**7. This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Budgeting	Update and/or move Network Operations Center (NOC) to support wired and wireless infrastructure at the high school and the Cloud	Director of Technology	(No Response)	06/30/2025	100,000
Action Step 6	Cybersecurity	implement remote and	Director of	(No Response)	06/30/2	560,000

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

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	ty	on-premises LIVE monitoring of network systems.	Technology		025	
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 3

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## 1. Enter Goal 3 below:

Address the needs of a diverse student population to support equitable access to instruction, materials and assessments. (District Vision Statements, 1, 2, 3, 4, 5, 7; USNY Learning Technology Plan ITP Goals 1, 2, 3, 5, 6)

## 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.

The district provides students and parents a technology survey. Results of the survey are considered in the development of future technology planning and integration for instruction. Changes and updates to the Technology Plan are based on the survey results and administrative guidance. The district will also examine assessment data such as NYS 3-8 Assessments, Regents, and standardized assessments such as NWEA when considering improved student achievement. In addition, district administration will analyze data and metrics from Google Workspace environment including Google Classroom use, ensure all students have reliable access to district provided (1:1) online devices in school and at home.

## 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	Budgeting	Upgrade Mobile Deployment Management System	Director of Technology	n/a	06/30/2025	100,000

**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
		(MDMS) solutions - human and financial resources to support an MDMS solution for diverse student population with devices such as ipads, tablets, and other mobile devices				
Action Step 2	Professional Development	Provide training for Speech and Language Therapists in augmentative and assistive technology areas. The District will provide professional development through consultants for AAC (Augmentative and alternative communication)	Other (please identify in Column 5)	Executive Director for Educational Services	06/30/2025	20,000
Action Step 3	Curriculum	Access to instructional remedial programs such as per the District Response to Intervention (RtI) and Academic Instructional Support (AIS) Plans.	Assistant Superintendent	n/a	06/30/2025	90,000
Action Step 4	Curriculum	Provide professional development to staff for the instructional remedial programs such as per the District Response to Intervention (RtI) and Academic Instructional Support (AIS) Plans.	Assistant Superintendent	n/a	06/30/2025	240,000

**7. This question is optional.**

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

**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 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 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:**

Support the District's Professional Development Plan (PDP) to provide a continuous multiyear approach to improve student performance through technology integration and application (District Vision Statements 1,6; USNY Learning Technology Plan 1, 4, 6; Reference the district Professional Development Plan)

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

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

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

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

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

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

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

As per the District PDP Plan, Technology integration will be implemented across all curriculum areas. Baseline data was established in the first year of the Instructional Technology Plan, and updates to the Instructional Technology Plan are made according to the yearly data collection and analysis of the technology survey. Professional development specific to technology integration is structured based upon the goals established within the Instructional Technology Plan.

Teachers K-12 will be provided opportunities to learn new skills through knowledge gained during grade level, faculty, and department meetings, out of District conferences and turnkey training, in-District training facilitated by educational specialists and consultants, inter classroom visitations, instructional rounds, as well as professional growth opportunities through demonstration and practice. Consistent implementation and opportunities will facilitate the integration of skills into their professional repertoire. Examples include but are not limited to SMARTBoard lesson planning and instruction, Google Classroom and related instructional technology software/platforms, ThinkCentral, SchoolTool, NWEA, and AIMSWEB to inform and support instruction

**6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

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

## IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Survey faculty and staff to assess the instructional technology professional needs of district faculty and staff.	Assistant Superintendent	n/a	06/30/2025	0
Action Step 2	Evaluation	Analyze the survey results from Action Step 1.	Other (please identify in Column 5)	Administrator for Instruction & Data Reporting	06/30/2025	0
Action Step 3	Collaboration	Collaborate with colleagues and consultants to develop the appropriate PD that aligns identified District needs.	Other (please identify in Column 5)	Deputy Superintendent	06/30/2025	0
Action Step 4	Budgeting	Implement the necessary professional development as identified in Action Steps 1-3. Teachers K-12 will be provided opportunities to learn new skills through knowledge gained during grade level, faculty, and department meetings, out of District conferences and turnkey training, in-District training facilitated by educational specialists and consultants, inter classroom visitations, instructional rounds, as well as professional growth opportunities through demonstration and practice. Consistent implementation and	Other (please identify in Column 5)	Deputy Superintendent	06/30/2025	240,000



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

## IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		opportunities will facilitate the integration of skills into their professional repertoire Examples include but are not limited to SMARTBoard lesson planning and instruction, ThinkCentral, SchoolTool, NWEA, and AIMSWEB to inform and support instruction.				

**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?**

No

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](mailto:edtech@nysed.gov).

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

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

Technology integration will be implemented across all curriculum areas. Baseline data will be established in conjunction with survey results of faculty and staff in the first year of the Instructional Technology Plan. Updates to the Instructional Technology Plan are made according to the yearly data collection and analysis. Professional development specific to technology integration is structured based upon the goals established within the Instructional Technology Plan. Professional development opportunities provided by the District include, but are not limited to: in-district and out-of-district professional development workshops, Superintendent's Conferences, meetings, articulation, and common planning.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The district is 1:1 for all students in school and at home. The devices go home with the student daily.  
Reliable, secure Internet access is provided for all students in school and at home.  
Since implementing the 1:1 initiative, the district increased the Internet bandwidth and wireless infrastructure for all devices.  
District Helpdesk is available for students in the district and for all families via building level IT staff.

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

Instruction will be differentiated using technology as defined in each student's Individualized Educational Plan (IEP). The District also has several remedial support systems for reading and math content areas that are infused into the daily curriculum. Non-verbal students use ipads with voice/audio abilities (Proloquo) which is how the student communicates. The following technology methods are used to assist with differentiated individualized learning needs: 1. Videos 2. Text-to-Speech 3. Assistive Tech 4. Interactive remedial software

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)

- 4a. **If 'Other' was selected in Question 4 above, please explain here.**

Non-verbal students use ipads with voice/audio abilities (Proloquo) - which is how the student communicates. Students who display difficulties in a written language use interventions such as Bookshare.org (books on tape) to be able to listen to the written language therefore increasing writing skills and fluency.

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

## V. NYSED Initiatives Alignment

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

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

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

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 15 languages most commonly spoken in the district

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

(No Response)

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

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

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

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

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

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

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

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

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](mailto:edtech@nysed.gov).

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

## VI. Administrative Management Plan

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**1. Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	5.00
<b>Totals:</b>	<b>6.00</b>

**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	Instructional and Administrative Software	n/a	270,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	810,000
2	Professional Development	n/a	80,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	240,000

## 2022-2025 Instructional Technology Plan - 2021

## VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input 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	Staffing	Support Staff	300,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	900,000
4	Internet Connectivity	n/a	76,000	Annual	<input checked="" 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	228,000



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## VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>726,000</b>			

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

Not Applicable

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

<https://www.millerplace.k12.ny.us/Domain/37>

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Barbara Aris Weir	Director of Technology	bweir@millerplace.k12.ny.us	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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## VII. Sharing Innovative Educational Technology Programs

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Susan Craddock	Assistant Superintendent for Curriculum and Instruction	scraddoc@millerplace.k12.ny.us	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

**2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs

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

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	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

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](mailto:edtech@nysed.gov).