

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/13/2021

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

Christine Talbot

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

Other

- 2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Supervisor of Instructional Technology, Library Media, and Data Reporting

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

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1. What is the overall district mission?

District Mission: It is the mission of the North Merrick school community to develop individuals who respect themselves and others, are flexible, open-minded, self-motivated, and capable of relating to and communicating with others. These individuals should be able to function independently and cooperatively, be conversant in technology, have the ability to access and process as well as analyze data, and be able to solve problems. We effectively use technology resources to empower faculty, staff, and students in their daily lives.

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

The North Merrick school community will marshal the use of technology to strengthen and support student learning; ensure meaningful connections between families and school; nurture, guide and challenge children to maximize their potential; prepare them for secondary school; and become contributors to society. It is essential that students gain and continue to develop skills needed to efficiently, accurately, and responsibly access, acquire, apply, and assess information and then transform it into knowledge.

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 implementation of North Merrick School District's Technology Plan is a continuous process requiring ongoing evaluation. The district maintains a Technology Focus Group Committee to evaluate technology needs at all levels within the district.

The Board of Education established policy regarding the use of technology in the district consistent with its other educational and administrative policies.

At the beginning of the school year in August, the Superintendent, as a stakeholder, identifies and holds accountable all of the employees who are performing specific duties implementing the use of technology in the schools. The Superintendent does this through consultation with other stakeholders including the Deputy Superintendent, Supervisor of Instructional Technology and other district experts, as well as providing district support to those charged with the implementation.

The Supervisor of Instructional Technology is responsible to carry out the vision for the use of technology based on the educational and administrative needs for the district in consultation with all stakeholders. As such, the Supervisor must also make sure that there is adequate training and support for the use of technology in the district. The training is pushed out in larger volumes during the months of September through December as teachers and students work on new programs and integrate the technology in their classroom.

Principals identify the instructional models used in their buildings and evaluate teachers in their use of good instructional practices that integrate technology. This process is ongoing throughout the year and progress is recorded within classroom observations four times a year and goal meetings three times a year. It is their responsibility to encourage the use of technology in instruction and to identify the needs in their respective buildings.

These are usually during classroom visits as follow-ups to professional development workshops that are held monthly.

Teachers use technology appropriately and to the greatest benefit in the learning of their students. To accomplish this, teachers are responsible for learning to use technology appropriately and for examining ways to incorporate it. There are regular opportunities for teachers to meet with our BOCES Model School consultant as well as our Computer Aides and Supervisor of Instructional Technology to strengthen and support the integration of technology as a tool for learning in their classrooms. Our BOCES Model School trainer is a valuable asset to our district and meets with us virtually or in-person twice a month and three times a month during the September and October months to get things rolling.

Additionally, Technology Focus Group Committee meetings are held once to twice a month to evaluate this ongoing process. This committee is made up of teachers in each of our three schools. They share and collect technology information and feedback monthly at faculty meetings. Furthermore, they develop a needs assessment survey that will be distributed each year to collect information on technology use, integration, and needs so that we can make our technology programs initiatives sustainable.

We plan for the outcomes to show that teacher equipment and student devices are up to date and functioning appropriately. Additionally, each year we would like to collect data that shows increased staff utilization of programs and digital platforms within the classroom to meet the needs of individual learners.

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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?

North Merrick plans on continuing to strengthen the following goals to ensure equitable access to all students and enhance curriculum and instruction: This planning process differs than that in the past because our previous committees were one year committees. This current Technology Focus Group has a three-year investment into the district's goals and missions. Now that we have successfully rolled out our 1:1 chromebook initiative, we can work on goals that broaden our abilities to implement technology as a tool for instruction and meeting the needs of individual learners and styles across the district using Google compatible platforms.

The committee constructed a checklist of desired outcomes based on our previous technology plan and brought that checklist to each of the school's faculty meeting to discuss outcomes so that they can identify successes and needs within each school and then across the district. The Focus Group also looked at the results of the Digital Equity Survey. Based on these results, the committee identified strengths and areas in need of improvement, which led to our goals. Parents and students are also given surveys to collect data and feedback regarding their technology implementation, ease of use, internet connectivity, variety of use in the classroom, technology support, and motivation. These results were also collected and analyzed by our Technology Focus Group to support our development of this plan. Survey data was collected from June 2020, January, 2021, June 2021, and February 2022.

Goal #1: Through tight alignment to the curriculum, develop learning opportunities in a technology rich learning environment in which students will be actively engaged in higher level thinking, research and problem-based learning. Relevant professional development opportunities will continue to be provided for our principals, faculty, and staff.

Goal #2: Capitalize on the use of technology in order to provide diversified educational and cultural experiences for teaching and learning that promote the development of multifaceted individuals.

(Goal #3 from 2018-2021) North Merrick has attained the previous three-year goal of improving student-to-device ratio as we are now successfully a 1:1 chromebook district. Additionally, we have improved our broadband and Wifi access by adding access points throughout all of our districts to support the 1:1 chromebook roll-out. We plan on continuing to increase the use of technology to improve and expand research and enable sharing and collaboration using google friendly and Ed Law 2D compliant platforms.

Goal #4: North Merrick also plans on adopting a district-wide consistent method of home/school communication from district and school regarding events, homework, band and orchestra schedules, calendar updates, etc. that impact the school community.

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II. Strategic Technology Planning

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

During the pandemic, our faculty and staff became familiar with technology tools to engage in collaboration, sharing, and giving our students voice and choice. North Merrick has provided continued professional development to keep our teachers current on updates and upgrades to our Ed Law 2D compliant technology programs available for them to use. The COVID pandemic also forced our district to complete our 1:1 chromebook initiative quicker than anticipated. Now that we are 1:1, our future plans allow for North Merrick to enhance our students' ability to demonstrate creativity, innovation, collaboration, communication, information fluency, and digital citizenship.

North Merrick is committed to providing a comprehensive, technology-rich curriculum, supported by a commitment to ongoing professional development for all educators and staff, and access to technological resources and opportunities. Our primary goal post COVID pandemic is to provide educational opportunities that will allow our students to grow productively in the 21st century.

During the spring of 2020, all of our learning was virtual. We were thrust into the virtual learning environment and the district technology coordinator planned daily workshops, internal and external trainings, and best practice sharing meetings. A course offering sheet was posted daily for all staff to attend on an as needed basis. Teachers were facilitating and the district capitalized on the technology strengths of our staff.

For the 2020-2021 school year, in addition to the in-person learning environment, all students were offered a virtual learning option. We had a North Merrick Virtual School that was led by a certified teacher for each grade level. All virtual school staff met each morning with the Virtual School Coordinator to review technology needs, programs, and strategies to align the virtual school to the in-person learning environment as best as possible. In January 2021, all students were given a chromebook and our 1:1 chromebook initiative was successfully rolled out and continues to be maintained with a frequent influx of new student entries. During this school year, we delivered 3 hotspots to families that didn't have internet to learn virtually. Our professional development has been geared towards our technology platforms and digital programs so that teachers feel comfortable using the chromebooks as a tool for learning and meeting individual needs. We have and continue to offer professional development internally and externally for Reading A-Z, All Google applications, Book Creator, National Geographic digital, Gizmos, Reflex Math, First in Math, Nearpod, Flipgrid, Quizlet, and more.

To ensure that students are more technologically proficient and engaged, we have established special events throughout the year where students in the upper elementary grades (grades 4-6) work with students in the primary grades (K-3) to engage in technology applications together. Our older students act as mentors and guides to show students one-on-one how to log in and complete simple tasks, such as locating the waffle, and opening their drive to find files, submitting in google form, etc.

Parents and students are also given surveys bi-annually to collect data and feedback regarding their technology implementation, ease of use, internet connectivity, variety of use in the classroom, technology support, and motivation. The results of these surveys are analyzed by the Technology Focus Group.

6. Is your district currently fully 1:1?

Yes

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

The district is committed to fulfilling the vision expressed in standard 9 of the NYS Education Department standards for high-quality professional development, which states that professional development promotes technological literacy and facilitates the effective use of all appropriate technology. To achieve this, in collaboration with its Teacher Center, the North Merrick UFSD reviews and analyzes annual needs, assessments, and student achievement data to drive district-wide professional development. The mission of the professional development program is to foster an atmosphere conducive to supporting and encouraging faculty members to continue to be learners for the purpose of personal as well as professional goal attainment and the optimization of student performance. The integration of technology is a key component of teacher goals that are closely aligned to improving student achievement while emphasizing support for programs, subject areas, instructions, and assessment. Professional development activities are differentiated and address teachers' technological learning and application to instruction. Professional development in instructional technology is essential for teacher growth and facilitation of learning. The district utilizes the professional services of BOCES trainers, our Supervisor of Instructional Technology, and other administrative team members, in addition to our technology focus group members to help develop an integrated technology program. Professional learning occurs through faculty meetings, in-service courses, college and BOCES courses, workshops and conferences, as well as in and out of district school visitations.

In determining the variety of needs for staff development, our Teacher Center needs assessments are reviewed by our Technology Focus Group to obtain the scope of needs. Based on the Teacher Center needs assessment, the bi-annual Google Form surveys created by our Focus Group and sent out to faculty, staff, parents, and students, and district's Digital Equity Survey, our committee determines the current capacity of our educators. Furthermore, principal recommendation based on observations and goals also helps us to determine where our strengths are to leverage our human capital.

Based on the needs identified above, the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest. The recommendations for PD are brought to the attention of the Deputy Superintendent and the District Supervisor for Instructional Technology who will then look into bringing in presenters to our district for district-wide and school-wide goals and needs. These administrators also work alongside the Teacher Center to subsidize the PD needs for the staff. The Teacher Center also puts together ideas for collegial circles based on the needs presented to them from the recommendations from the Technology Focus Group.

Professional development will be offered during the school day with sub coverage and also after and before school for in-service credit to meet the needs of our staff.

The effectiveness of the PDP will be measured by graphing the usage of technology program usage by faculty and staff over time. Looking at the correlation between the data usage for programs that PD is offered against those programs that have limited direct professional development in the form of workshops and training modules.

Additionally, each staff member is asked to select a technology goal, or to incorporate a component of technology into their goal. Our tenured staff have one goal required and our non-tenured staff have three goals required for the year. At the mid-year and final end of year meeting, the principals will assess whether an employee met their personal technology goal. Based on the success of meeting these goals, we can also assess the capacity of our educators and sustain the implementation of technology tools in our classrooms to engage learners and give students voice and choice.

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

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

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

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

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

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

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

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Goal 1- Through tight alignment to the curriculum, develop learning opportunities in a technology-rich learning environment in which students will be actively engaged in higher-level thinking, research and problem-based learning. Relevant PD for faculty provided.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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

Ongoing evaluation is accomplished through:

needs assessment surveys- A needs assessment survey is given to faculty and staff at the end of each school year. This survey includes questions that relate to the ease of integrating technology tools, availability of a variety of programs, meeting the needs of individuals learners and groups, technology support in house, internet connectivity, and professional development effectiveness. These surveys are analyzed qualitatively and quantitatively and curated into a presentation by the Coordinator for Instructional Technology to present to central administration. Based on the results, the Superintendent and Deputy Superintendent work with the Coordinator of Instructional Technology to develop a plan to meet the needs and celebrate the strengths. Results of this survey are posted in an email for staff and faculty to see.

satisfaction surveys- Parents and students are given a Google Form survey twice a year, mid-year and end of year, since Covid and the influx of our technology integrations. Questions in the survey relate to the accessibility of a variety of programs, availability and responsiveness of technology support for families, and internet connectivity. This survey is analyzed qualitatively and quantitatively and curated into a presentation by the Supervisor of Instructional Technology to present to central administration. Based on the results, the Superintendent and Deputy Superintendent work with the Supervisor of Instructional Technology to develop a plan to meet the needs and celebrate the strengths.

anecdotal evidence- Our administration is visible and often times when walking around the buildings, our technology staff will write notes as to what they see happening in the classrooms to celebrate in addition to thematic problems to troubleshoot. Our school led technology aides keep a running record of our technology diagnostics including a health report for our smartboards, document cameras, desktops, and chromebooks. Our technology aides meet weekly with our District Supervisor of Instructional Technology to review needs and ensure the technology is working smoothly in every classroom so that instruction is not derailed.

district-wide technology meetings- Our Focus Group meets twice a month to review anecdotal feedback from the faculty and staff in addition to the weekly updated on equipment functionality to determine if and when needs are met and what our next steps are. Furthermore, each of our faculty meetings begin with a district-wide technology Zoom meeting where the Supervisor of Instructional Technology communicated what's happening in the district, changes being made to accommodate and advance our usage and integration of technology, and a celebration of small moments of success that were noted in classrooms from teachers using technology in an innovative way.

professional development evaluations- Our Model School technology specialist meets virtually with our staff two to three times a month. She sends out a schedule and staff sign up to meet with her non a specific task or project for the period one-on-one or in a small group with similar needs. At the end of the year, teachers complete an evaluation form with a likert numerical scale of effectiveness for each component. Our district's goal is to attain 4s and 5s for our PD. If scores are below a 4, then information and details are shared with our BOCES specialist and a conversation takes place with the Supervisor of Instructional Technology to modify and meet the needs of our faculty and staff effectively and successfully.

observation of teacher and student utilization- Principals complete at least four teacher observations a year that are formally written up and must include the teacher use of integrating technology with students. These observations are reviewed individually with the teacher and then as a whole at the end-of-year meeting. Principals and staff rate the success of their technology implementation on a scale of 1-5. Our district aims for a level of successful integration to be at a 4 or 5. Scores lower than a 4 are re-evaluated and new goals for the following year are developed based on the information, observations, and collaborative discussion.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Continue to establish representatives from all grade levels and schools on our Technology Focus	Other (please identify in Column 5)	Supervisor of Instructional Technology	06/20/2023	15000.00

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
		Group committee act as a liaison between teachers and administrators to modify and update our ClassLink dashboard for individual grade levels.				
Action Step 2	Communications	Develop a list of grade-appropriate programs and applications that currently support the curriculum and a list of programs and applications to be vetted for future use.	Other (please identify in Column 5)	Supervisor of Instructional Technology	06/20/2023	300000
Action Step 3	Implementation	Provide ample professional development opportunities for faculty and training periods for students through continual training with our BOCES Model School Technology Specialist in addition to in classroom professional development with the Supervisor of Instructional Technology. Training will also be provided on Superintendent Conference Days throughout the school year.	Other (please identify in Column 5)	Supervisor of Instructional Technology	06/20/2023	9000.00
Action Step 4	N/A	N/A	N/A	N/A	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.

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Capitalize on the use of technology in order to provide diversified educational and cultural experiences for teaching and learning that promote the development of multi-faceted individuals.

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

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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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

Ongoing evaluation is accomplished through:

needs assessment surveys- A needs assessment survey is given to faculty and staff at the end of each school year. This survey includes questions that relate to the ease of integrating technology tools, availability of a variety of programs, meeting the needs of individuals learners and groups, technology support in house, internet connectivity, and professional development effectiveness. These surveys are analyzed qualitatively and quantitatively and curated into a presentation by the Coordinator for Instructional Technology to present to central administration. Based on the results, the Superintendent and Deputy Superintendent work with the Coordinator of Instructional Technology to develop a plan to meet the needs and celebrate the strengths. Results of this survey are posted in an email for staff and faculty to see.

satisfaction surveys- Parents and students are given a Google Form survey twice a year, mid-year and end of year, since Covid and the influx of our technology integrations. Questions in the survey relate to the accessibility of a variety of programs, availability and responsiveness of technology support for families, and internet connectivity. This survey is analyzed qualitatively and quantitatively and curated into a presentation by the Supervisor of Instructional Technology to present to central administration. Based on the results, the Superintendent and Deputy Superintendent work with the Supervisor of Instructional Technology to develop a plan to meet the needs and celebrate the strengths.

anecdotal evidence- Our administration is visible and often times when walking around the buildings, our technology staff will write notes as to what they see happening in the classrooms to celebrate in addition to thematic problems to troubleshoot. Our school led technology aides keep a running record of our technology diagnostics including a health report for our smartboards, document cameras, desktops, and chromebooks. Our technology aides meet weekly with our District Supervisor of Instructional Technology to review needs and ensure the technology is working smoothly in every classroom so that instruction is not derailed.

district-wide technology meetings- Our Focus Group meets twice a month to review anecdotal feedback from the faculty and staff in addition to the weekly updated on equipment functionality to determine if and when needs are met and what our next steps are. Furthermore, each of our faculty meetings begin with a district-wide technology Zoom meeting where the Supervisor of Instructional Technology communicated what's happening in the district, changes being made to accommodate and advance our usage and integration of technology, and a celebration of small moments of success that were noted in classrooms from teachers using technology in an innovative way.

professional development evaluations- Our Model School technology specialist meets virtually with our staff two to three times a month. She sends out a schedule and staff sign up to meet with her non a specific task or project for the period one-on-one or in a small group with similar needs. At the end of the year, teachers complete an evaluation form with a likert numerical scale of effectiveness for each component. Our district's goal is to attain 4s and 5s for our PD. If scores are below a 4, then information and details are shared with our BOCES specialist and a conversation takes place with the Supervisor of Instructional Technology to modify and meet the needs of our faculty and staff effectively and successfully.

observation of teacher and student utilization- Principals complete at least four teacher observations a year that are formally written up and must include the teacher use of integrating technology with students. These observations are reviewed individually with the teacher and then as a whole at the end-of-year meeting. Principals and staff rate the success of their technology implementation on a scale of 1-5. Our district aims for a level of successful integration to be at a 4 or 5. Scores lower than a 4 are re-evaluated and new goals for the following year are developed based on the information, observations, and collaborative discussion.

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	Research	Use committee members of the Focus Group to research and pilot app, websites, and programs that	Classroom Teacher	Classroom Teachers/Technology Committee Members	06/20/2023	15000.00

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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
		address a wide range of backgrounds and needs, including those that support positive behavior and cultural and intellectual differences.				
Action Step 2	Collaboration	Attend BOCES Library Liaison Meetings, Roundtable Meetings, and NASTECH meetings to receive and participate in the most current information on apps and culturally diverse programs. The district will provide teachers with ongoing opportunities to attend out of district training, conferences, and take online and in person courses.	Library Media Specialist	Library Media Specialist	06/20/2023	23400.00
Action Step 3	Professional Development	Provide professional development for faculty and staff for all relevant programs	Assistant Superintendent	Superintendent in charge of PD	06/20/2023	1500.00
Action Step 4	Collaboration	Schedule time for the Culturally Responsive Task Force Committee to meet with the Technology Focus Group members two to three times per year to align goals and develop shared vision.	Other (please identify in Column 5)	Supervisor of Instructional Technology	06/20/2023	9000.00

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.

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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
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Continue to increase the use of technology to improve and expand research and enable sharing and collaboration.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

Ongoing evaluation is accomplished through:

needs assessment surveys- A needs assessment survey is given to faculty and staff at the end of each school year. This survey includes questions that relate to the ease of integrating technology tools, availability of a variety of programs, meeting the needs of individuals learners and groups, technology support in house, internet connectivity, and professional development effectiveness. These surveys are analyzed qualitatively and quantitatively and curated into a presentation by the Coordinator for Instructional Technology to present to central administration. Based on the results, the Superintendent and Deputy Superintendent work with the Coordinator of Instructional Technology to develop a plan to meet the needs and celebrate the strengths. Results of this survey are posted in an email for staff and faculty to see.

satisfaction surveys- Parents and students are given a Google Form survey twice a year, mid-year and end of year, since Covid and the influx of our technology integrations. Questions in the survey relate to the accessibility of a variety of programs, availability and responsiveness of technology support for families, and internet connectivity. This survey is analyzed qualitatively and quantitatively and curated into a presentation by the Supervisor of Instructional Technology to present to central administration. Based on the results, the Superintendent and Deputy Superintendent work with the Supervisor of Instructional Technology to develop a plan to meet the needs and celebrate the strengths.

anecdotal evidence- Our administration is visible and often times when walking around the buildings, our technology staff will write notes as to what they see happening in the classrooms to celebrate in addition to thematic problems to troubleshoot. Our school led technology aides keep a running record of our technology diagnostics including a health report for our smartboards, document cameras, desktops, and chromebooks. Our technology aides meet weekly with our District Supervisor of Instructional Technology to review needs and ensure the technology is working smoothly in every classroom so that instruction is not derailed.

district-wide technology meetings- Our Focus Group meets twice a month to review anecdotal feedback from the faculty and staff in addition to the weekly updated on equipment functionality to determine if and when needs are met and what our next steps are. Furthermore, each of our faculty meetings begin with a district-wide technology Zoom meeting where the Supervisor of Instructional Technology communicated what's happening in the district, changes being made to accommodate and advance our usage and integration of technology, and a celebration of small moments of success that were noted in classrooms from teachers using technology in an innovative way.

professional development evaluations- Our Model School technology specialist meets virtually with our staff two to three times a month. She sends out a schedule and staff sign up to meet with her non a specific task or project for the period one-on-one or in a small group with similar needs. At the end of the year, teachers complete an evaluation form with a likert numerical scale of effectiveness for each component. Our district's goal is to attain 4s and 5s for our PD. If scores are below a 4, then information and details are shared with our BOCES specialist and a conversation takes place with the Supervisor of Instructional Technology to modify and meet the needs of our faculty and staff effectively and successfully.

observation of teacher and student utilization- Principals complete at least four teacher observations a year that are formally written up and must include the teacher use of integrating technology with students. These observations are reviewed individually with the teacher and then as a whole at the end-of-year meeting. Principals and staff rate the success of their technology implementation on a scale of 1-5. Our district aims for a level of successful integration to be at a 4 or 5. Scores lower than a 4 are re-evaluated and new goals for the following year are developed based on the information, observations, and collaborative discussion.

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	Communications	Disseminate information to faculty and staff as to provide them with a menu of educational apps and	Other (please identify in Column 5)	Supervisor of Instructional Technology	06/20/2023	15000.00

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		online interactive and collaborative programs that can be accessed through their chromebooks.				
Action Step 2	Communications	Members of the Technology Focus Group will create one slide for each program depicting how the app can be integrated as a tool in the digital classroom. Slides will include tips, tricks, best practices, and links to tutorials. Slides will be available in our District Google Classroom for access at all times.	Other (please identify in Column 5)	Technology Committee Members	06/20/2023	19200.00
Action Step 3	Research	Our North Merrick Library Media Program will utilize research applications such as Pebble Go and Capstone to integrate into their grade level research projects to align with Library Media standards. Library Media teachers will collaborate with teachers on all grade levels to incorporate units of study into the research curriculum.	Library Media Specialist	Library Media Specialist	06/20/2023	30,000.00
Action Step 4	N/A	N/A	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.

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

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 4

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1. Enter Goal 4 below:

Adopt a district-wide consistent method of home/school communication from district and school regarding events, homework, band and orchestra schedules, calendar updates, etc. that impact the school community.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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

Ongoing evaluation is accomplished through:

needs assessment surveys- A needs assessment survey is given to faculty and staff at the end of each school year. This survey includes questions that relate to the ease of integrating technology tools, availability of a variety of programs, meeting the needs of individuals learners and groups, technology support in house, internet connectivity, and professional development effectiveness. These surveys are analyzed qualitatively and quantitatively and curated into a presentation by the Coordinator for Instructional Technology to present to central administration. Based on the results, the Superintendent and Deputy Superintendent work with the Coordinator of Instructional Technology to develop a plan to meet the needs and celebrate the strengths. Results of this survey are posted in an email for staff and faculty to see.

satisfaction surveys- Parents and students are given a Google Form survey twice a year, mid-year and end of year, since Covid and the influx of our technology integrations. Questions in the survey relate to the accessibility of a variety of programs, availability and responsiveness of technology support for families, and internet connectivity. This survey is analyzed qualitatively and quantitatively and curated into a presentation by the Supervisor of Instructional Technology to present to central administration. Based on the results, the Superintendent and Deputy Superintendent work with the Supervisor of Instructional Technology to develop a plan to meet the needs and celebrate the strengths.

anecdotal evidence- Our administration is visible and often times when walking around the buildings, our technology staff will write notes as to what they see happening in the classrooms to celebrate in addition to thematic problems to troubleshoot. Our school led technology aides keep a running record of our technology diagnostics including a health report for our smartboards, document cameras, desktops, and chromebooks. Our technology aides meet weekly with our District Supervisor of Instructional Technology to review needs and ensure the technology is working smoothly in every classroom so that instruction is not derailed.

district-wide technology meetings- Our Focus Group meets twice a month to review anecdotal feedback from the faculty and staff in addition to the weekly updated on equipment functionality to determine if and when needs are met and what our next steps are. Furthermore, each of our faculty meetings begin with a district-wide technology Zoom meeting where the Supervisor of Instructional Technology communicated what's happening in the district, changes being made to accommodate and advance our usage and integration of technology, and a celebration of small moments of success that were noted in classrooms from teachers using technology in an innovative way.

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observation of teacher and student utilization- Principals complete at least four teacher observations a year that are formally written up and must include the teacher use of integrating technology with students. These observations are reviewed individually with the teacher and then as a whole at the end-of-year meeting. Principals and staff rate the success of their technology implementation on a scale of 1-5. Our district aims for a level of successful integration to be at a 4 or 5. Scores lower than a 4 are re-evaluated and new goals for the following year are developed based on the information, observations, and collaborative discussion.

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	Collaboration	Align Staff IDs from PowerSchool and nVision	Other (please identify in Column 5)	Supervisor of Instructional Technology, Public Relations Specialist, and Data Specialist	06/20/2023	12000.00

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 2	Data Privacy	Onboard parents, guardians and students from PowerSchool to Parent Square. Onboard faculty and staff from nVision to Parent Square	Other (please identify in Column 5)	Supervisor of Instructional Technology, Public Relations Specialist, and Data Specialist	08/22/2022	0
Action Step 3	Collaboration	Provide faculty and staff training in groups based on individual needs to include teachers, clerical, nurses, and administrators.	Instructional /PD Coach	Supervisor of Instructional Technology	09/01/2022	0
Action Step 4	Implementation	Develop a How-To Guide for parents to distribute with class assignments so that parents begin receiving notifications from district and building level prior to school starting.	Other (please identify in Column 5)	Supervisor of Instructional Technology	10/16/2022	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	Implementation	Review dashboard and undelivered emails/texts to continually update contact info to reach as close to 100% of our community as possible.	Other (please identify in Column 5)	Supervisor of Instructional Technology	06/20/2023	0
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 4

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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 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.

2022-2025 Instructional Technology Plan - 2021V. 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.

In order to support rigorous academic standards attainment and improve student performance, the district will provide faculty, staff, and administrators with ongoing professional development in the areas of technology so we can embed the use of technology within the educational setting. The teachers will continually plan to utilize the technology in order to reinforce 21st century skills such as communication, creativity, collaboration, and critical thinking. The district will be continuously evaluating subscriptions to programs and databases, educational software and available technology to provide technology-rich learning experiences for our students.

This is accomplished through the following:

1. Provide students with the technology and connectivity necessary to enable them to access a full range of technology tools and opportunities.
2. Provide additional learning opportunities that can be assessed any time or anywhere, thereby extending learning beyond the school day.
3. Increase connections to the world outside the walls of the school district to improve educational opportunities for all learners paying close attention to English language learners.
4. Expose students to a technology-rich curriculum in which they can demonstrate an ability to create, synthesize, and apply knowledge.
5. Use technology to facilitate the accessing, gathering, assessing, and presentation of information and ideas.
6. Use technology to develop problem solving abilities.
7. Demonstrate skills in utilizing hardware and software.
8. Learn how to make safe decisions while accessing the internet.
9. Provide teachers with the tools to enable them to make student-centered, project-based learning activities.

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.**

Equity in the classroom, or supporting the outcomes of students of all backgrounds and abilities, is essential to a productive learning environment.

North Merrick plans on addressing the needs to provide equitable learning in the following ways:

1. Reducing race and gender barriers by asking for all points of view and being inclusive.
2. Diversifying our curriculum and establishing a cultural connection for our students by exposing students to a spectrum of multicultural authors, innovators, artists, inventors, etc.
3. Holding every student to the same high level of expectations. Teachers will set the bar high for achievement for all students and encourage all students to engage in classroom
4. Setting up classroom space to emphasize interaction in groups and foster inclusion. Our teachers will be available in various locations throughout the classroom while instructing. Students will engage in group work, individual work, and paired work in different formations.

During the pandemic, our faculty and staff became familiar with technology tools to engage in collaboration, sharing, and giving our students voice and choice. North Merrick has provided continued professional development to keep our teachers current on updates and upgrades to our Ed Law 2D compliant technology programs available for them to use. The COVID pandemic also forced our district to complete our 1:1 chromebook initiative quicker than anticipated. Now that we are 1:1, our future plans allow for North Merrick to enhance our students' ability to demonstrate creativity, innovation, collaboration, communication, information fluency, and digital citizenship.

During the spring of 2020, all of our learning was virtual. We were thrust into the virtual learning environment and the district technology coordinator planned daily workshops, internal and external trainings, and best practice sharing meetings. A course offering sheet was posted daily for all staff to attend on an as needed basis. Teachers were facilitating and the district capitalized on the technology strengths of our staff.

For the 2020-2021 school year, in addition to the in-person learning environment, all students were offered a virtual learning option. We had a North Merrick Virtual School that was led by a certified teacher for each grade level. All virtual school staff met each morning with the Virtual School Coordinator to review technology needs, programs, and strategies to align the virtual school to the in-person learning environment as best as possible. In January 2021, all students were given a chromebook and our 1:1 chromebook initiative was successfully rolled out and continues to be maintained with a frequent influx of new student entries. During this school year, we delivered 3 hotspots to families that didn't have internet to learn virtually. Our professional development has been geared towards our technology platforms and digital programs so that teachers feel comfortable using the chromebooks as a tool for learning and meeting individual needs. We have and continue to offer professional development internally and externally for Reading A-Z, All Google applications, Book Creator, National Geographic digital, Gizmos, Reflex Math, First in Math, Nearpod, Flipgrid, Quizlet, and more.

To ensure that students are more technologically proficient and engaged, we have established special events throughout the year where students in the upper elementary grades (grades 4-6) work with students in the primary grades (K-3) to engage in technology applications together. Our older students act as mentors and guides to show students one-on-one how to log in and complete simple tasks, such as locating the waffle, and opening their drive to find files, submitting in google form, etc.

Parents and students are also given surveys bi-annually to collect data and feedback regarding their technology implementation, ease of use, internet connectivity, variety of use in the classroom, technology support, and motivation. The results of these surveys are analyzed by the Technology Focus Group.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

Classified students within the K-6 level receive additional instructional technology that includes Raz Plus, SuccessMaker, Khan Academy, Kahoot!, Type to Learn, and ReadWorks. These applications support students with disabilities within phonetic instruction, reading comprehension strategies, and math support. Students are also receiving tiered instruction through First in Math and Moby Max for research based interventions and application of math concepts.

Students with disabilities are supported with audiobooks, note taking applications, and voice recognition applications. The Mote add-on has become an invaluable tool in our classrooms to meet our speech language and ENL disabled students so that they can voice type their responses with moderate accuracy. Flipgrid is also used to differentiate learning and offer students voice and choice in learning and presentation information in a way that is comfortable for them.

Some students require assistive technology or augmentative and alternative communication devices as per their IEPs in order to ensure access to and participation in the general curriculum. We have adaptive technology specialist from BOCES that works closely with our team of psychologists, social workers, special educators, aides, and students to teach them how to use and adapt to a variety of assistive technology devices to meet their individual 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)

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 type="checkbox"/> Technology to support writers in the secondary classroom | <input 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 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) |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input 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 type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input 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 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 type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input 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 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 type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

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

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

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	2.00
Totals:	3.00

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	N/A	104,100	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	243,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	
3	Network and Infrastructure	N/A	102,000	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			449,100			

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

Yes

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

<https://www.nmerrickschools.org/Page/6178>

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

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VII. Sharing Innovative Educational Technology Programs

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

<input type="checkbox"/> 1:1 Device Program	<input checked="" type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input checked="" type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" 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 checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" 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 checked="" 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	Beth Friedman	Deputy Superintendent	bfriedman@nmerrick.org	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" 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
				<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> <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
				<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> <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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