



# Instructional Technology Plan 2022-2025

Instructional Technology Plan Vision Committee	
Ms. Amanda Kavanagh	Director of Instructional and Administrative Technology
Ms. Laura Peterson	Executive Director of Special Education
Ms. Barbara Giese	School Community Relations Director
Mr. Bob Machado	High School Business Department Chair
Dr. Kara Fusco	Middle School ELA Teacher and Technology Lead Teacher
Ms. Rosemarie Abrignani	High School English Teacher and Technology Lead Teacher
Ms. Caitlin Rubin	ENL Teacher and Technology Lead Teacher
Dr. Nicole Montellese	First Grade Teacher and Technology Lead Teacher
Mr. Gregory Hronec	4th Grade Teacher
Ms. Reina Hall	4th Grade Teacher

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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.](#)

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

Amanda Kavanagh

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

Director of Technology

II. Strategic Technology Planning

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

Our Vision: Empowering the next generation for success in life.

Our Mission: Hewlett-Woodmere Public Schools provides an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success.

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

*The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?*

In Hewlett-Woodmere Public Schools, technology represents opportunities for inclusion, accessibility, transformation, personalization, and innovation and is a conduit for creativity, the expression of knowledge, and engaging students in deep and meaningful learning experiences. The focus is not on the tool itself, but on what our students and teachers can create while using the tool. By providing access to the Internet, devices, experiences, and exceptional educators, we strive to harness the magnitude of what technology provides in order to give each student and family the support, access, and functions that they need to be able to learn and flourish.

3. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or and the outcomes of the instructional technology plan development meetings.**

*The instructional technology planning process should align with the district's strategic planning process. The district level technology committee should include multiple stakeholder participants in order to build advocacy for district programs and financial plans.*

The planning process for the development of the Instructional Technology Plan included feedback from the District-wide Technology Committee, which includes teachers, IT staff, building and District administrators, and students. A sub-committee was formed for the purpose of developing this plan. This "Vision Committee" consisted of teachers from every school building, including one ENL teacher and one Special Education teacher, one building chairperson, the Executive Director of Special Education, and the Director of School Community Relations, and the Director of Instructional and Administrative Technology. The Vision Committee provided updates to the District Technology Committee. The goals and elements of the plan were also discussed with our Superintendent of Schools.

In order to develop the plan, the topic was shared at the October and December 2021 District Technology Committee meetings. It was decided at the December 2021 District Technology Committee meeting that the sub-committee be created. The sub-committee met on three occasions; 1/31/22, 2/15/22, and 3/02/22. At the January meeting, the committee reviewed the District goals from the 2018/2021 Instructional Technology Plan and assessed the attainment of those goals. We discussed the impact of the COVID-19 pandemic on our past and future goals. In addition, the NYS guidance for the development of this plan was reviewed, existing stakeholder surveys were identified and action steps that needed to be addressed before the next meeting were determined. A survey was created and sent to all parents in the District to gain additional insight from their perspective. In addition, members of the Vision Committee surveyed their own students and students in the school where they work to gain additional information to inform our goal creation.

At the February meeting, we discussed significant findings from the survey data, did a goals brainstorming activity, and discussed the alignment of the goals with the NYS goals. We also spent time talking about the needs of specific populations such as special education students, english language learners, and those experiencing housing insecurity.

At the March meeting of the Vision Committee the goals were finalized, the vision statement that will be used to guide the use of instructional technology in the district was developed, and additional areas of the plan were addressed.

Prior to the submission of this plan for review by our RIC review team, the Vision Committee has reviewed the draft plan.

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

The District goals for the 2018-2021 Instructional Technology Plan included the development of a P-12 Digital Learning Curriculum, personalized professional development for our staff, and the purposeful implementation of technology into learning. Our goals for 2022-2025 build upon these goals as we look toward the alignment of our District-created Digital Learning Curriculum with the NYS Digital Fluency and Computer Science Standards, as well as, the implementation and roll-out of these skills into our classrooms. We are also building upon our goal for personalized professional development as we implement a coaching model for technology integration. In order to ensure that students and caregivers are successful in their access to technology, the District will be focusing on providing communication and materials in all of the languages that families prefer and will offer training for parents.

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

As a result of the COVID-19 pandemic, the District has reflected on the technologies that we have in place to support students everywhere, all the time. We believe that offering access to the Internet to those families in need is essential to learning and this will remain a part of our practice moving forward. We did hasten our roll-out of one-to-one devices to students in 7th and 8th grade during the pandemic. The District had been adding a grade each year, but moved from being one-to-one in grades 5,6, 9-12 in 2019-2020 to being one-to-one in grades 5-12 in 2020-2021 and grades 4-12 in 2021-2022. As we move into the next school year, it has been determined that we will provide devices for access both in school and at home for students in grades 3-12. We believe that this model will best suit our District moving forward. The District will have a dedicated cart with enough devices for every student in every Pre-K through grade 2 classroom. In the event of a school closure, these devices would then be distributed for students to take home for the purpose of virtual learning. We have also made sure to prepare students for the possibility of having to transition to remote learning by assigning homework that includes accessing digital resources and submitting work virtually. The District began requiring the use of specific learning management systems for the 2020-2021 school year as we saw during the pandemic that having too many systems proved confusing for parents and students. The learning management system used in grades P-3 is Seesaw and in grades 4-12 Schoology is used by all staff and students. The District will continue to include training for staff on these platforms to ensure purposeful and efficient usage.

In order to support livestreaming from the classrooms and increased device usage, the District increased the network bandwidth capacity at the start of the 2020-2021 school year. This capacity will remain in place and can be increased as needed. We have redundant Internet connections and implemented a load balancer in order to ensure that our network could support the volume of users at any given time and would not fail in the event that one provider had an outage. Each year, network switches, servers, and cabling are upgraded, as needed.

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

For the purposes of this survey, "1:1" implies that each student enrolled in the district, grades K-12 (as applicable), has a dedicated device provided by the District for their use both in school and their place of residence.

**YES/NO**

P-1 - device available for every student in the classroom, could be taken home in the event of a school closure  
1:1 to take home goal would be 3-12  
With access to a device within school grades P-2  
2nd grade is a transition year with preparation for taking the device home

**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 Professional Development Plan is updated annually and includes a section that speaks directly to the need to provide professional development for staff in order to attain the goals outlined in the Hewlett-Woodmere Instructional Technology Plan. The Professional Development plan is currently being updated and will include references to the goals in this plan and the various ways that we will offer professional learning opportunities to our staff. In the Spring of 2020 the District implemented the OTIS online professional development platform which had been planned for a fall 2020 roll-out, but was moved up in order to provide additional support for staff as we transitioned to remote learning. Since the implementation of this platform, District staff members have created content that is specific to Hewlett-Woodmere and uploaded it so that others in the District can take these courses. We have steadily increased our Model Schoology professional development days over the past few years. We will continue to offer a minimum of 5 full days of training for each of our buildings through the year. During our District-wide professional development days, the District offers a robust number of workshops that focus on various technologies and their implementation. In order to measure the effectiveness of professional development, the Technology Integration Lead Teachers (TILTs) in each building regularly survey and assess the professional learning needs in their buildings. The TILTs meet regularly and will discuss the survey feedback and report out at building level technology meetings. Formal surveys from the District level are also used to determine needs and preferences for professional development. When looking at the OTIS analytics, we will look at the percentage of staff members utilizing the platform with the hope that we get a minimum of 70% of staff members to take at least one course. We will also include OTIS on our surveys to staff to gauge how useful the staff found the training to be.

**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.**

ALL ARE DROPDOWN WITH THE FOLLOWING OPTIONS: Minimally, Moderately, Significantly, Fully

- 1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**

The district has met this goal:

Significantly

- 2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.**

The district has met this goal:

Significantly

- 3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.**

The district has met this goal:

Fully

- 4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

The district has met this goal:

Fully

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

The district has met this goal:

Significantly

**Goal 1**

**1. Enter Goal 1 below:**

To implement the previously created P-12 Digital Learning Curriculum district-wide. This will include the alignment of the District P-12 Digital Learning Curriculum with the NYS Digital Fluency and Computer Science standards, allocation of the time and place when this learning will occur, selection of programs, resources, and materials to utilize, and roll-out to our teachers.

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

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

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

All students

Economically disadvantaged students

Early Learning (Pre-K -3)

Students between the ages of 18-21

Elementary/intermediate

Students who are targeted for dropout prevention or credit recovery programs

Middle School

High School

Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence

English Language Learners

Students who are migratory or seasonal farmworkers, or children of such workers

Students with Disabilities

Students who do not have internet access at their place of residence

Students experiencing homelessness and/or housing insecurity

Students in foster care

Students in juvenile justice system settings

Vulnerable populations/vulnerable students

Other (please identify in Question 3a, below)

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

Teachers/Teacher Aides Administrators

Parents/Guardians/Families/School Community Technology

Integration Specialists

Other

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

The goals will be measured and evaluated using the following methods: the use of the elementary school report card in the area of Technology Skills, student work samples, such as presentations and other work products, analytics and reports from educational software products, the District technology showcase, discussions at both building and District technology committee, meetings with our District team of Technology Integration Lead Teachers and through teacher observations. In order to know if this goal has been accomplished, we would look to see that the tools and resources selected are being utilized and in what ways. This can be done by viewing the analytics and having grade-level or departmental meetings to discuss. We will also work on building these skill areas into rubrics for assessments in order to have teachers be able to determine the level of proficiency that students have in these skills areas. We will have students from each building showcase mastery of these skills at the District Technology Showcase.

**6. List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Teachers and administrators will work together to determine when, where, and which resources will be utilized.	Director of Technology	n/a	06/30/2023	\$0

Action Step 2	Curriculum	Technology integration lead teachers and other teachers throughout the District will do curriculum writing to align our P-12 Digital Learning Curriculum with the NYS Computer Science and Digital Fluency standards and select resources.	Director of Technology	n/a	06/30/2025	\$15,000
Action Step 3	Planning	Based on the work done, we will need to purchase digital licensing and resources to implement the curriculum.	Director of Technology	n/a	06/30/2025	\$50,000

**Goal 2**

**1. Enter Goal 2 below:**

To provide a multi-faceted approach to professional development for our staff. This approach will include leveled training on the usage of educational technology tools, philosophical approaches to integrating technology including models such as the SAMR model and the concepts of digital balance and students as producers and not just consumers, as well as the addition of a coaching model where a professional development specialist will work with teachers within their classrooms to assist in the implementation of these tools and approaches.

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

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

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

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

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

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

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

This goal will be measured using the Frontline Professional Growth system (formerly MyLearningPlan), sign-up sheets and logs for professional learning days, teacher observations, coordination with the District Model Schools staff developer, and through the use of OTIS analytics. We will look to see that all staff members have taken at least one online training during 2022-2023, at least two sessions during 2023-2024, and at least three sessions during 2024-2025. We will work with our Model Schools Professional Developer to work with teachers within their classrooms and will have check-in conversations with this individual to see that they have worked with at least 25% of our staff per year.

**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	Professional Development	Utilizing Model Schools and other specialists, we will offer in-person hands-on training.	Director of Technology	n/a	06/30/2025	\$35,000
Action Step 2	Evaluation	Using feedback from staff members in order to determine if professional development is effective.	Director of Technology	n/a	06/30/2025	\$0

IV. Action Plan - Goal 3

**Goal 3:**

**1. Enter Goal 3 below:**

To partner with students and parents in order to make District systems and learning tools more accessible and usable by parents and students. This will include parent training, providing resources, and working to make systems accessible in various formats, languages, and modalities.

**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.**

**All students**

Economically disadvantaged students

Early Learning (Pre-K -3)

Students between the ages of 18-21

Elementary/intermediate

Students who are targeted for dropout prevention or credit recovery programs

Middle School

High School

Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence

English Language Learners

Students who are migratory or seasonal farmworkers, or children of such workers

Students with Disabilities

Students who do not have internet access at their place of residence

Students experiencing homelessness and/or housing insecurity

Students in foster care

Students in juvenile justice system settings

Vulnerable populations/vulnerable students

Other (please identify in Question 3a, below)

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

**Teachers/Teacher Aides Administrators**

**Parents/Guardians/Families/School Community Technology**

Integration Specialists

Other

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

This goal will be measured using analytics from the OTIS online learning platform that will house parent resources, parent workshop attendance, parent feedback via surveys, the utilization of the online registration component of Infinite Campus, the utilization of Microsoft Translator, and Schoology and Seesaw analytics for parent accounts. In addition, anecdotal information will be shared at the District Leadership Team meetings and building and District technology meetings to determine usage. We will look to see that 50% of parents have completed training in 2022-2023, 60% in 2023-2024, and 70% in 2024-2025.

**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	We will communicate with parents and students in order to provide them with access to training in person and online.	Director of Technology	n/a	06/30/2025	\$0
Action Step 2	Curriculum	We will need to have staff members create materials, resources, and courses for students and parents.	Director of Technology	n/a	06/30/2025	\$10,000
Action Step 3	Implementation	We will have staff members leading workshops/trainings for both parents and students.	Director of Technology	n/a	06/30/2025	\$10,000

### Initiatives Alignment

- 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.**

Instructional technology is being utilized throughout the District in various ways. Our teachers in grades P-3 utilize Seesaw as their learning management system and as a learning journal for student work and activities. This is also used for communication with parents. In grades 4-12, Schoology is used by teachers as the learning management and the hub for student learning. In order to support our learners, the District subscribes to various educational software platforms such as Reflex and Frax, IXL, Newsela, Worldly Wise, TextHelp, Microsoft Translator and Immersive Reader, Nearpod, Book Creator and more. These platforms assist our teachers in personalizing learning for their students, enhancing student engagement, and allowing our students to access information and show what they know is using multiple pathways and formats.

- 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 provides a 1:1 device for students in grades 4-12 that they bring to school and take home each day. Where applicable, the Internet is provided for students outside of school. Moving into 2022-2023, the District will be 1:1 for students in grades 3-12. In addition to this 1:1 program, we currently have carts of Chromebooks with enough devices for every student in the class in all second and third grade classrooms. For grades Pre-K through 1, iPads and Chromebooks are available for classroom use. As part of this plan, we plan to have a cart with enough devices available for every child in each classroom in grades P-1. In the event that there is a student in need in grades P-2 who does not have a device available at home for their use, the District will provide one for them. We have IT support staff in each building in order to support the staff and students with technical needs. We have partnered with T-Mobile's Project 10 Million to ensure that students who need access to the Internet are provided with it.

- 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.**

Assistive Technology is provided to individuals in need based on recommendations by the Committee on Special Education. Based on the needs of the student, various devices and/or software and peripheral equipment are provided. This includes devices for communication, software for text to speech and speech to text, word processing, and more. The type of technology that is provided is based on the specific needs of the students and/or class setting. Teachers are able to provide leveled reading materials using products like Newsela. Teachers are able to use the specific features of our learning management systems to differentiate the content, assessments, and other materials shared with students based on needs. In addition to the specific software that is used, device settings are modified to allow for students to enable necessary accessibility features in order to support their learning needs.

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

- Class lesson plans, materials, and assignment instructions are available to students and families for
- 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.

- 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.**

- Technology to support writers in the elementary classroom
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Using technology to differentiate instruction in the special education classroom
- Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Integrating technology and curriculum across core content areas

**6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?**

- Class lesson plans, materials, and assignment instructions are available to students and families for 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.
- 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.

**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

**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.**

- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Integrating technology and curriculum across core content areas
- Helping students connect with the world
- The interactive whiteboard and language learning

**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?**

- McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- Offer/phone/enrollment as an alternative to/in-person/enrollment.
- Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided/with/by the district.
- Replace devices that are damaged or stolen/as needed.
- 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.
- 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.
- 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.
- 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.
- Make sure technology/support is offered in multiple languages.

**10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments?**



- 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 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 classroom collaborative projects among heterogeneous student groups.

## Administrative Management Plan

### 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
Instructional Support	0
Technical Support	9
<b>Totals:</b>	<b>10.00</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.

Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source
Staffing	n/a	\$35,000	One-time	District Operating Budget
Professional Development	n/a	\$35,000	One-time	District Operating Budget
Instructional and Administrative Software	n/a	\$50,000	Annual	BOCES Co-Ser Purchase, District Operating Budget

### 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/NO/NOTAPPLICABLE

### 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.hewlett-woodmere.net/Page/11105>