2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Sean Adcroft

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

Director of Technology

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

We recognize each child as an individual with the potential to achieve their personal best. We are committed to guiding our students on their unique educational journeys by nurturing their abilities and encouraging a growth mindset, while challenging and supporting their academic development and fostering their social-emotional and physical well-being. We celebrate diversity, an inclusive learning environment, and respect for others as important components in developing global citizens.

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

The vision of the Manhasset Schools is to integrate various instructional technologies to engage, enhance, and extend student learning in all grade levels. This means training staff in the intentional use of technology drawing upon such frameworks as Kolb's *Triple E,* Mishra and Koehler's *TPACK,* and Puentedura's *SAMR.* This empowers teachers to utilize instructional technology when it will advance learning, while not feeling they must use it simply to "show they are using IT".

Teachers are shown how to evaluate which technologies can enhance their instructional efforts to better help students attain learning goals. This allows them to see where a technology may better engage students in the learning task or benefit from technology's ability to implement universal design for learning principles. It also allows to teachers to utilize technologies to extend opportunities for learning beyond the walls of the classroom or hours of the school day.

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

The District held multiple meetings with key stakeholders during its planning for the reopening of schools in September of 2020. All stakeholder groups were comprised of students, parents, teachers, and school administrators. These are outlined on our District website under "Manhasset Public Schools Reopening". The "Remote Instruction" group was chaired by the Director of Technology and had teacher, parent, and student members. Their plan can be seen here. This process informed aspects of this technology plan as noted in item 5 below.

Additionally, during the 2021-22 school year the Director of Technology met with various stakeholders to discuss key parts of the 2022-2025 technology plan. Google Docs were used to allow for collaboration during and between working sessions. Initial meetings were held in early September of 2021 and recurred every two months, then every month, then every week through March 2022.

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's 2018-2021 Plan had named the following three goals:
- Maintain a robust network infrastructure capable of supporting a growing 1:1 mobile device implementation.
- Increase staff and student participation in the ongoing development of our strategic technology vision and goals to support all users.
- Provide all staff with quality professional development, relevant to their role within the District, to maximize their ability to utilize technology for the benefit of all students.

Each of these goals were met over the course of the the three year plan. In fact, due to the COVID-19 pandemic these goals were exceeded.
The current plan builds upon these goals in the following ways.
- Having already expanded our 1:1 rollout to all grade levels AND upgrading our network infrastructure internal connections speeds to 10 GB to each RSL, we are in the midst of a refresh of our wireless network. This plan is being accomplished over a three-year roll out, the first of which was completed this year (2021-22). We are also increasing our cybersecurity posture in a number of important ways, outlined in Goal 1 below.
- Due to the ever changing landscape of instructional technology, professional development will always need to be a central part of any technology plan. Therefore, we pick up on our efforts named in our last plan with a more formal process of delivering PD outlined in Goal 2 below.
- Having achieved a high-level of community involvement in crafting our Hybrid Instructional Model for the reopening of schools in September of 2020, we are now moving on to the implementation of New York State's Computer Science and Digital Fluency Standards.

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

Over the past two years the world has become dependent on such instructional technologies as never before. Having previously provided students in grades 3-12 with Chromebooks in classrooms, we shifted to a full 1:1 program in grades K-12 with grade 3 - 12 students bringing devices home each evening. We have also put technology into the hands of all teachers, teacher assistants, and school administrators. Allowing them to work remotely as necessary.

Since the Spring of 2020 and the 2021-22 school year both required extensive online instruction, one of the first steps we took was to query the community on their home Internet access. We did this by why of online surveys sent to all parents via our mass notification system (BlackBoard Mass Notification). After identifying students in need, we utilized three different means of providing them with assistance.

1. Provided households information on Altice's low-cost broadband offer (https://www.manhassetschools.org/Page/9086)
2. Determined if the location of the household would allow for connectivity to existing Cablevision wifi and provided necessary information to Nassau BOCES to have applicable households connected.
3. Provided households with wireless hotspots for which the District paid the monthly charges.

We continue to inform families about options 1 and 3 above and provide connectivity as needed.

During the pandemic the District also increased the number of instructional technology professional development opportunities for all teachers and support staff. We increased our overall FTE of staff devoted to IT PD from 1.0 prior to the pandemic to 3.0 in the 2020-21 school year. We have retained this level of IT PD staffing going forward. Early on, all sessions were offered online. Currently, some sessions are held in person, while others offered online

The move to a heavy reliance on instructional technology led us to emphasize the use of our learning management system, Canvas. Parents have continued to ask that teachers utilize Canvas so they can be informed of upcoming assignments and to get a sense of the class work. Professional Development efforts continue to provide teachers with instruction and models for the effective use of Canvas.

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

Yes

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 has steadily increased its commitment to IT Professional Development over the past four years increasing the FTE allocation of teachers with an ITPD assignment from 1.0 FTE District Wide to 3.0 FTE.

Each of our Elementary Schools has a 1.0 FTE IT PD Specialist on staff. Our Secondary School has a 0.6 FTE IT PD Specialist on staff. In addition, eight Secondary School teachers receive an IT PD stipend to act as their subject area's IT PD Liaison. This effectively brings the Secondary School to a 1.0 FTE.

Professional Development largely follows a "just in time" training model with teachers scheduling time with IT PD specialists and liasons to address their needs. Additionally, formal small group training is offered departmentally. Teachers who are new to the District receive separate IT PD sessions for their first two years at Manhasset. Small group training is also offered to all staff on the District's three Superintendent's Conference Days held each year.

Lastly, annual online cybersecurity and data privacy training is required of all staff.

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III. Goal Attainment

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

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

   > Significantly

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

   > Significantly

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

   > 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

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1.   **Enter Goal 1 below:**

Increase Cybersecurity

NYSED Goal Alignment

Cybersecurity encompasses the physical, digital, and behavioral actions that can be taken to increase the protection of data and computing resources. This goal is directly linked to the NY Technology Plan's goal 3 - "Digital Capacity and Access" since without effective cybersecurity, a district's technological resources can be brought down within minutes and may remain offline for weeks or longer.

Attainment of this goal will have several metrics. As part of the goal is dependent upon increasing the security consciousness and skill set of all users, two different mechanisms will be utilized for gathering data - one for students and the other for staff cybersecurity proficiency.

Target Populations

This goal will primarily target our teaching staff as they increase proficiency in a variety of instructional and non-instructional tools. We will also be working to improve the use of several of these tools for our non-teaching staff. As our teaching staff improves in their use of these technologies and begins to incorporate them into their classroom, our students' proficiency will also grow.

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
☐ Middle School	credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at their
☐ English Language Learners	places of residence
☐ Students who are migratory or seasonal farmworkers,	☐ Students who do not have internet access at their place
or children of such workers	of residence
☐ Students experiencing homelessness and/or housing	☐ Students in foster care
insecurity	☐ 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

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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.**

The Manhasset School District has adopted the use of the RIC One online data privacy and cybersecurity training modules for all employees. Results from this annual training platform will be used to inform further training opportunities for those staff who are revealed to be in need of it based upon the score achieved.

We will also be conducting quarterly in-house phishing campaigns using Microsoft's Advanced Threat Protection. These campaigns will serve to educate all staff re the dangers of phishing email as well as identify those staff who need further remediation.

New York State's *Computer Science and Digital Fluency Standards* name "Cybersecurity" as one of the five key concepts about which all students should learn. The curriculum focuses on raising student awareness of and proficiency in the risks, safeguards, and responses one should make regarding sensitive data and computing resources. We will discuss evaluation of the CS&DF standards further in goal 3.

We will have at least two measures of increased cybersecurity proficiency by our staff members. First, we will have the data of which (and how many) staff click on intentional, district-run, phishing campaigns. We hope to see these numbers decrease between the fall baseline campaign and the spring campaign (with 2 additional campaigns in the intervening months). Secondly, we would hope to see staff members improve on the annual cybersecurity online training for which we use the RIC One online materials.

In addition to these two objective measures, we will provide an anonymous survey at the beginning and ending of each year asking staff to rate their level of comfort with technology on a number of topics including cybersecurity.

The goal will be deemed as reached:

- Minimally - Installing and regularly updating endpoint protection on all devices will be seen as a minimal attainment of our goal.
- Moderately - The above plus adding 24/7 Security Operations Center (SOC) monitoring to endpoints. Also, requiring all staff to use multifactor authorization when logging into our network.
- Significantly - The above plus adding 24/7 SOC monitoring to firewall trafic.
- Fully - The above plus regularly evaluating network security by way of IT Audits using such tools as internal and external penetration testing. One might note the above plus never experiencing a cyber attack. Unfortunately, the dynamic nature of cyber security does not allow for reaching a final "totally secure" state.

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	Budgeting	Cybersecurity efforts and tools will need to be funded. After securing quotes for key tools, these have been budgeted for in the upcoming budget.	Director of Technology	Deputy Superintendent	07/01/2022	0
Action Step 2	Cybersecurity	New Hire - CS III to oversee Cybersecurity. Also new tools will need to be installed; technicians will be trained in their use. Monthly reviews of	Other (please identify in Column 5)	Computer Specialist III	07/29/2022	375000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		security will be held with consultants. Drills will be run to ensure preparedness.				
Action Step 3	Implementation	Given the growing complexity and volume of cybersecurity threats, Manhasset Schools has followed the advice of the Gartner Group and outsourced its Managed Detection and Response (MDR) Security Operations Center (SOC). After vetting several EDR and MDR solution providers, the District decided to contract with two companies for support. We are using the Sentinel One EDR solution with their MDR support for endpoint protection. We will also partner with the Center for Internet Security (CIS) to monitor our firewall traffic and provide security operations center monitoring.	Director of Technology	Computer Specialist III	06/30/2023	270000
Action Step 4	Professional Development	We will roll out multifactor authentication for all users and our IT PD Teachers will work with all stake holder groups in providing ongoing cybersecurity training.	Instructional Technology Coach	Assistant IT Manager	06/25/2025	54000

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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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Cybersecurity	Tabletop exercises & Drills will be conducted twice per year	Director of Technology	Computer Specialist III	06/30/2023	14,400
Action Step 6	Evaluation	Phishing Campaigns - Utilizing MS Advance Threat Protection we will conduct quarterly phishing campaigns to further educate staff and identify those who need further remediation.	Other (please identify in Column 5)	Computer Specialist III	06/23/2023	0
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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1. **Enter Goal 2 below:**

   Improve Digital Proficiency

   Our district continues to grow in the use of technology in education, organization, and a variety of other aspects. This goal involves increasing staff technological/procedural proficiency in the use of key instructional and non-instructional technologies. We will be specifically focusing on developing skills in the use of Canvas, ClassLink, and IncidentIQ.

   This goal is directly linked to the NY Technology Plan's goal 1, which states that "Learners, teachers, and administrators are proficient in the use of technology for learning" as well as "Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies".

   Necessary Action Steps toward Goal Attainment

   We will establish and instruct faculty, staff, and administration on common practices of use for the District's Learning Management System, Canvas. We will focus on how to present content in a clear and logical manner; how to create, assign, and evaluate digital learning activities; and how to communicate with students. Specifically, we will offer workshops and online courses on topics such as Canvas for Elementary (C4E) and Advanced Canvas.

   We will also instruct faculty, staff, and administration on the use of Classlink, our district's software access platform. We will ensure that all district users are able to access applications through Classlink, initially focusing on applications required by academic departments and eventually broadening to include optional applications. We will also use Classlink to standardize procedures for teachers to share plans with substitute teachers. This will alleviate the need for teachers to share their district credentials and allow substitute teachers to access materials in shared folders (Teacher Projects folder, Google Drive) accessible through Classlink.

   We will instruct teachers, administrators, and staff on the proper procedures for requesting help, workshops, technology issues, new software, etc. using the IncidentIQ helpdesk. In a clear and cohesive manner, we will create and distribute a more organized structural hierarchy of technology personnel and responsibilities that can be shared with the entire staff & faculty. Furthermore, we look forward to adding additional information that can be helpful for teachers and the public knowledge base, such as Tech Tips and links to Incident IQ from Canvas support pages. Finally, in IncidentIQ or a similar tool, we plan to either develop or organize a list of software currently available to teachers in the district that would allow for easy search and filtering.

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
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ 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

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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.**

Measurement & Evaluation

The Manhasset School District encourages teacher autonomy in both the brick and mortar and digital classroom spaces. To this end, professional development efforts focus on collegial collaboration between teachers and IT Staff Developers rather than the use of fixed measurement tools. Small group training and 1-1 conferences provide opportunities for informal peer evaluation of teachers' use of Canvas, Classlink, and associated applications. In addition, teachers include their use of technology while participating in self-reflection practices encouraged by our district-wide teacher evaluation system. Surveys are used at the start and end of IT PD workshops to measure learning for each topic and encourage teachers to reflect on how to apply their newly-learned skills to their classroom.

We will assess how Classlink, Canvas, and IncidentIQ are being used prior to and following instruction on best practices. In addition, we will encourage teacher feedback on how comfortable they are in using this technology, and analyze the metrics of programs that offer these such as IncidentIQ.

We will deem this goal as having been reached:

• Minimally - Achieving at least biweekly use of one or more of the core technology tools named (Canvas, Incident IQ, ClassLink) by 70% of the teaching staff. 70% of users will report their level of comfort with tools as "adequate" or higher on surveys.

• Moderately - Achieving at least weekly use of one or more of the core technology tools named (Canvas, Incident IQ, ClassLink) by 80% of the teaching staff. 80% of users will report their level of comfort with tools as "adequate" or higher on surveys.

• Significantly - Achieving use of one or more of the core technology tools named (Canvas, Incident IQ, ClassLink) twice per week by 85% of the teaching staff. 85% of users will report their level of comfort with tools as "better than average" or higher on surveys.

• Fully - Achieving use of one or more of the core technology tools named (Canvas, Incident IQ, ClassLink) more than twice per week by 91% of the teaching staff. 91% of users will report their level of comfort with tools as "very" or "completely" on surveys.

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	We will establish and instruct faculty, staff, and administration on common practices of use for the District's Learning Management System, Canvas. We will focus on how to present content in a clear and logical manner; how to create, assign, and evaluate digital learning activities; and how to communicate with students. Specifically, we will offer workshops and online courses on	Instructional Technology Coach	Director of IT	06/23/2025	66000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		topics such as Canvas for Elementary (C4E) and Advanced Canvas.				
Action Step 2	Professional Development	We will also instruct faculty, staff, and administration on the use of Classlink, our district's software access platform. We will ensure that all district users are able to access applications through Classlink, initially focusing on applications required by academic departments and eventually broadening to include optional applications. We will also use Classlink to standardize procedures for teachers to share plans with substitute teachers. This will alleviate the need for teachers to share their district credentials and allow substitute teachers to access materials in shared folders (Teacher Projects folder, Google Drive) accessible through Classlink.	Instructional /PD Coach	Director of IT	06/23/2025	66000
Action Step 3	Professional Development	We will instruct teachers, administrators, and staff on the proper procedures for requesting help, workshops, technology issues, new software, etc. using the	Instructional /PD Coach	Director of IT	06/23/2025	66000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		IncidentIQ helpdesk. In a clear and cohesive manner, we will create and distribute a more organized structural hierarchy of technology personnel and responsibilities that can be shared with the entire staff & faculty. Furthermore, we look forward to adding additional information that can be helpful for teachers and the public knowledge base, such as Tech Tips and links to Incident IQ from Canvas support pages. Finally, in IncidentIQ or a similar tool, we plan to either develop or organize a list of software currently available to teachers in the district that would allow for easy search and filtering.				
Action Step 4	Collaboration	Professional Development Team will meet every other week with the Director of IT to discuss progress on established goals.	Director of Technology	Instructional / PD Coaches	06/20/2025	15000

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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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	The PD Team will follow a recurring practice of awareness building each fall to help staff become familiar with the tools (both instructional and non instructional) available to them. Superintendent Conference days, weekly IT Tech Tips, and posters in common areas will be utilized.	Instructional /PD Coach	Director of IT	09/30/2024	33000
Action Step 6	Professional Development	The PD Team will follow a recurring practice of capacity building each winter to help staff become proficient in their use of the tools (both instructional and non instructional) available to them. Superintendent Conference days, weekly IT Tech Tips, and posters in common areas will be utilized.	Instructional /PD Coach	Director of IT	03/01/2025	33000
Action Step 7	Professional Development	he PD Team will follow a recurring practice of Review/Support each spring to evaluate gains made by staff in becoming proficient in their use of the tools (both instructional and non instructional) available to them. Surveys of staff self-reports of proficiency levels will be used to guide the following	Instructional Technology Coach	Director of IT	06/27/2025	33000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		year's PD efforts.				
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

Implementation of Computer Science & Digital Fluency Standards

We have been following the development of the New York State Computer Science and Digital Fluency Standards with great interest over the past three years. We agree that the five concept areas: *Impacts of Computing, Computational Thinking, Network and Systems Design, Cybersecurity,* and *Digital Literacy* are relevant, timely, and important for all students.

The NYSED goal which best aligns with this goal is "Digital Use - Learners, teachers, and administrators or proficient in the use of technology for learning." As noted by the NY Regents in their March 1, 2018 letter announcing the creation of a new certification area for computer sciences, "Computers are an integral part of our daily lives, influencing how we connect with the world and function within it. Computer science courses in schools provide students with the opportunity to learn how computers work and how we can use computers to solve problems in our society. The foundational knowledge in these courses is critical to preparing each child for success in college, career, and citizenship for the 21st century. "

This goal will target all students. As noted in New York State's "Computer Science and Digital Fluency Learning Standards: Grades K012", "Every student will know how to live productively and safely in a technology-dominated world" (NYSED, 2020, pg. 4).

This goal will also target our teaching staff which will need to reinforce the five concept areas: *Impacts of Computing, Computational Thinking, Network and Systems Design, Cybersecurity,* and *Digital Literacy.* Our IT Professional Development Teachers as well as our Technicians will also be at the forefront of our training so that they can best assist our teachers and students.

Dates	Phase	Activities
Dec. 2020 – Aug. 2021	Awareness-Building	Roll-out and building awareness of the new standards and timeline for implementation
Sept. 2021 – Aug. 2023	Capacity-Building	Focus on curriculum development, resource acquisition, professional development
Sept. 2023 – Aug. 2024	Year 1 Implementation	All credit-bearing Computer Science courses will be aligned with NYS CS&DF Standards
September 2024	Full Implementation	CS&DF Standards implemented in all grade bands K-12

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

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

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

☑ 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	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ High School	
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ 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

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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.**

NYSED has noted that, "Instruction in the standards must be implemented so as to allow students to achieve the applicable standards by the end of the band." (NYSED, 2019).

The grade bands are: Grades K-1, 2-3, 4-6, 7-8, and 9-12. So, proficiency should at least be assessed in grades 1, 3, 6, 8, and 12.

In lower grade level bands (1 and 3), assessments will be informal. Formal assessment tools will be explored for grades 6, 8, and 12.

The goal will be deemed as having been accomplished:

• Minimally - A plan is developed for the integration of the CS & DF standards into all grade levels K-12

• Moderately - Evidence of the integration of the CS & DF standards can be observed across most grade levels. This would include class activities, content on teacher Canvas course sites.

• Significantly - Evidence of students having learned the CS & DF standards can be observed in student work across grade levels including homework, class activities, and projects demonstrating understanding of the new standards. .

• Fully - students achieve the applicable standards by the end of each of designated grade bands (1, 3, 6, 8, 12).

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	Planning	A committee of administrators, IT PD teachers, and grade level teachers will be formed to explore the CS & DF standards. The committee will develop a plan for implementation for the 2023-24 school year.	Assistant Superintendent	Directors of Technology, Science, Math, ELA	06/09/2023	13300
Action Step 2	Professional Development	Computer Science and IT PD Teachers will take the NYSCATE online courses in CS & DF to better assist classroom teachers. Classroom Teachers will need to be made aware of the new CS & DF standards and provided with training in the associated vocabulary.	Curriculum and Instruction Leader	Assistant Superintendent for Curriculum & Instruction	06/14/2024	2016
Action Step 3	Implementation	Computer Specialist Teachers will deliver lessons incorporating	Curriculum and Instruction	Computer Specialist Teachers will deliver lessons incorporating	09/09/2024	645000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		the CS & DF lessons in grades K-12. Key concepts and vocabulary will be reinforced by classroom and other subject area teachers by integrating such concepts into existing curriculum.	Leader	the CS & DF lessons in grades K-12. Key concepts and vocabulary will be reinforced by classroom and other subject area teachers by integrating such concepts into existing curriculum.		
Action Step 4	Staffing	After its initial rollout the necessity of further staffing to support the implementation of the CS & DF standards will be determined.	Curriculum and Instruction Leader	Building Principals	06/19/2025	75,000

7. **This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Budgeting	Dependent upon findings on staffing, budgetary increases may be needed to hire additional staff with appropriate certification.	Assistant Superintendent	Assistant Superintendent for Curriculum & Instruction	06/30/2025	0
Action Step 6	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

No

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V. NYSED Initiatives Alignment

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

Each of Manhasset's two elementary schools and its Secondary School have achieved Blue Ribbon status. This federal designation attests the high level of rigor at every level of instruction. Instructional technology has been and will continue to be a key part of this success.

All students in grades K-12 are assigned a Chromebook for their school and home use. Teachers make use of the Canvas Learning Management System (LMS) to assign and collect work as well as to provide students with access to a host of web-based resources such as Brain Pop, Discovery Education Network, Castle Learning, CK-12, Ed Puzzle, Flocabulary, Google Apps for Education, Houghton Mifflin Harcourt, IXL, Kami, Kahotto!, KidOYO, NewsELA, Padlet, Pear Deck, Project Lead the Way, Quaver, Reflex Math, Rosetta Stone, Sora, Typing Club, Vocabulary.com, Whiteboard.Fi, Zoom and many others. A complete list of approved software can be seen here.

All instructional spaces are equipped with interactive flat panels, all teachers are provided with a laptop computer, wireless access points throughout each building connect students and staff to network and Internet resources. Our state of the art Science Research Lab is equipped with specialized software and hardware which supports the programs long history of success, regularly having students honored for their outstanding achievement in original research and experimentation in the sciences, technology, engineering and mathematics.

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 supports student home internet access by providing information on Altice USA's high speed Internet program on the District Website . School Social Workers can also request District provided hotspots for those homes unable to afford the aforementioned option.

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.**

The Manhasset School District has long recognized the importance of using assistive and adaptive technologies to help students with disabilities. After years of contracting for assistive technology evaluation services in an as needed basis, the District created a split Assistive Technology (0.4) /Professional Development (0.6) position for the 2018-2019 school year. We were fortunate in hiring an excellent teacher with experience in both Special Education and Instructional Technology. She worked with students, parents, and teachers to find software and hardware solutions that benefited students. The position was so successful that we expanded it to a full 1.0 FTE in the 2021-22 school year.

Among the software titles which our AT Specialist uses are: Read&Write from Texthelp - a Universal Desigh for Learning (UDL) tool that supports all students. It is easily accessible from the toolbar in a Google Chrome browser, and can be used on Chromebooks, Macbooks, and iPads. It works with different platforms and learning management systems. This provides students with digital resources to scaffold learning. Vocabulary and definition resources, activities, voice notes, and study guides can be easily created with the tools in Read&Write. Some features are; text-to-speech, text and picture dictionaries, vocabulary list, check it, predictive text, talk and type. This extension has been used during 1:1 sessions with students to teach each tool and its purpose. Push-in lessons to various classrooms incorporating the tools into lessons and activities is often done to model the UDL tool for the teachers, and demonstrate how to use the features in student assignments. The different extensions and/or software is available for all teachers to use with their students in different eductional settings, from general to special classes.

Teachers are also offered professional development assistance which follows the principles of universal design for learning (UDL). This helps teachers to present information using multiple means of engagement and multiple means of representation. Teachers, in turn, use technology to allow their students multiple means of action and expression to demonstrate their understanding.

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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.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ 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

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☐ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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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.**

   ☑ Technology to support writers in the elementary classroom
   ☑ Technology to support writers in the secondary classroom
   ☑ Research, writing and technology in a digital world
   ☑ Writing and technology workshop for teachers
   ☑ Enhancing children's vocabulary development with technology
   ☑ Writer's workshop in the Bilingual classroom
   ☑ Reading strategies for English Language Learners
   ☑ Moving from learning letters to learning to read
   ☑ 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
   ☑ Promotion of model digital citizenship and responsibility
   ☑ Integrating technology and curriculum across core content areas
   ☐ Web authoring tools
   ☑ Helping students connect with the world
   ☑ The interactive whiteboard and language learning
   ☑ Use camera for documentation
   ☐ Other (please identify in Question 8a, below)

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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.**

☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ 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

☐ 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.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ 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.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ 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.

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

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☐ 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.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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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)

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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	6.00
Technical Support	8.00
Totals:	**15.00**

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	End User Computing Devices	Subscriptions	713,400	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
2	Professional Development	NA	312,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	NA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Staffing	NA	735,316	Both	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
4	N/A	NA	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	NA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			**1,760,716**			

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.manhassetschools.org/techplan

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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.**

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

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	Sean Adcroft	Director of IT & Libraries	SAdcroft@ManhassetSchools.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☐ Digital Equity Initiatives ☑ Digital Fluency Standards ☑ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☐ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☑ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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	Peter Niceforo	IT Manager	Peter_Niceforo@Manhasset Schools.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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VII. Sharing Innovative Educational Technology Programs

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

VII. Sharing Innovative Educational Technology Programs

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

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