

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?**

Chris G. Connors

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

Director of Technology

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

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

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1. What is the overall district mission?

The Herricks School District, a Community of Learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contributions to society.

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

Curriculum Driven Technology: Learning with technology. Technology supports curriculum, curriculum informs technology and teachers/learners drive the learning experiences. Teachers serving as coaches and facilitators, students will devote more time to higher-level thinking and problem solving in all curriculum areas.

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 Herricks Instructional Technology plan is an ongoing process that requires continuous evaluation. Through yearly surveys, to informal conversions in the hallway, no means are over looked. We use data driven analysis to measure instructional technology use. The district has numerous ways to receive input from various stakeholders in our district and community. It is vital to have as many different types of stakeholders as possible. Parents and members of the community share their ideas with members of our technology community based on daily feedback from their children. Starting with our students and teachers, who use the technology everyday, provide us with details on how technology can impact their everyday lives. Meeting with the student government and building level technology committees help us develop a clear idea of how technology can impact students and teachers. Our building Technology Integration Specialists and District Instructional PD Specialists, who work with teachers in small groups to incorporate technology, meet quite regularly to discuss the happenings of their building technology usage. At our monthly administrative meetings, principals and department leaders are encouraged to identify instructional models used in their building, evaluate teachers in the use of good instructional practices using technology and serve as conduits for the implementation of the technologies at the classroom level. From the various stakeholders, outcomes typically include curriculum goals and next steps along with technological goals, methods in the digital realm that would help the schools achieve such. With additional input from various departments, we are able to formulate plans and goals for teachers and staff. Continuously working on our core technology initiative's with our central office to align our district goals, shows the community and all district staff the importance of a shared Technology vision. All decisions start with our curriculum and if a technology does not enhance what we are currently doing, then other technologies need to be explored. Technology in a classroom should be seamless and transparent.

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

We continue to procure and investigate current technologies (hardware and software) to enable us to achieve our district mission. There is a continuous investment towards equipping/upgrading our classrooms with interactive touch-screen monitors, upgraded desktop computers, document cameras, web cameras, and other material that staff need. Most notably, one of our more significant technology initiatives has been the chromebook initiative for students and staff. This has been a culmination of years' worth of efforts to secure the funding, prepare for the necessary wireless technology and infrastructure, and provide the support for technology use throughout the district. With increasing access comes the necessary areas of support regarding hardware and software in the classroom. In addition, the shared and communal spaces have had ever-increasing access to wireless internet given the district initiative of providing chromebooks for the staff and students. We have noticed a need for training given the increase in technology use. Accompanying our technology plan of providing these devices comes with a systematic methodology for training. We have created and continually revise guides on our district website to assist many of our users. As a district, we have had an addition of a new position serving as a staff developer for the elementary school levels and our initial position of professional developer has been shifted towards working with the secondary school levels. These individuals serve as liaisons and technology trainers for the district as they instruct, support, and guide members of the staff regarding the latest technology tips and developments. As we continue to provide professional development, we will continue to monitor the support we give as we outline resources to our staff. We are currently providing live resources, online resources, drop-in resources to meet their needs. As we progress in this endeavor, we will continually monitor and adapt to the growing needs of teachers and students. With our ever-increasing use of technology in our district we have been securing our infrastructure with more robust internet filtering, monitoring, detection, prevention, with an endpoint security platform. Providing network security while using our technology resources is an important consideration on all fronts.

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

As we reflected on our experiences during the COVID pandemic, we are careful to move towards a direction that would benefit our staff and students. We have come to realize that it is imperative to continue to provide support and resources and enhance what is currently being used. An example of this would be the Google for Education suite and the ever-increasing need to use this as a central tool for teachers in their instructional technology toolbelt. With Google Classroom, teachers can continually use digital tools for students and enable them to use it for instruction, assessment, and communication. With the advancement of the district initiative towards a 1:1 chromebook environment, staff in the district have been able to provide synchronous and asynchronous levels of instruction, resource, and support. By providing such tools, this provides access towards classroom instruction and materials for all. We did see an increase in the use of virtual meetings and classrooms, and though this has waned due to in-person schooling, we continue to capitalize on the ability to meet virtually due to convenience and wide scalability and use for all. As a shift towards the need for support and instruction, we have been able to create two full-time district positions that would support teachers with their professional development needs. These positions are broken down into two specific levels: elementary and secondary. The individuals in these positions meet regularly with teachers, whether it be through department meetings, grade-level meetings, and other monthly technology-related sessions. These professional developers learn and turnkey information that would be relevant for their appropriate levels as they also shore up various support resources on our district website. One key focus is to establish a Technology toolbox on our website which organizes specific technology resources and tools for teachers, parents/guardians, and students. From feedback garnered from multiple technology-related surveys from the community along with feedback from staff, we are careful to provide live, in-person support along with online resources. Additionally, the feedback from the surveys to the community helped us address internet connectivity needs by supplying a few hotspot enabled devices. This allowed students to connect to the internet during remote instruction from home (or anywhere). These adaptations have stemmed from our experiences that came about from the COVID pandemic and we will continue to evaluate and monitor the efficacy of these programs. Additionally, we have acquired the use of a software title, ClassLink, that centralizes our software and serves as a portal by which teachers and students can access universal resources. It also helps us manage how much data are transmitted and shared with the third-party vendors. As we continue to acquire and procure the necessary software, we are careful to be sensitive to Ed-Law 2d and its regulations regarding student privacy when dealing with third-party vendors. As more data and information go into the cloud, it has also been imperative that we stay abreast regarding cybersecurity and network security through software and hardware upgrades.

6. Is your district currently fully 1:1?

No

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

Grades K and 1 have a 1:2 device in the classroom. Grades 2-10 are 1:1 with devices in the classroom. Grades 11 and 12, we are currently providing about 400 district devices, with the rest of the students falling under a 'Bring your own device' (BYOD) policy. Future Plans: 2023-2024 1:1 1st grade, device tbd 2024-2025 1:1 Kindergarten, device tbd

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

School year 2024-2025

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

To support the efforts of our teachers as they incorporate the use of technology into the classroom curriculum, Herricks has a number of different staff development programs. The Herricks Teacher Center Consortium has offered many in-service courses for our teachers and staff. The focus of these courses is on dealing with how to use technology to support the curriculum. The operative phrase for most of these courses is how "the curriculum drives the use of the technology" since our goal is to function as educators. Technology will give us tools to accomplish our goals with instructional technology. Perhaps the most interesting and innovative initiatives of our new Instructional staff developers (one K-5, one 6-12) working as a team to assist teachers. The professional development members are teachers who have had significant experience in either elementary or secondary education. These individuals provide specific support to either grade-level or department level meetings. They also serve as facilitators who work one on one with teachers and co-teach classes when requested. They serve as technology liaisons who help transition the use of technology in the classroom as teachers become more and more comfortable with its use yet need to be apprised of upcoming technologies. Each school has a computer integration teacher supported by the services of a computer lab teaching assistant. The computer teachers meet with the classroom teachers to discuss how the technology can best support the curriculum. Professional development has been and will continue to be given in a range of different settings. From department meetings to faculty meetings, early morning sessions, to late afternoon. PD should be delivered in a variety of ways to make it available for all. The effectiveness of the PD plans in place will be measured through usage reports on our log and monitoring software. Through monthly live sessions with staff, professional developers will also gather feedback regarding current software use and needs. As more requests and queries arise concerning a particular type of software, we support staff with software that would help address their needs. We recently introduced several new systems and updated software packages to the district. These facilitate staff use of technology with regard to management, communication, assessment, feedback, and instruction. We continue to acquire software titles that would address these areas. For example, we have enabled the use of Remind software to increase communication with parents and stakeholders and acquired the use of Nearpod software to increase assessment and instruction in the classroom. In addition, to increase management and effectiveness of instruction, we have subscribed to GoGuardian software to assist in this process. As a district, we continue to evaluate our software titles and are careful not to oversubscribe but also determine where overlaps exist among the features of these software titles. Our hope is to provide teachers and students with software that would enable them to build capacity and utilize technology for teaching and learning. Through surveys and feedback from technology integrators, we are also able to adapt professional development to tailor specific needs. We continue to capitalize on the Google Education Suite and their many offerings such as Google Docs, Slides, Sheets, and a core tool for educators, Google Classroom. Through these software titles, teachers continually capitalize on their ability to allow for collaboration and creation. One of the goals is to continue to train and develop teachers regarding these core tools.

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

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

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**
Significantly
2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**
Significantly
3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**
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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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Professional Development: Provides teachers, staff, and administrators with support and training on technology integration strategies to achieve their educational and leadership goals.

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

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

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

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

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

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

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

Professional development (PD) will take place in a multi-faceted approach to meet the needs of the staff. We are cognizant that this is a continuous process that will be iterative over time and allow for adjustments and adaptation. Our approach for professional development would involve live support (synchronous) and resource support (asynchronous). We are fortunate to have two instructional technology professional developers, one specifically focused on the primary level and the other on the secondary level. Relative to live professional development support, the PD staff would work with staff at various grade levels and departments. These would enable training that would be customized to specific groups so material is relevant for them. In addition, we anticipate scheduling monthly drop-in opportunities for staff so they could be assisted or trained without the confines of any rigid scheduling. We would employ formative assessments via surveys as a way to gauge levels of experience and expertise regarding the software at hand. These can serve as benchmarks to assist in the evaluation of software and hardware we are currently using. Regarding resource support, we intend to create many professional development tools, affectionately referred to as our 'Tech Toolbox' to equip staff members with guides regarding software and hardware needs. To determine if such goals have been met, primarily, forms and surveys will be used as formative and summative assessments to serve as metrics regarding professional development. There are numerous other qualitative measures that can also be used such as observations, interviews, checklists, and other even open-ended surveys. Through formal and informal feedback, we are also able to gather more specific needs and are able to suggest software and technologies that would assist staff. Lastly, we hope to measure and evaluate the efficacy through written statements, anecdotal reports, formal and informal gatherings/meetings, and even support requests and needs based on a particular software

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,

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IV. Action Plan - Goal 1

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three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Based on the previous work from the District Wide Ed Tech committee and building level tech meetings, to further support our recently rolled out 1:1 initiative, we will continue the process of evaluating, selecting and providing training for instructional tech programs/application/educational tools to enhance our 1:1 initiative.	Director of Technology	Assistant Director of Technology	07/29/2022	0
Action Step 2	Research	Through various methods but not limited to, we will use surveys, meetings and dialogue to evaluate and select educational platforms that will be utilized to support our 1:1 and develop a comprehensive professional development plan to support these initiatives.	Director of Technology	Assistant Director of Technology	08/26/2022	0
Action Step 3	Planning	Working with the Teachers Center, Instructional Technology Committee, and district staff, PD will be developed to support our faculty in using educational technology tools.	Director of Technology	Assistant Director of Technology	09/01/2022	0
Action Step 4	Professional Development	To support district wide professional	Director of Technology	Assistant Director of Technology	09/01/2022	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	development, the district will continue to support our 2 new instructional technology staff developers to assist in the ongoing planning and implementation of professional development.				

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Based on the yearly district wide needs assessment in regard to staff development along with feedback from staff and students, implementation has begun on providing professional development for all staff.	Director of Technology	Assistant Director of Technology	04/01/2023	0
Action Step 6	Implementation	Working the district instructional technology staff developers and inconsideration of feedback from all involved develop additional methods of staff development including online platforms, virtual trainings, and in-person, when appropriate. Items to be included but not	Director of Technology	Assistant Director of Technology	04/01/2023	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		limited to in revamped technology toolbox for staff and parents, YouTube channel for staff tutorials, etc.				
Action Step 7	Evaluation	Receive feedback from district staff regarding Professional Development experience through surveys, usage reports, engagement reports and teachers connections. This will help ensure training quality. This is an ongoing process that is done after every PD session run by the district.	Director of Technology	Assistant Director of Technology	08/01/2023	0
Action Step 8	N/A	(No Response)	N/A	n/a	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Software and Hardware Acquisition/Infrastructure: Continually monitor, evaluate, and expand the existing technology software/hardware infrastructure in order to ensure that it is capable of supporting existing as well as growing needs of the district’s instructional and administrative programs as well as other initiatives driven by state mandates.

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

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

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

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

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

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

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

The use of proper and appropriate software and hardware is becoming increasingly paramount. With regard to software, there are tens of thousands of titles available for school use, but they are not necessarily leveled, relevant, easy to use, and may not even consider data privacy and security. First and foremost, the curriculum should drive the instructional technology programs. As a district, we find software that will best be used when addressing various instructional technology needs in the classroom. These include software in areas of communication, collaboration, assessment, instruction, management, grading, and accessibility. Additional resources for students and parents/guardians throughout the website that includes a parent technology toolbox as well as other related information guides (ie; Chromebook Guides, How-to resources, Accessibility tools). We are careful to vet the use of software, be mindful of their purpose (and potential overlap in functionality), and ensure that they adhere to the New York State Ed-law 2d standards for privacy and security. As we proceed with the use of the core Google Tools, we have other ancillary software, such as ClassLink, GoGuardian, GAT, that would provide dashboards to highlight usage reports, ‘click-thrus,’ most common tools, and other quantifiable points of interest. These reports will allow us to determine if the instructional technology goals have been accomplished. For example, GoGuardian allows us to view the most commonly used websites and documents. These serve as benchmarks for us to assess and eventually determine use for all. As stated, we are fortunate to have use of web tools and software that are measurable with Google Admin console and other relevant analytics tools and data-reporting software. These aforementioned evaluative processes enable us to drive decisions based on such metrics. Through specific requests made on staff and professional development goals, we are able to assess whether or not there are greater needs to be met. Accompanying these efforts, we will be sure to evaluate and account for hardware infrastructure needs. These will include the fiber backbone, core switches, access points, and other accompanying monitoring tools for necessary network operations. Additionally, hardware needs would include chromebooks, computing devices, and other classroom technologies relevant for instruction and application of software. As we progress through our software and hardware acquisition, we are certain to collect data, metrics, and log files of usage through monitoring dashboards and software tools.

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IV. Action Plan - Goal 2

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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	Infrastructure	Performed a needs based assessment of our network infrastructure to ensure we meet current needs and have the ability to expand as the needs grow to support our instructional technology platforms.	Director of Technology	Assistant Director of Technology	09/01/2022	0
Action Step 2	Evaluation	Review software/program usage utilized ClassLink Data Analytics to monitor and review usage of instructional programs from the previous school year.	Director of Technology	Assistant Director of Technology	09/16/2022	0
Action Step 3	Research	Conduct a survey with Staff and students to provide feedback on the instructional technologies programs used to support instruction.	Director of Technology	Assistant Director of Technology	10/01/2022	0
Action Step 4	Collaboration	Meeting as an instructional technology team composed of teachers, admins and staff members review gathered data and analyze.	Director of Technology	Assistant Director of Technology	12/01/2022	0

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

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Review analysis from the instructional technology team and revise the 7 year technology roadmap to support our infrastructure and instructional technology needs.	Director of Technology	Assistant Director of Technology	01/01/2023	0
Action Step 6	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Curriculum: Computer Science and Digital Fluency Learning Standards: Develop a Digital Learning Curriculum that describes the digital age skills and abilities that our students must master at each level of learning. The curriculum will be aligned with New York State Computer Science and Digital Fluency Learning Standards, and content domain subjects to facilitate the integration of skills.

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

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

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

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

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

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

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

To prepare for the full implementation of Computer Science and Digital Fluency Standards, we are including this as our 3rd goal for the district ITP. As these standards were adopted by the New York State Board of Regents in December 2020, school districts are tasked with delivering the 5 core concepts of the learning standards. These include Impacts of Computing, Computational Thinking, Networks and Systems Design, Cybersecurity, and Digital Literacy. There will be a focus on the purposeful integration of technology and the utilization of instructional design to foster a learning environment where student creation and participation in the learning process is essential. The roadmap for digital age skills will be developed with the intention of seamlessly integrating these skills into the content areas and will be a cornerstone in our professional learning offerings. The District will continue to build the Technology Integration Resources folder which contains presentations, video tutorials, and guides on many of the tools and instructional approaches that we provide training on in the District. This includes project-based learning, digital storytelling, device management, amplifying student voice with technology, the flipped classroom, peer collaboration, digital lessons, communication tools, assistive technology, resources for our ENL students, video conferencing, and more. The District will continue to provide resources and information regarding student data privacy. The District is committed to supporting all staff members in their acquisition of technology skills and the implementation of these skills to enhance instruction and learning for our students. Throughout the process, as we develop a roadmap, we are careful to annotate and chronicle the important benchmarks that are to be accomplished. To determine if the instructional technology goals have been accomplished, teachers will be able to access specific resources based on topics and subject matter as it pertains to the learning standards. We have key guides that are meant to be accomplished at different grade levels. Based on the Computer Science standards, the aforementioned areas such as the impacts of computing, computational thinking, network systems and design, cybersecurity, and digital literacy, students will have benchmarks to master at certain stages in their education (ie Students will know certain tasks by the end of 1st grade. These concepts will be measured through formative assessments, summative assessments, and project-based assessments).

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IV. Action Plan - Goal 3

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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	Research	Based on the previous work from the Instructional Technology team and building level tech meetings, we will begin to outline and develop a Digital Learning Curriculum based on NYS Computer Science and Digital Fluency Learning Standards, that describes the digital age skills and abilities that our students must master at each level of learning.	Director of Technology	Assistant Director of Technology	08/31/2022	0
Action Step 2	Collaboration	Working with the Instructional Technology team, Director of Instructional Technology, Assistant Director of Technology, Librarian will work collaboratively to develop this plan.	Director of Technology	Assistant Director of Technology	10/31/2022	0
Action Step 3	Research	The Instructional Technology team will utilize research-based evidence to develop Digital Learning Curriculum based on NYS Computer Science and Digital Fluency Learning Standards.	Director of Technology	Assistant Director of Technology	11/30/2022	0
Action Step 4	Budgeting	To provide teachers	Director of	Assistant Director of	12/01/2	38000

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and students with the access they need to this digital curriculum, the districts will need to allocate funds for potential software/programs and staff training.	Technology	Technology	022	

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	Planning	The District will use a digital curriculum with instructional technology to personalize student learning.	Director of Technology	Assistant Director of Technology	05/31/2023	0
Action Step 6	Communications	The goals set out in this plan and the curriculum to be created must be communicated to the staff.	Director of Technology	Assistant Director of Technology	06/23/2023	0
Action Step 7	Implementation	A digital curriculum will be introduced along with instructional technologies to assist in implementation of new learning standards.	Director of Technology	Assistant Director of Technology	08/31/2023	0
Action Step 8	Professional Development	To implement a digital learning curriculum and personalize technology-based learning to meet the individual needs of every student, the District will provide its staff with continuing	Director of Technology	Assistant Director of Technology	09/29/2023	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		professional learning opportunities.				

8. Would you like to list a fourth goal?

No

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

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

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

By supporting rigorous academic standards and to improve student performance, the district will provide staff with ongoing professional development in the areas of technology. The staff will continually plan and utilize the technology in order to reinforce future ready skills such as communication, creativity, collaboration and critical thinking. Allowing our staff to explore and take risks with new teaching methods including but not limited to Flipped Classrooms, project based learning, and incorporating 21st century skills into the classroom are key aspects of improving instruction. Students will be challenged through coursework, STEAM initiatives and future ready skill building. The district will continually evaluate databases, software, and technologies to provide the most current and globally rich learning experiences for our students through technology. There has been an increase in the usage reports of core tools, such as Google Classroom and EdPuzzle (as quantified through our single-sign on software, Classlink), and enables us to see software titles that are used more and more. Students have been coding, using presentation software, spreadsheets, and other interactive software titles such as Nearpod, Edpuzzle, and Padlet as formative and summative assessments and for project-based learning. These efforts help demonstrate understanding of such technological skills and concepts that would not have otherwise been possible without technology tools. We like to categorize certain components of instruction and then provide particular technology tools to accompany those facets of instruction. These involve areas such as accessibility, assessment, communication, creation and collaboration, feedback and grading, management, and presentation. With these facets, teachers are assisted by computer teachers and professional developers to be familiarized with software that would help in such areas. With our 1:1 Chromebook Initiative, the ever-increasing use of technology becomes more apparent. Consequently, students are well equipped and are familiar and proficient with online tools and digital submission of content. In addition, with software such as the Google Suite, they are able to collaborate and construct work with each other. Providing students with equipment and technology fosters such activities and enables access for all.

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.

One of the significant initiatives in recent years was our rollout of the 1:1 Chromebook initiative. This has been a tremendous success as we progress towards access and equitable technology use for all students and staff. As we have transitioned to more and more online resources, we have become more reliant and proficient in the use of various digital technologies. Initially, students were accessing software, the Google Suite, and Google classrooms using shared carts or their own devices. There was a tremendous amount of disparity with devices and required a multifaceted approach towards instruction and support. By providing nearly identical chromebooks and models, this has streamlined our approach towards achieving access for all regarding our technology initiatives. This has supported and addressed the needs of the students and staff, and also equally as important, the needs of administrators. Through the access of chromebooks and various technologies, there are multiple opportunities for collaborative leadership through virtual meetings and the ease of access. While the importance of the chromebook rollout comes the need for a wireless infrastructure to support the internet access for all students and staff. Feedback from the surveys to the community helped us address internet connectivity needs by supplying a few hotspot enabled devices. This allowed students to connect to the internet during remote instruction from home (or anywhere). We needed to secure one that would enable scalability for the future. As we had learned during the COVID pandemic, the necessity of high-speed internet access for all became apparent. We now have high-capacity coverage with automated user and device authentication in classroom, open spaces, and other common areas. All of this had been made possible through the installation of a new fiber-optic backbone. As we continue to progress in this initiative in consideration to our long-term goals, we are constantly re-evaluating and monitoring our use of technology and have a plan in place regarding future support and a replacement cycle for the devices. We are aware of devices that eventually become obsolete and are therefore mindful of a necessary, yet practical approach to the feasibility of the functionality of the chromebooks that we are currently using. To address human capacity, we continue to provide support for students and staff with the assistance of our computer teaching assistants, computer teachers, and professional development staff. With targeted support in the elementary and secondary levels, we continue to progress towards developing and deepening the use of technology. We would be remiss in not mentioning the importance of cybersecurity with regard to protecting our network and district devices. We continue to build capacity in these areas as the growing need for awareness regarding online safety becomes more imperative. We understand that the technological landscape is always changing, so we stay attuned with these through relationships with specialized online vendors and third-party companies. In addition, we have partnered with NASSAU Boces groups (for instance NASTECH and DPSS) to be apprised of any changes relating to technology updates, online safety, data privacy, and Ed-Law 2d, as a network of districts remain in communication with each other.

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V. NYSED Initiatives Alignment

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

The 1:1 Chromebook Initiative has provided all students access to a variety of accessibility tools offered directly on the Chromebook, including screen magnifiers, enlarged fonts, touch screen, and high contrast mode. The accommodations on the Chromebooks give students the options to customize the Chromebook in ways that benefit their education, including ownership over their learning. We recently rolled out Snap and Read, a text-to-speech and vocabulary support tool, and Co-Writer, a writing support tool, to all student devices. With access to digital materials on their Chromebooks, students are able to use these tools and accessibility features that support all types of students to grow as independent learners. More specifically, teachers can have texts read out loud for students who have difficulty pronouncing or verbalizing text. Screen enlargers enable teachers and students to make text larger so students can see and read text without difficulty. Software such as NEWSELA allow teachers to level various texts according to various reading levels and enable students to comprehend text with less complexity and difficulty. Nearpod software allows for quick and informal assessments to gather pre-lesson knowledge so teachers can adapt and modify their instruction accordingly. Since much of this work is done digitally, there are folders and repositories of student work to allow teachers and students to record progress and address specific needs. Additionally, we have district Adaptive Technology Specialists that review the needs of our Special Education students and make recommendations regarding specific technologies that could benefit our students. The District is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the students Individualized Education Program (IEP). Advanced planning in the selection and ordering of books will help ensure that students with disabilities receive their instructional materials at the same time as the other students in the class. If the Committee of Special Ed (CSE) determines that a student needs his or her instructional materials in an alternative format, the Individualized Education Plan (IEP) will specify the accommodations for the individual student and any related instruction and/or assistive technology devices needed for the student to access the alternate format materials. Instructional materials provided in electronic files can offer many flexible options for a student with a disability to access the curriculum when the files are used with a variety of technology and tools such as computer screens using highlighted and enlarged text, screen readers or Braille printers. Students will have access to appropriate software and hardware in order to provide these materials in an alternative format. This may include, but not be limited to, computers, printers, scanners, alternative keyboards, Braille note takers, tape recorders, screen readers, speaking browsers, screen magnification devices, scan and read, and Braille translation. The district will also access appropriate agencies and resource centers to assist in the conversion of materials into Braille format and other areas of necessities.

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

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

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

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

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

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

- 6a. **If 'Other' was selected in Question 6 above, please explain here.**

By upgrading our wireless infrastructure and moving to a 1:1 district wide, we will be able to continue to integrate more devices like SMART TVs, chromebooks, and other networkable equipment. Our ELL students will be able to better utilize the next generation SmartBoards for the district's co-taught content area's and English as a New Language classes. In addition, students are given digital glossaries to ensure comprehension and to develop independence as ELLs navigate the school day and the materials in the curriculum. Numerous online programs are used to record students to check on their fluency. Students are also provided with online age and proficiency level appropriate readers in both English, and if available, in their native language. Access to a chromebook does not mean they are immediately proficient with the use of such technology. Along with the aforementioned 1:1 Chromebook initiative, we have shored student guides on our websites, assisted staff, and provided professional development for various teachers and their respective departments. As noted previously, access to significant software and access to technology resources has significantly been improved. With screen readers, students are able to hear text and how they are pronounced. Students can also utilize Snap and Read which will translate web pages and read aloud in different languages. With adaptive technology in English, various reading levels can be made easier or difficult by simply adjusting the comprehension levels of the ELL and other students. Opportunities for repetition, remediation, practice are also more accessible and available. With several clicks and depending on the software, classwork can be assigned and adjusted to meet the needs of students at various levels. One of the greatest benefits during the COVID pandemic was the opportunity to utilize virtual learning. With Google Meet, ELL students can also be supported and assisted in a virtual environment in addition to in-person instruction. In addition, our website can translate into any language. With the ability to reach students virtually, teachers have the opportunity to be available for ELL students.

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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.

n/a

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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V. NYSED Initiatives Alignment

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

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

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

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

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

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VI. Administrative Management Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	4.20
Technical Support	4.00
Totals:	10.20

- 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	n/a	350,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
2	Professional Development	n/a	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Instructional and Administrative Software	n/a	38,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
4	N/A	n/a	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			388,000			

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://ny02208178.schoolwires.net/Page/12966>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Amanda Buehler	Instructional Technology Staff Developer	abuehler@herricks.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Melissa Blady	Instructional Technology Staff Developer	mblady@herricks.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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VII. Sharing Innovative Educational Technology Programs

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

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