2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/11/2022

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

    Justin Lander

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

    Director of Technology

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Page Last Modified: 06/07/2022

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

   The Great Neck Public School district provides an innovative and collaborative educational environment that supports academic excellence and the social and emotional growth of all students so that they may become life-long learners and compassionate, productive members of a diverse, global society.

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

   The vision for our Instructional Technology program is to create an educational environment that is strengthened and supported by information and communication technology. Technology is integrated into all aspects of the instructional process by providing students and teachers with a wide range of electronic tools and online resources that enhance learning, increase productivity, promote creativity, and facilitate research, analysis, and communication.

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.**

   In the Great Neck Public Schools, we have established a school-based, collaborative technology planning model for our instructional technology program. Each school, our central administrative office, and our United Parents Teacher Council, forms its own technology committee comprised of key stakeholders representing all staff constituency groups. At the elementary level, these school-based committees meet monthly before school and include representatives from each grade level, technology, library, special areas, and building administration. At the middle school level, these committees meet monthly after school and include representation from each department, technology, library, and building administration. At the high school level, these committees include student representation and meet at least twice monthly during the school day and include representation from each department, technology, library, and building administration. At the central office level, these committees meet once per month and include representatives from curriculum and instruction, business, human resources, information systems, technical support, security and instructional technology. At the parent/community level, these committees meet bimonthly and include representatives from the parent community at the elementary, middle school, and high school levels. The Technology Director attends all technology committee meetings in all buildings with all groups to provide coordination and leadership. The agenda for these meetings include all aspects of our technology program, including the development of technology plans, goals, objectives, equipment needs, software needs, online subscription options, program implementation, curriculum integration, Internet safety and digital citizenship, technical support needs, staff development needs and opportunities, and evaluation of our program. The outcome of these meetings are the achievement of specific goals developed by each committee each year that are relevant to each building. Those goals identified but not achieved during a particular school year are carried over to be addressed the following school year.

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

   This Instructional Technology Plan is focused on furthering the goals established in the previous plan--either completing them or expanding upon the ones that were completed. The planning process for this plan was slightly different than in previous years, in that all of our schools now have established technology commmittees that meet regularly--previously there was no committee in our PK-K school. In addition, we have expanded the district-level committee to include the Director of Security. This plan addresses previous goals by: completing the implementation of interactive flat panels throughout the district, upgrading our wireless network with new access points to increase speed and reliability, and expanding our 1:1 iPad program to include every student in the district, regardless of grade level.

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

   This plan reflects our experience during the COVID pandemic in a number of ways. First, and perhaps most visibly, is the expansion of our 1:1 program. Prior to the pandemic, our 1:1 program began in third grade (fourth grade in one elementary school). With the onset of remote learning, we assigned a device to every student in the district, PK-12. After that experience, we permanetly expand our 1:1 program through PK, which will be the final expansion of our program. Students in grades 3-12 will bring their iPads to and from school each day, while students in PK-2 leave the devices in the classroom (though teachers have the option to send them home in support of specific units or projects on an as-needed basis). Second, again in response to remote learning, we have begun issuing hotspots to students in need of internet access at home. We will continue that process even beyond the end of remote learning, with the support of the guidance counselors and/or social workers who work with the families to verify true financial need. The third way we have seen an impact of the pandemic is in the professional development offerings. The topics of professional development have shifted heavily towards app- and web-based platforms that focus on leveraging the iPad for instruction. Teachers at all grade levels are using technology to engage students, through various online platforms and apps.

Page Last Modified: 06/07/2022

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.**

Technology staff development is a high priority component of our district technology plan. Staff members with specific technological and pedagogical expertise, including computer coordinators, library/media specialists and classroom teachers, are paid to instruct courses before school, after school, and during the summer. Teachers are offered inservice credits which lead to salary increments as an incentive for their participation. Technology staff developers have been hired for each school either full-time or part-time depending on the instructional level and building size. They provide ongoing training and support throughout the school day and push into classrooms for training, co-teaching, and modeling. Teacher capacity is determined largely thourgh the technology staff developers in the school who work with teachers every day. They assist in identifying areas of need and topics of interest. The effectiveness of the PD plan is assessed primarily through participant feedback. When teachers attend a class offered by the Inservice Institute, Teacher Center, or an outside provider, they are required to complete an evaluation form in MyLearningPlan that we use to inform future decisions about course offerings through the Inservice Institue and the Teacher Center, and conference approvals for outside vendors. For in-house professional development provided by our Technology Staff Developers, we do a needs-assessment for the building each year, providing an opportunity for teachers to request certain trainings or topics and to also provide feedback on their experiences.

Methods of Delivery

 Inservice Institute: An inservice advisory committee represents teachers, administrators and office staff in our district. The committee is charged with the responsibility of directing the Great Neck Inservice Institute by reviewing and approving course proposals, which often have a technology focus, from prospective instructors, and recommending criteria for evaluating applications for inservice credit for courses sponsored by outside groups. Technology Academy: An intensive Technology Academy, sponsored by the Inservice Institute, offers courses in the summer, fall and spring that focus on general computer literacy and strategies for integrating technology with the classroom curriculum. The depth, breadth and variety of our course offerings is substantial and constantly changing.

 Teacher Center: Great Neck established its own Teacher Center with funding available from New York State. The Teacher Center sponsors technology courses, workshops, and tutorials after school and on Saturdays throughout the school year.

 Technology Staff Developers: Workshops and peer training occur informally throughout the school year in each school. Teachers can make appointments with elementary or secondary staff developers who provide curriculum support and training sessions during the school day. These sessions include individual appointments, small group sessions, modeling lessons, and pushing into the classroom to co-teach with colleagues.

 Conference Days and Faculty/Grade Level/Department Meetings: Superintendent's Conference Days, faculty meetings, grade level meetings, department meetings, and Personal Learning Community meetings are frequently used for technology staff development throughout the school year. This setting is a common forum for demonstrating software, apps, and/or Web-based resources, and sharing curriculum integration strategies.

 External Sources: Many teachers take advantage of outside workshops and courses sponsored by Great Neck Adult Education, Nassau BOCES, SCOPE, and local colleges and universities. They also attend local, state and national technology conferences and register for distance learning staff development opportunities such as online courses from various professional development organizations.

 Topics

 Technology topics with curriculum integration strategies are aligned to NYS Professional Development Standards including design, content knowledge and quality teaching, research-based, collaboration, diverse learning, student learning environments, parent, family, and community engagement, data-drive professional practice, technology, and evaluation. The following areas will be highlighted: Google Apps for Education (Docs, Sheets, Slides, Forms, Calendar), Google Classroom, Seesaw, Notability, Nearpod, Actively Learn, Flipgrid, Classkick, Mosyle Manager, Apple Classroom, Explain Everything, Book Creator, NoodleTools, Technology-Based Research, Curriculum-Specific Apps, Makerbot 3D Printing, Robotics, Coding and Web Design

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

Page Last Modified: 02/11/2022

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

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

Significantly

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

Significantly

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

Significantly

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

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:

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/28/2022

1. **Enter Goal 1 below:**

Maintain a six-year replacement cycle for our inventory of desktop and laptop computers in classrooms and computer labs throughout the district, and develope a plan to sustainably expand our 1:1 iPad Initiative to include all students and staff in Prekindergarten through 12. Currently, our 1:1 iPad program is in grades 3-12.

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

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

☑ All students	☐ Economically disadvantaged students
☑ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☑ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☑ Middle School	
☑ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☑ 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

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

This goal will be measured and evaluated by maintaining a district-wide inventory and monitoring the age of our devices that are in use. The efficacy of the 1:1 programs in grade PK-2 will be measured by discussion at building-level technology committees, data from parent surveys, and usage data provided by software platforms, such as Seesaw. We will know the goal is achieved when teachers are using the iPads as a supplemental tool to enchance instruction using engaging digital platforms, which will be evidence by the discussions at technology committees and supplemented with usage data from the platforms.

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	Infrastructure	Ensure district inventory is accurate	Director of Technology	N/A	06/01/2023	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and up-to-date. Create process for evaluating age of devices and replacing them.				
Action Step 2	Planning	Annual planning using the district-wide, school-based hardware inventory and working with technology committees to identify computers, laptops, and iPads in need of replacement according to our replacement cycle.	Director of Technology	N/A	06/01/2023	0
Action Step 3	Budgeting	Annually budget for computers and laptops for classrooms and labs, and lease iPads for our 1:1 Program ,according to our replacement cycle.	Director of Technology	N/A	06/01/2023	0
Action Step 4	Purchasing	Purchase and distribute new computers and laptops for classrooms and labs replacing outdated models according to our replacement cycle, and lease and distribute iPads for our 1:1 Initiative in a similar fashion.	Director of Technology	N/A	06/01/2025	200000

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Page Last Modified: 06/07/2022

1. **Enter Goal 2 below:**

   Continue to upgrade and secure our local area, wide area, and wireless networks, discounted through the E-Rate Program, as well as increase our Internet bandwidth, to maintain and enhance an infrastructure that supports technology integration and the use of Web-based resources in classrooms throughout our district.

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

   Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

☑ 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

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 wireless controllers provide data on the health of individal access points. When an indiviual access point is offline or not fucntion optimally, we will receive a notification and can intervene to remedy the issue. In addition, our various network monitioring solutions (wireless controllers and firewall) will provide data on the flow of traffic. Reports from the firewall will identify peak usage times, where traffic is going, and will allow us to adjust as necessary to provide an optimal network for all users. The goal will be acomplished when all wireless access points are physically replaced with the new model, named to match their location in the building, and when our traffic reports show that our wireless capacity is sufficient for peak traffic.

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	Infrastructur	Install, configure and	Other	Coordinator of	08/01/2	8000

Page Last Modified: 06/07/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	e	implement Mobility Master software for our wireless controllers.	(please identify in Column 5)	Technical Support	022	
Action Step 2	Infrastructure	Install and configure new wireless access points throughout the district, to increase speed, reliability, and to take advantage of the new technology available in the latest iPads.	Other (please identify in Column 5)	Coordinator of Technical Support	06/30/2024	300000
Action Step 3	Infrastructure	Increase our Internet bandwidth from the Nassau BOCES BoTIE network to 1.5 Gbps to support the increased instructional use of web-based resources in the classroom that result from our 1:1 iPad Program and professional development activities.	Director of Technology	N/A	06/01/2023	75000
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

Page Last Modified: 06/07/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Page Last Modified: 04/28/2022

1. **Enter Goal 3 below:**

Complete our plan to gradually replace projectors and SMART Boards with more expensive and functional interactive flat panel displays in order to upgrade presentation systems in classrooms that can be operated by students or teachers either from an interactive display in the front of the room, a connected computer, or remotely around the classroom using a mobile device.

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

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

☑ All students	☐ Economically disadvantaged students
☑ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☑ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☑ Middle School	
☑ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☑ 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

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

This goal will be measured using our district-wide inventory system to keep track of remaining projectors and Smart Boards in classrooms. It will also inform future decisions as we establish a life-cycle for the Interactive Flat Panel Displays. We will know the goal is accomplished when every instructional space has an Interactive Flat Panel Display.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Budget for the addition of 25 Interactive Flat Panel Displays, mounts and cables	Director of Technology	N/A	03/01/2023	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		each year.				
Action Step 2	Purchasing	Purchase and the install the 25 Interactive Flat Panel Displays in selected classrooms in our schools.	Director of Technology	N/A	06/30/2024	75000
Action Step 3	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

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

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

   No

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V. NYSED Initiatives Alignment

Page Last Modified: 04/28/2022

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.**

The major focus of our Instructional Technology program is the integration of technology with the PreK-12 classroom curriculum in order to support rigorous academic standards and enhance student achievement. To implement this goal, the elementary, middle, and high school levels have developed and implemented technology standards that students achieve before moving up to the next instructional level. These standards meet or exceed the technology standards that were developed by the International Society for Technology in Education and link with New York State standards to ensure that they are consistent with, and externally validated by, nationally recognized educational technology standards.

At the elementary level, our technology standards are delivered to students through regularly scheduled computer instruction in fully equipped and networked Computer Instructional Centers (CICs), in classrooms embedded into lessons and integrated into the grade level curriculum, in STEAM Labs and/or Makerspaces, and through enrichment programs offered before and after school. All students in Grades 3-5 receive lessons in CICs on a weekly basis, while PreK-2 students are scheduled for modules. Our district has implemented a 1:1 iPad Program which spans Grades Prekindergarten-12. iPads are used throughout the school day as a learning tool in all subject areas. All teachers collaborate with technology staff developers assigned to each building for technology training, to develop strategies for integrating technology throughout the curriculum, and to use technology for formative assessment of student learning in the classroom.

At the secondary school level, a fully mature, 1:1 iPad Program spans Grades 6-12. Students and teachers use a GNPS iPad as an instructional and learning tool throughout the school day and at home in the evenings, on weekends, and over vacation periods with 24/7 access. All teachers collaborate with technology staff developers assigned to each building for technology training, to develop strategies for integrating technology throughout the curriculum, and to use technology for formative assessment of student learning in the classroom. In addition, there are technology requirements at both the middle school and high school levels. Middle school students in Grades 6-8 are taught computer applications, STEAM, and digital citizenship through regularly scheduled and required computer and/or technology education classes in each of those grades. At the high school level, all students in Grade 9 participate in a required technology orientation class that includes an ever-evolving curriculum with units covering such areas as digital note-taking, electronic research, coding, and Digital Citizenship. In addition, high school students are required to take at least one full credit of computer elective coursework as a prerequisite for graduation from a variety of offerings from various departments including Art, Business, Math (including a programming sequence that leads to the AP Computer Science exam) and Technology Education.

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 main ways in which we provide "everywhere, all the time" access is through our 1:1 iPad program. We provide every single student and teacher in the district with an iPad. Devices are replaced on a four-year cycle for students and a six-year cycle for teachers. During the pandemic we began providing wireless hotpots to families in need of internet access at home. Our guidance counselors and/or social workers work to identify families in need of internet access at home so that we can provide a hotspot to those who need it.

In addition, all of our teachers use a digital LMS for posting assignments, information, documents, and other class content. In grades prekindergarten-2 teachers use Seesaw. Teachers in grades 3-12 use Google Classroom. This digital platform allows students and families to have access to all school-related content at all times, from anywhere. Similarly, grades, report cards and transcripts, are all distributed electronically, through our Infinite Campus Parent Portal which, again, ensures that parents and students have consistent access to that information.

Page Last Modified: 04/28/2022

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.**

Our district has a highly regarded special education program and a robust assistive technology program. Students with disabilities are served through the use of instructional technology first, and foremost, by receiving the same access to technology as their regular education peers, with additional technology provided to meet class and individual student learning needs. Special education classrooms are equipped with the same technology as regular education classrooms, and are also outfitted with two additional student computers beyond our regular education classroom standard in order to accommodate IEP and 504 Plan requirements.

Special Education students in all grades participate in our 1:1 iPad Initiative just like their regular education peers. The technology is integrated into all aspects of instruction and learning to meet individual student learning needs in the least restrictive environment. Accessibility features are enabled, and educational, augmentative speech, and other assistive technology apps are downloaded and installed for these students on an individual basis. The stigma associated with assistive technology is mitigated by our decision to have all of our students in both regular education, special education, and ELL use the same electronic learning tool.

For students with hearing or auditory processing difficulties, our Office of Special Education and Pupil Personnel Services (PPS) supplies, or provides access to, individual FM units to match any personal equipment students may have, such as hearing aids or cochlear implants.

For students with speech/language communication difficulties, PPS offers alternative/augmentative assessments and communication devices ranging from low tech (PECS) to high tech speech generating devices and AppSource students with difficulties learning, reviewing materials and/or accessing materials, we supply technology including electronic textbooks, calculators, access to word processors/computers/tablets, closed captioning/CART services, and access to slant boards. For those who need different access to technology, we use alternative keyboards, trackballs, touch screens, adaptive grips and more.

Students needing assistance with writing, either the act of writing or the process of writing, receive word prediction, graphic organizer and/or notetaking technologies as appropriate from PP.

Students with visual impairments access devices including braille's, iPads, JAWS, switches, and closed captioning to accommodate their learning needs.

Students with orthopedic needs are referred to medical personnel for orthotics, wheelchairs, braces, standers, walkers, and/or adaptive seating, and/or receive these items through our program.

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/28/2022

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

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

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

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

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

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

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

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

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

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

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

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

    Yes

7a. **If Yes, check one below:**

    In the 5 languages most commonly spoken in the district

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

    (No Response)

Page Last Modified: 04/28/2022

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)

V. NYSED Initiatives Alignment

Page Last Modified: 04/28/2022

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)

Page Last Modified: 04/28/2022

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

☑   a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑   b) The district uses instructional technology to facilitate classroom projects that involve the community.

☑   c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑   d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☐   e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑   f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐   g) Other (please identify in Question 10a, below)

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

Page Last Modified: 04/28/2022

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	7.00
Technical Support	7.00
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	Network and Infrastructure	N/A	180,000	One-time	☑ 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	N/A
2	End User Computing Devices	N/A	700,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	N/A

Page Last Modified: 04/28/2022

	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	Internet Connectivity	N/A	80,000	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	N/A
4	Instructional and Administrative Software	N/A	120,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

Page Last Modified: 04/28/2022

	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:			**1,080,000**			

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://www.greatneck.k12.ny.us/domain/76

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

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/15/2022

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
☑ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☐ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic B
☐ Digital Fluency Standards	☐ Personalized Learning	☐ 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	Justin Lander	Director of Technology	jlander@greatneck.k12.ny.us	☑ 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

Page Last Modified: 02/15/2022

	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	(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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/15/2022

	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

Page Last Modified: 02/15/2022

	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/Makers paces ☐ 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

Page Last Modified: 02/15/2022

	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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