

**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?**

Walter C Brigham III

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](mailto:edtech@nysed.gov).

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

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

Engage, Explore, Empower. The Shelter Island Board of Education is committed to the mission that we want our students to cherish our small island community while applying and expanding their learning about, understand of, and engagement with the wider world. To do this they must be: - ethical and moral individuals - respectful and responsible communicators - creative and analytical thinkers - knowledgeable and literate readers, writers, mathematicians, and scientists - participants in and audiences for art, drama, music, athletics, and other artistic, cultural, and social activities - skilled and successful workers and consumers - committed and active citizens

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

We envision using technology to further a learning community where:  
 Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning. Students are comfortable using technology. Teachers use technology to support all learning across the curriculum. They function as coaches, mentors, advocates, and managers of information. Teachers use their knowledge and skills to integrate technology into a challenging and interdisciplinary curriculum which addresses students' specific needs, developmental levels and learning styles.  
 The schools is an environment where all students and staff have ready access to a full range of current technology, software tools, and applications. The schools have knowledgeable staff and resources to further the curriculum goals.  
 In addition, all administrators, teachers, and district/school staff will use technology daily to effectively help students prepare for tomorrow's world.

**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.**

Development of the plan involved the following stakeholders:  
 Technology Staff, Curriculum Director, Special Ed Director, Superintendent, Parent and Community Members  
 Needs assessment from all stakeholders including student input  
 Data collected and reviewed  
 Initial proposal based on assessment shared with stakeholders  
 Public hearing held  
 3 Reviews and revisions before submission

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

The previous three-year plan had four goals.  
 Goal 1  
 Ensure that all students think critically, behave safely, and participate in responsibility in our digital world.  
 Goal 2  
 Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.  
 Goal 3  
 To create engaging, empowering and collaborative learning environments by providing technology at the point of instruction which will enable teachers to seamlessly integrate technology into authentic student learning experiences.

Although all three are ongoing goals, The district feels that goal two has been met to 2021-2022 standards, but we still need to push our infrastructure further as needs are always increasing. Most of our community has reliable, high-speed internet at their homes, and the school and local internet provider meet the needs of our low income learners. Other goals have progressed, but we feel we can improve as definitions of "seamless integrated technology" continue to change.  
 The major change will involve gaining redundancy in all areas.

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

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

Before the COVID 19 pandemic, the district was almost but not quite not one-to-one. Since the pandemic, the district sees the need to continue our 1:1 program with devices that are up-to-date and supported as well as additional backup home devices for our youngest learners. As such, the district developed a device refresh cycle to ensure students have access to current devices. This is reflected in our plan. The pandemic also showed the need for more teacher professional development around best practices for using technology in the classroom. The district also realized many parents are not proficient in technology and need to be as they are stakeholders in their student's learning. Our new plan includes a plan to provide parents additional technical support and training.

**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.**

In order to meet the vision, the district will be providing district personnel professional development on the following topics: flipped classrooms, personalized learning, remote instruction and technology integration in content areas, as well as how to use peripheral technology into content areas. Additionally, as new software is purchased or new ed tech tools become available, the district will evaluate their applicability to the school and, if determined to be a benefit, will offer professional development around these new items.

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

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

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

Fully
- 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:**

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

Fully

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Ensure that all students think critically, behave safely, and participate in responsibility in our digital world.

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

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

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

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

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

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

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 District will involve Parents/Teachers/Administrators/Community members to analyze technology implementation and revise goals as part of the school improvement planning process.

Evaluation #1 The District will utilize surveys and other data to review the progress of the plan.

The district will administer a Technology Implementation and Effectiveness Survey to teachers, administrators, community, parents, and students. The survey will be constructed so as to measure status and progress toward achieving the desired milestones identified in the plan as indicated by the respondents.

Desired Outcome

The District Technology Team will understand progress made in milestone areas as indicated by stakeholders.

Evaluation #2

A team of teachers and administrators will perform a curriculum audit to determine the level of integration of technology plan in the K-12 scope and sequence.

Desired Outcome

An action plan will be developed that will include scope and sequence editing recommendations, professional development for teachers and administrators that are aligned with increasing their capacity to meet the expectations outlined in the Technology Plan

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.

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Work with district administrators, parents, and teachers to assess and research various digital citizenship tools and curricula for all grade levels.	Director of Technology	N/A	06/30/2025	N/A
Action Step 2	Budgeting	In addition to any free resources that will be utilized, the district will purchase programs and resources to be used that will include teacher and staff training to ensure seamless integration into the curriculum.	Director of Technology	N/A	06/30/2025	18750
Action Step 3	Implementation	Train and support teachers and staff. The district will provide professional development opportunities that encourage and promote the seamless integration of technology and its responsible use into the curriculum.	Director of Technology	N/A	06/30/2025	N/A
Action Step 4	Evaluation	Utilizing researched and evidence based criteria as well as teacher and parent input, evaluate the effectiveness of the overall program and make adjustments to improve the program's effectiveness.	Director of Technology	N/A	06/30/2025	N/A

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

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IV. Action Plan - Goal 1

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders with a focus on gaining redundancy of resources.

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.

- |  |  |
|--|--|
| <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 District will involve Parents/Teachers/Administrators/Community members to analyze technology implementation and revise goals as part of the school improvement planning process.

Evaluation #1 The District will utilize surveys and other data to review the progress of the plan.

The district will administer a Technology Implementation and Effectiveness Survey to teachers, administrators, community, parents, and students. The Survey will be constructed so as to measure status and progress toward achieving the desired milestones identified in the plan as indicated by the respondents.

Desired Outcome

The District Technology Team will understand progress made in milestone areas as indicated by stakeholders.

Evaluation #2

A team of teachers and administrators will perform a curriculum audit to determine the level of integration of technology plans in the K-12 scope and sequence.

Desired Outcome

An action plan will be developed that will include scope and sequence editing recommendations, professional development for teachers and administrators that are aligned with increasing their capacity to meet the expectations outlined in the Technology Plan

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.



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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 1	Planning	Work with Administrators, Faculty, Staff, and community to: Identify end user needs, both now and in the future, and plan the back-end network accordingly Identify current network issues which hinder the seamless integration of technology into the curriculum with a focus on redundancy	Director of Technology	N/A	06/30/2025	N/A
Action Step 2	Implementation	District budget monies will be designated toward the following projects as well as others identified in the planning process: Cabling of exterior of buildings in the district that are currently in need of POE (Power Over Ethernet) technology as well as cabling to gain redundancy Upgrading WiFi Access Points for all needed building areas. Replace existing switches and routers with upgraded equipment. Gain Redundancy for current main Wireless controller and Firewall Gain Redundancy for Upgrade WiFi controllers, switches and access points in the building The overall redesigning our network for more	Director of Technology	N/A	06/30/2025	80000

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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
		reliable and efficient fail-overcapability Increase Internet speed and gain redundancy through Fiber Technology.				
Action Step 3	Implementation	Work with outside contractors, including Suffolk BOCES, to design, configure and install all necessary hardware and software. Once the work begins our in-house Network Specialists will work directly with the vendors to ensure that all district initiated protocols and safeguards are implemented and adhered to with a focus on gaining redundancy.	Director of Technology	N/A	06/30/2025	N/A
Action Step 4	Evaluation	Once installed, we will monitor performance of all incoming and outgoing traffic, the security of the network, and make changes accordingly. This will ensure that connectivity to resources for all constituents is of primary concern as we increase the amount, speed, redundancy and usage of technology throughout the building.	Director of Technology	N/A	06/30/2025	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.

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IV. Action Plan - Goal 2

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

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

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

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

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

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

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

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

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

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.

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Desired Outcome

An action plan will be developed that will include scope and sequence editing recommendations, professional development for teachers and administrators that are aligned with increasing their capacity to meet the expectations outlined in the Technology Plan

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,

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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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	Planning	The Shelter Island School District continually evaluates our current technology and the curricula it is intended to support. We strive to educate and empower our faculty and students to be ready, willing and able to integrate our district technology seamlessly into the educational experience. Input from various constituencies, as well as continuous research on the topic, has led us to ascertain which technologies are best suited to the education of students in our particular grade. Therefore, our planning takes into account the diversity of our learners and our commitment to providing the technology at each level that best provides the ability to engage, empower and ignite creativity. To achieve this goal, within the next three years the district plans to: Continue Grades 1:1 technology integration for all students and rotate newer devices each year. Use older devices to grow redundancy. Offer a	Director of Technology	N/A	06/30/2025	N/A

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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
		<p>greater offering of technology infused courses within the course catalog</p> <p>Upgrade classrooms to dual flat panel interactive display technology in multiple room locations for a more engaging and reliable means of sharing group work as well as for providing direct instruction.</p> <p>Provide teachers and students with tools which introduce, reinforce and prepare for mastery of technology skills including but not limited to: keyboarding, word processing, coding, database and/or appreciation, podcasting and publishing at appropriate educational levels;</p> <p>Continue and increase integration orSTE(A)M opportunities throughout all grade levels and introducing the concepts of coding and engineering into extended classroom projects; Work directly with grade specific teachers to continue to explore ways to embed technology at the point of instruction</p>				
Action Step 2	Purchasing	The Technology Department receives an annual budget	Director of Technology	N/A	06/30/2025	70000

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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
		through the district. This Budget serves as the source by which the department purchases operational and educational software, apps and online subscriptions. In addition, this budget funds the purchase, upgrade and upkeep of all technological devices including Chromebooks, iPads, interactive flat panels, LCD/DLP projectors, document cameras, desktop computers, printers, etc. Our annual purchasing takes into account our current status and projects for future needs of potential new students and/or staff/faculty members, replacement devices and new initiatives and software licenses. Grants And budgeting received through our Special Education and English New Language departments are used to supplement devices to meet the needs of those specific populations. Funds Received through our REAP grant are used to supplement devices to meet the needs of all populations.				
Action Step 3	Professional Developme	Provide professional development for	Director of Technology	N/A	06/30/2025	20000

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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
	nt	administrators, teachers, and staff that encourages thinking critically about the role of technology in the classroom and supports the seamless integration of technology throughout the curriculum				
Action Step 4	Evaluation	The determination of the effectiveness and appropriateness of the technology in our classrooms will in part be evaluated by our teachers, administrators and staff who work directly with our students to seamlessly integrate technology into the curriculum. The teachers are in the classroom at the point of instruction with these devices, giving them a very clear understanding of what best suits or could enhance the learning of our students. Student and parent feedback gathered by the department leaders will serve as a means to determine future hardware and software needs. Over the next 3 years we will evaluate our decision for a 1:1 device environment. Recommendations And evaluations regarding instructional	Director of Technology	N/A	06/30/2025	N/A



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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology are collected and evaluated by the Director of Technology who works closely with Administration to determine future courses of action based upon the information provided.				

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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**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

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

Shelter Island Schools will be mirroring the US Department of Education's plan to use digital connectivity and technology to improve teaching and learning. The Shelter Island School District would help educators leverage technology and data to personalize learning and improve college- and career-ready instruction, ensuring that as schools increase access to technology teachers and leaders are prepared to use these resources in a way that increases student learning and achievement.

Programs would support educators in delivering high-quality, open digital learning resources and content; using a wide range of devices and digital tools, including those related to new assessments; using real-time data to personalize learning; using technology to increase engagement with families and other teachers; and offering greater access to effective teachers via high quality online learning resources

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.**

In order to ensure equitable learning everywhere, all the time, the district plans to utilize needs assessments and evaluations of teaching, learning and professional development in order to ensure that we are providing access to appropriate devices to meet the needs of our students, as well as build the capacity of staff, students and families

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.**

Teaching strategies and additional technologies for students with disabilities are structured around the specific needs of the students, which includes selecting the best technology that addresses the needs of individual students. Students with disabilities are served through the use of technology in several ways including, but not limited to, the following:

- Google Classroom provides for differentiation and enables teachers to push content and assignments based on the needs of individual students
- Teachers use a variety of strategies including the use of interactive instructional material such as videos, podcasts, etc. with such providers Showbie, Showme, and Remind
- Google Chrome apps and extensions are utilized extensively to support students with disabilities including Grammarly, Google Doc Voice Typing, Co-Writer and Snap & Read.
- Reading programs such as Compass Learning, MyPath, and Lightsail provide students struggling in math and reading with a differentiated, online intervention program.
- Use of adaptive technology. Assistive technology is one of the core strategies schools use to help with learning and attention issues. Technology Used includes, but not limited to, audio players, timers, writing supports, and adaptive and flexible seating.

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.

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

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

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

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)

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

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom    | <input type="checkbox"/> Multiple ways of assessing student learning through technology       |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom     | <input checked="" type="checkbox"/> Electronic communication and collaboration                |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world          | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                 | <input type="checkbox"/> Integrating technology and curriculum across core content areas      |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology  | <input type="checkbox"/> Web authoring tools  |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom                 | <input checked="" type="checkbox"/> Helping students connect with the world                   |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners             | <input checked="" type="checkbox"/> The interactive whiteboard and language learning          |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read             | <input checked="" type="checkbox"/> Use camera for documentation                              |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition      | <input type="checkbox"/> Other (please identify in Question 8a, below)                        |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

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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 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 checked="" 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 checked="" type="checkbox"/> Provide online mentoring programs.  |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity  | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.  | <input checked="" 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 checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.   |
| <input checked="" 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 checked="" 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 checked="" 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](mailto:edtech@nysed.gov).

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional Support	0.50
Technical Support	0.50
<b>Totals:</b>	<b>1.50</b>

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

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	Internet Connectivity	N/A	13,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	End User Computing Devices	N/A	20,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/a	5,000	Annual	<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 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	Network and Infrastructure	N/A	14,000	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	N/A



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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>52,000</b>			

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?**

Not Applicable

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.shelterisland.k12.ny.us/techplan>

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 checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input 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 type="checkbox"/> Special Education Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input checked="" type="checkbox"/> Digital Equity Initiatives	<input checked="" type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input 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	Walter C Brigham III	IT Coordinator	walter.brigham@shelterisland.k12.ny.us	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" 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 checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" 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 type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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