2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 11/01/2021

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

    Darren Faccilonga

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.

Page Last Modified: 06/28/2022

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

   The mission of the Baldwin Public Schools is to support students' academic, social, and moral growth to foster a lifelong commitment to learning, and to encourage responsible contributions to society. A partnership reflecting the high standards of supportive families, conscientious learners, committed staff, and an involved community will maximize potential for student success

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

   In 2035, each Baldwin school will be a community center and incubator of learning in which educators design, engineer, and facilitate learning experiences and each learner is a producer, pioneer, explorer, collaborator, and innovator.

   Baldwin Schools in 2035

   We will develop citizens with the skills and mindsets to successfully navigate and uncertain and complex world. We will nurture grit, resilience, self-awareness, self-direction, and personal agency with five cornerstones:

   Develop foundational knowledge and skills: Learners will develop a core knowledge and skills in communication, mathematics, personal finance, digital media, and data analysis.

   Relationships, citizenship, and collaboration: The learning community will nurture healthy relationships through careful listening and authentic efforts to understanding ones own and others' perspectives and realities.

   Community partnerships and real world relevance: Learners will step outside the four walls of the school to craft connections between what they are learning and the life of their community. In so doing, they will work with other learners, teachers, parents, and members of the community to identify and progress toward their shared goals.

   Wellness and social-emotional health: We will create environments that help foster social-emotional and physical well-being and help learners develop the skills and knowledge that will keep them well and healthy over their lifetimes.

   Problem solving and entrepreneurship: Learners will develop the ability to create value, challenge the status quo, reconcile tensions and dilemmas and take responsibility for their own actions.

    It is incumbent on us to think and plan innovatively, to focus on content, in a way that fosters the skills we believe will be necessary for the next generation of workers. Through the strategic and non-gratuitous application of existing and emerging instructional technologies, we will prepare our students for a world that has yet to be defined. In this future world our students will be equipped with the critical thinking, clear communication, reflective and collaboration skills necessary to be globally competent. To be successful in this world students need to be global citizens who know how to identify, acquire, organize, evaluate and most importantly create digital content. In this future, students are comfortable and skilled content creators as opposed to mere consumers of digital content. They will identify real world problems, take initiative to craft solutions to these problems and after much thoughtful and deliberate consideration of multiple perspectives articulate their own thoughts and learning. Technology tools that enable students to learn at their own pace, provide opportunities for students to challenge themselves and each other in a non-threatening environment are key component of this vision.

Page Last Modified: 06/28/2022

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.**

<u>Successful Practices Network (SPN)</u> consisting of the leadership, faculty, and staff of each school in the district meets monthly for an entire day to develop and begin implementation of this vision of Baldwin Schools in 2035. As part of their work specifically for Building Systemwide Capacity for Innovation, this SPN has helped inform the Instructional Technology Plan based on the vision for 2035. This design process includes:

• **Central Leadership Team:** Developing the capacity to both support work that preserves stability and excellence of current practices AND work that will create the Baldwin of 2035
• Assess and build the capacity of the Educator Residents (ERP) and thought leaders to lead site and district work for Baldwin 2035
• Portraits of learners, teachers, and leaders in 2035 – what they will be doing, thinking, and feeling
• Roadmap from 2022 to 2035
• Greater capacity to navigate the tensions and excitement generated by Baldwin 2035
• Action and assessment/learning plans for 2022

As school leaders build their understanding and focus through the steps above, they will be guided through SPN's Future Focused School Process to guide the development of their concept, prototype and action plan. The SPN works with the Educator Residence Fellows, Elementary School Thought Leaders / ER's, Middle School Thought Leaders / ERs, High School Thought Leaders / ERs, Central District Thought Leaders, Community and Board meetings to help inform the plan.

<u>Baldwin Educational Residency Program</u> is a unique, innovative, and transformational professional learning opportunity that will that allow educators to be placed on special assignment for two academic years to be immersed in professional learning. During that time, our educators will focus on redefining the education experience and exploring highly effective and innovative pedagogical practices that will create and foster a culture of collaboration, innovation, inclusivity and involved learning. Participants in the Educator Residency program will work closely with researchers/trainers from the Harvard Graduate of Education, Project Zero Program, to redefine the learning experience. The resident teachers will collaborate with colleagues, known as fellows, to demonstrate and promote excellent teaching practices and development of future-focused learning environments through explicit and purposeful co-teaching, peer coaching and collaborative engagement. This work informs our Baldwin 2035 vision, the work of the SPN and Instructional Technology Plan.
Desired Outcomes include:

• **Transformation of the learning experience to reflect the future of learning**
• **An understanding of the future of work**
• **A common understanding of and ability to implement visible thinking strategies and Teaching for Understanding.**
• **Recommendations to align the structure of schools to be future-focused**
• **Development of units of instruction to be contemporary, engaging, and meaningful**

<u>Student Technology Advisory Committee</u> meets with the Superintendent of schools monthly at the High School. The committee consists of 12 -15 high school students. The purpose of the Committee is to provide the district with a community perspective regarding the use of technology for student learning, technology program priorities, and advise on district wide technology systems and resources. This committee helps advise the Superintendent and Director of Technology of student technology related concerns, and planning.

Technology input meetings as part of the regularly scheduled board meetings, we have specific board meetings during the calendar year that focus exclusively on soliciting input from parents and the community of the theme of instructional technology.

<u>Technology Advisory Group (TAG)</u> The mission of TAG is to support the implementation of the Technology Plan by bringing representatives from the Informational Technology and Curriculum Departments together to review, modify, create, and support District policies and procedures. TAG is charged with the following.

• Meet regularly every other month to provide the informational and instructional departments an opportunity to collaborate on determining the technology needs of the District
• Examine and change technology-related policies and procedures on a continual basis to address the needs of instruction
• Approve recommendations made by EdTAC concerning the implementation and use of existing and emerging technologies and online resources
• Communicate EdTAC recommendations requiring budgetary expenditures or not to the District Central Office.
• Communicate policies and procedures to staff and parents via departmental representatives.

<u>Educational Technology Advisory Committee</u> (EdTAC) The mission of EdTAC is to develop, recommend, implement, support, and communicate the District Instructional Technology plan. EdTAC, a committee representing instructional grade levels, instructional technology department members, content areas, and departments is charged with the following:

Page Last Modified: 06/28/2022

> • **Draft for consideration and assists to revise the District Technology Plan as needed.**
> • **Encourage and support innovative technology use and practices.**
> • **Reviews requests for instructional technology software applications**
> • **Assess the technology needs and concerns of staff and students**
> • **Explore and recommend the implementation of emerging technologies and online resources**
> • **Explore and apply to funding opportunities related to technology needs**
> • **Outline professional development needs of the District**
> • **Encourage and support professional development and training for all employees**
> • **Identify opportunities for embedding researched-based and data driven instruction**
> **The 2022-2025 version of the district's technology plan builds upon the foundation of the prior**
> **comprehensive technology plan while incorporating shifts in goals for instructional technology in the**
> **district as identified by the district's Technology Advisory Group throughout 2019 to 2021 as well**
> **as experiences in the district's accelerated transition to a 1:1 device program for each student enrolled**
> **in K-12 as necessitated by the COVID pandemic.The prior technology plan focused on access to a shared device program for students in**
> **grades K-12. This plan provided a solid infrastructure for thoughtfully expanding the district's 1:1 device initiative to all K-3 students in**
> **buildings and all students in 4 - 12 grades in school and at home.**

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

> **The plan continues the emphasis on building staff capacity to utilize emerging technology tools and upgrading our infrastructure with our Smart Bond project (wired and wireless). As the previous plan indicated, we would fund and hire two instructional technology specialists (one at the elementary level, and one at the secondary level) who continue to focus their efforts on integrating instructional technology resources and providing support for teachers. We continue to rollout our high density wireless and totally rebuilt wired infrastructure with the High School now fully wired and migrated over to the new infrastructure. The Middle School work is in progress with an expected date of completion this summer 2022. Elementary buildings will commence work during the summer of 2022 and are expected to be completed by the end of 2023 school year. We have moved all of our servers off premises to the cloud, and we will be fully Azure this summer with every desktop workstation. We continue to redesign instructional learning spaces to reflect more active and fluid classrooms. In regard to student device acquisition, we have established a 5 year replacement cycle for all student devices and will be refreshing approximately one fifth of our student devices each year commencing in summer 2022**

Page Last Modified: 06/28/2022

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

During the pandemic it became abundantly clear that we needed to address the immediate needs for remote learning as it related to device acquisition and rapidly increase the wireless capabilities for most of our learning spaces which were awaiting upgrades under the Smart Bond initiative. During the 2018 - 2021 plan the primary focus was on acquiring strategically located devices, infrastructure, and instructional support teachers and leverage 1 to 1 access of devices in buildings as needed. However, we were not committed to 1 to 1 devices in the prior plan. That clearly had to change as we were facing school shutdowns and home instruction and then subsequent hybrid learning with a large portion of our students. We had already migrated to Clever as a SSO solution for our vast array of online subscriptions and services therefore we were in a good position to pivot to online and hybrid learning with our systems, teacher readiness and preparedness. Our students and staff already were using many of the online tools some in limited use cases . We had to cannibalize all our Chromebook carts in order to get devices to students who needed them. Our plan going forward reflects this significant shift to providing every student in grades 3 -12 with 1:1 student devices that they take home each day as a necessity. In addition, we identified some gaps where new tools had to be acquired and rolled out in order to provide an optimal experience and environment for this learning. District wide this required new filtering and monitoring of off-site district provided devices which was not originally in our plan. At the High School level, we purchased and rolled out Canvas to provide teachers with a more robust set of course management solution. At the early elementary level, we realized that we needed a early elementary centric classroom tool in addition to the more robust version of Google Classroom in order to enable teachers to moderate and interact in both virtual and hybrid learning modalities. In regard to professional development, learned that the experiences with the pandemic and the use of online tools specifically when leveraged through a SSO such as Clever was the difference between learning and being left behind. We were fortunate to have moved to Clever during the years prior to the pandemic. However, we also learned that sometime having a 128 color crayon box is very difficult to support and build competency and proficiency. We now espouse the 24 box of crayons, with much less supported tools, but much more support and expertise in using those smaller number of tools. This has helped form our efforts going forward. We are much less likely to approve the use of additional online tools that do not fit into that toolbox going forward.
In regard to student internet connectivity, we worked closely with families wherever applicable to assist them acquire adequate bandwidth at their places of residence. We helped families avail themselves of any opportunities or offering by local providers for low cost internet. In cases where that was not practical we issued Kajeet wireless hotspots for families as needed.
The COVID ordeal forced us to reconsider our long term plans from 1 to 1 in terms of access to where we now issue a device for grades 4 - 12 regardless. Interestingly, initially we surveyed families prior to the shutdowns and we felt we were in good place with device saturation at home. However once multiple students and parents were all using the same device it became clear that having access to a device at the home does not equate with having the ability to use it for instruction during the day.
Faculty and staff access to professional development has also shifted considerably, with on-site live
 instruction offered in conjunction with remote synchronous, remote asynchronous, on-demand, and
 hybrid formats. The need to enhance our technological skills within the district hasn't been limited to our faculty and staff. Rapid adoption of a 1:1 device program in younger grades has led to
 incorporation and integration of digital citizenship and technological proficiency throughout our
 curricular offerings. Parent and community feedback has strongly informed these efforts through
 ongoing surveys and town halls as well as discrete stakeholder groups focused on collaboratively
 addressing needs related to school operations and logistics, transportation and food services, publichealth and social-emotional support, instructional services, and equity and family/community needs.

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

No

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

No Not currently.   Grade 3 – 12 students are issued devices. Students in grades K – 2 are issued devices in the event that there is a demonstrable socioeconomic need only.

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

Unknown

Page Last Modified: 06/28/2022

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.**

Baldwin School District has adopted a multi-faceted approach to professional development that reflects the following core beliefs:

<u>Provide ongoing and continual support:</u>

Instructional Technology Specialists work with teachers during the day in classrooms, after school at department and faculty meetings, and facilitating professional learning communities throughout the year. Through instructional technology coaching, professional learning communities, and access to online resources and information repositories, teacher professional development should be highly customized. There is a need for delivering just in time and relevant solutions to the daily challenges that teachers will face when making major curricular changes in their subject areas. This is being accomplished through a combination of in school coaching, classroom modeling, and one on one consultations.

Professional development opportunities should promote understanding of technology pedagogical practices:

Rather than a focus efforts around technical mastery our efforts are aimed at developing teacher understanding of pedagogy. Technology mastery is learned in the context of pedagogy. It is at the heart of all our instructional technology efforts. We recognize that while although elements are essential a pedagogical focus can be more important to effective instruction than technical mastery of technology.

Educators need to be active participants:

Educators participating in a Professional Development program that includes coaching or mentoring are more likely to implement new instructional methods than simply offering workshops. We have built much of our instructional technology professional development (and staffing to support it) around mentoring and coaching.

Encourage and support a learner centered pedagogy:

Classrooms that adopt a learner-center approach tend to experience greater integration and more effective use of technology in the classroom. Technology is less effective when used to support traditional "teacher centered" pedagogy, which tend to use technology as a supplement rather than as a core element of instruction.

Model and use the same technologies that teachers will be using Learning with technology is more important than learning about technology. Teachers will better internalize various technologies by seeing what and how they can learn through available technological tools.

Provide access to online information repositories These repositories offer teachers continuous, convenient and reliable access to relevant teaching resources. Successful professional development programs offer extensive online resources that teachers can access and search as needed. Teachers need to walk away from professional development with access to new resources. Many teachers are conducting research on practice, curriculum and pedagogy at their own pace. The characteristics of an instructor's particular subject area may also demand specialized investigations and considerations.

By Incorporating these core beliefs into instructional technology integration plan we will provide opportunities for educators to fully understand and adapt their instructional techniques to new technological advances.

Our Instructional Technology Specialists and Library Media Specialists will work in conjunction with the Educational Residency Program participants (ERPs) and their associated Fellows.

These teachers will be placed on a special assignment for the school year which will provide the necessary time to be fully immersed in the transformation. The experience will include the follow components.

1. Professional learning where the resident teachers will be engaged in learning and curriculum writing.
2. Engaging with Harvard Graduate of Education's Project Zero, to deliver the professional learning in the following research-based ideas and strategies in classrooms and other learning settings areas:

Page Last Modified: 06/28/2022

- **The Power of Making Thinking Visible**
- **Culture of Thinking in Action**
- **Making Thinking Visible**
- **Teaching for Understanding**

1. **Visitations to model school systems to learn from other public educators.**
2. **During the professional learning cycle, resident teachers will be partnered with approximately five teachers each who agree to be fellows.**
3. **During this collaboration, the resident teacher will demonstrate and promote future-focused learning environments and excellent teaching practices they learned through explicit and purposeful co-teaching, co-planning, and peer coaching.**
4. **During this time, residents and fellows will receive personalized feedback from the principal investigator from Project Zero.**

Because each resident teacher will be partnered with up to five fellows, 40 total teachers in the middle school and 40 total teachers in the high school will receive professional learning that will help reinvent the learning experience and teaching practices. Coupled with targets support from the Instructional Technology team, resident and fellow teachers will achieve critical mass for substantial and deep-rooted change as it relates to pedagogy, and teaching and learning with technology.

This professional learning will assist in the timely transition to block scheduling at the high school during 2022-2023 school year. Administrators will be invited to participate in the professional learning as this will help develop internal capacity and agency.

As a continued expansion of our highly acclaimed redesigned learning spaces initiative, participating teachers will have their learning space (a.k.a. Classroom) redesigned so the to be aligned with the pedagogical practices learned and various technology tools being used in fully redesigned spaces

In alignment to the districts Professional Development Plan for 2022-2023, the following modes of delivery will be considered as the committee and staff prepare the actual professional development activities to build the capacity of educations and administrators.

- **Use of Staff Development Days as opportunities for District-wide and/or school-based workshops on instructional technology topics.**
- **Inservice and/or Baldwin Teacher Center courses offered throughout the year**
- **Grade-level, departmental, and faculty meetings will be used as opportunities for presentations, sharing of effective strategies, etc**
- **Contractual hours, where necessary, will be used to provide additional time for presentations, discussions on pedagogy and integration of various district tools**
- **Staff participation at conferences and workshops**
- **Inclusion of the topic in the New Staff Orientation in-service program**
- **Push in coaching , modeling and mentoring with Baldwin Instructional Technology Specialists during the school day**
- **Week long technology institutes during winter, spring and summer breaks facilitated by district staff and consultants**

Evaluation of the professional developement plan is conducted by interviews with participants, surverys, and measurments of teacher changes in practices by conducting analysis on the use of various subscription utilization reports and by looking at teacher classroom evaluations and visits to acertain how teachnlogy is being used in classrooms.

Instructional Technology related program goals that are articulated in the district's Professional Learning Plan include:
 • Increase teacher's quality and use of instructional technology as a tool to improve learning, interact successfully in a future ready skills environment and to achieve their personal, educational, and workplace goals.
 • Continue to incorporate and employ instructional technology related strategies to empower student academic success and understanding
 • Increase educator's competencies to effectively use technology tools to support the curriculum and empower teachers with future ready technology skills.

The district and building based needs assessment survey data, along with informal professional learning teacher completion evaluation review have

 provided background information on teacher learning and formed a general profile of the current capacity of teachers. In addition, the district

 instructional technology expectations of educators to utilize an electronic learning management with students to plan, organize, distribute and collect

 student demonstrations of learning sets the basis for technology implementation with the classroom.

Infused within our professional learning opportunities the district will provide targeted, needs-based,and personalized professional development based
 on teacher's capacity and interest. In order to accomplish this, the District is committed to providing effective professional learning opportunities that

Page Last Modified: 06/28/2022

are on-going, continuous, within the teacher work day and after to meet the needs of educators and administrators. The district will continue strive for a foundational level of instructional technology fluency for teachers to incorporate into their professional learning, along with the becoming proficient with utilization of best practices and tools to support the International Standards for Technology Education (ISTE) Standards for Educators, New York
State K-12 Next Generation Learning Standards.

This district employs an instructioanal technology specialist one for uppler and lower grades to serve as an instructional technology coach to provide timely and responsivemodeling to further the implementation of technology within the curriculum. The level of support provided by the technology integrator has allowedfor the growth of systematic collaboration among teachers to share effective instructional strategies, questions, lessons, assessments and project basedlearning ideas among levels. The integration of technology is targeted, needs based and personalized based on the needs of the teacher's capacity andinterest for that current level of instruction. Through the development and participation of the Technology Integration Partnership (TIP's) program teachers elect to meet with their building based integrator during the workday for one on one personalized planning sessions to infuse instructionaltechnology within their everyday classroom practices and routines. The collaboration sessions take place at the time and frequency based on the needs of the teacher, along with being genuinely focused on the specific outcomes desired of the educational and curriculum goals of the curriculum.
A requirement for all professional developmental activities offered within the district is a form of exit evaluation that allows for review of programcontent, effectiveness of instructor, usefulness of techniques demonstrated, overview of the workshop format along with teacher additional comments.These evaluations will provide insight to the effectiveness of opportunities offered within the professional development plan. During teacher
evaluations utilizing the Educator Teacher Framework rubrics, evidence will be witnessed and collected to support the integration of instructional technology with our district to enhance student learning. Part of the district technology plan is to create an implementation follow-up survey to be issued to professional learning participants to measure the effectiveness based on Guskey's Five Critical Levels of Professional Development Evaluation.

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

III. Goal Attainment

Page Last Modified: 06/08/2022

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:

    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:

    Fully

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:

    Moderately

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:

    Significantly

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

IV. Action Plan - Goal 1

Page Last Modified: 06/29/2022

1. **Enter Goal 1 below:**

   Through the expanding the purposeful and effective use of technology as an instructional tool to enhance educational outcomes and redesigning classroom environments that reflect conditions to achieve these outcomes, we will afford students opportunities to apply technology effectively to pursue knowledge acquisition, develop skills, enable digital content creation, and facilitate opportunities for students to present, discuss and engage in respectful debate.

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

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

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

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

Page Last Modified: 06/29/2022

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.**

Set goals (ie: increase literacy and math proficiency, increase graduation rates, no gaps in graduation rates, increase advanced Regents diploma rates etc...) and measure success towards these goals. We will develop and identify metrics which will be pertinent in evaluating the effectiveness of certain technologies by usage reports for each of the subscribed instructional resources, survey parents, learners, educators. We will know achieving this goal by classroom observations and wer are witnessing instruction moving siginficantly along a continuum when we begin to see a significant shift from teacher centered to student centered instruction where students become creators and producers and engage in discourse instead of listening passively to lectures by an instructor.

In order to get a complete picture of progress made under the district Technology Plan Baldwin School District uses a variety of evaluation instruments. Together, these evaluation approaches assess (1) gains in student achievement and teacher proficiency, (2) the value of purchased equipment and software, (3) and the overall climate for technology integration in the district. By combining multiple models, we expect to get a more complete picture of the progress being made by students and staff towards effectively integrating technology in the classroom in order to make changes during the three year plan and to prepare for the plan to follow.

We annually disaggregate student test scores, correlating those scores with teacher proficiency and professional development as well as access to technology and instruction software resources. We will compare academic achievement in students in classrooms whose teachers avail themselves of professional development opportunities. Along with this quasi-experimental analysis we look to a establish a relationship or cost-benefit analysis to justify current and future expenditures. Purchases that show little evidence of increased student achievement will be discontinued.

Qualitative data include site administrator observations of teacher and student technology use as part of the classroom observation protocol, along with observations of teacher technology integration in the classroom. The administration and professional development teams identify artifacts created by teachers incorporating technology tools and strategies.

Our school quality survey includes a section that captures student and staff technology use and allows us to assess participants' self-assessments of their technology skills, access to equipment and software, and use of technology as part of teachers' lesson planning and delivery.

We rolled out a student engagement tool in collaboration with our partner Forecast 5, metrics we used during the pandemic for Google Classroom for Elementary and Middle School as well as Canvas for our High School Students. This data will continue to provide some quantitative measures for student engagement in the online aspect of their learning.

Quasi-experimental Evaluations

While not the "gold standard" that true randomly-assigned experimental studies are, most educational data is collected in a quasi-experimental fashion where groups of students receiving services are compared to those who are not. This is a much more feasible approach in a school setting (Moore, 2008). One drawback is that one may not really be comparing "apples to apples" as you cannot control for all variables. It may also involve more time and cost to establish similar groups for comparison. Still, annual test scores and cost-benefit analyses are useful data which can help to indicate the magnitude, rate and nature of change we hope to see in student and teacher proficiency.

Qualitative/Anthropological Evaluations

Observations and interviews are a natural part of the educational experience for students and teachers alike, so incorporating technology use in that authentic setting allows us to emphasize process and gain perspective and understanding of the way that both students and teachers use technology on an annual (career teachers) and biannual basis (probationary teachers). Student observations and interviews would be conducted by the Administrative and Instructional Technology team staff at the start and at the end of each year. Advantages of this method include being able to conduct observations in context.

Participant Evaluations

The participant model is as much to promote buy-in by stakeholders as it is about evaluation progress. While extremely subjective, it allows for the most variety of information from those stakeholders to help understand the complexity of technology integration by allowing us firsthand information and the active involvement of our teachers and students. One drawback is that the information gathered is not necessarily directed, it takes a lot of effort and we might not reach conclusions or closure (Schroeder). This provides an opportunity for teachers to provide input on the direction of the Instructional Technology Plan, particularly in regards to their expressed needs for instructional technology resources and professional development.

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.**

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	In preparing for the 2022 - 2023 budget, allocation of funds continues to be made for the Instructional Technology Specialists.	Superintendent	Asst. Supt. Business	06/30/2023	325000
Action Step 2	Implementation	Beginning in Summer 2022 (continuing through Summer 2025) district summer professional development opportunities to include both virtual and in person options with offering designed to continue developing teachers proficiency in creating learning opportunities for students as creators, Socratic seminars, collaborators and active learning.	Director of Technology	Inst. Tech. Specialists	09/01/2022	25000
Action Step 3	Community Partnerships	Planning meetings with various CBO, and existing partners to include Northwell Health, ESRI GIS, SEAtuck and foundations to determine new opportunities as well as revise current programs to the extent that they support the specific learning goals of debating, presenting and becoming digital content creators.	Director of Technology	Inst. Tech. Specialists	11/30/2022	0
Action Step 4	Evaluation	Reevaluate the current technology integration strategies and technologies being	Assistant Superintendent	Dir. Inst. Tech.	06/30/2023	0

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		used in the district and determine how well they have performed during the pandemic. Refresh with solutions that have emerged and that are more aligned with the stated Goal 1.				

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Research	Research emerging technologies and integration strategies that have the potential to impact student achievement. At monthly department meetings and Technology Advisory Group meetings. As part of their residency, Resident Teachers visit future places of work such as Google, WeWorks, Center for Societal Innovation in order to better understand the future of work as well as how classrooms need to change in order to ensure our students can be successful in that future of work	Director of Technology	Inst. Tech. Specialists / Technology Advisory Group Resident Teachers in Cohort 1 and 2	06/30/2025	0
Action Step 6	Planning	Working in conjunction with the Thought Leaders and	Assistant Superintendent	Though Leaders, Teacher Residents COnsultants	06/30/2023	0

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Residents (during the course of the 2022 - 2023) school year develop a comprehensive professional plan with an emphasis on how instructional technology can support the Baldwin 2035 plan cornerstones: Develop foundational knowledge and Skills Relationships, citizenship and collaboration Community partnerships and real-world relevance Wellness and social-emotional health Problem solving and entrepreneurship				
Action Step 7	Implementation	Leveraging BOCES training staff, Model Schools services, district instructional technology specialists, library media specialists , teacher Center and lead instructional staff, provide professional development during an in-service days to prepare teachers on priority initiatives.	Director of Technology	Inst. Tech Specialists	09/30/2022	0
Action Step 8	Learning Spaces	Application process for Redesigned Learning Spaces Application. Working with Superintendent to identify teachers that have demonstrated the disposition and the	Building Principal	Dir. Inst. Technology	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		skills ready to move their classrooms from traditional to active learning and flexible learning spaces. (20 teachers per year through 2025) Meeting with select teachers, Supt, building administration to finalize candidates for redesigns. Determine instructional purposes for the proposed redesign. Follow up meeting with Design Consultant and Facilities team to project plan room designs to include lighting, flooring , technology, electrical and furniture upgrades. Repeat this process each year through 2025.				

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

IV. Action Plan - Goal 2

Page Last Modified: 06/28/2022

1. **Enter Goal 2 below:**

To expand the effective use of technology to improve communication both inside and outside of the school community.

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
- ☐ Early Learning (Pre-K -3)
- ☐ Elementary/intermediate
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ English Language Learners
- ☐ Students who are migratory or seasonal farmworkers, or children of such workers
- ☐ Students experiencing homelessness and/or housing insecurity
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- ☐ Students who do not have internet access at their place of residence
- ☐ 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.**

Utilizing vendor reporting and BOCES analytics to determine the impact on the change in both the nature and the frequency of the communication between parents and teachers, students and teachers and student to student. In addition we will perform analysis on the reported parental engagement on surveys with teachers and parents as online surveys. Comparing parent logon to the Parent Portal to check grades, and quantitative measures on the number of parent messages per teacher, frequency, and response time.
Comparing this data year over year to measure increases in frequency, decreases in phone calls to various buildings, and parental engagment and satisifcation surverys. Measuring the year over year increase in number of parents who have signed up for the selected messenging system, access the parent portal to access grades and attendance data. Decrease in the amount of tardies, lates, and cuts attributed to real time communication between attendendance , eschool data portal, and blackboard messenger integration. Analyzing the phone utilization data with assistance from BOCES telecom services, we anticpate that we will be able to significantly reduce incoming phone calls to various buildings and departments as relevant and real time information will be shared with families. By conducting focus groups of parents and students from student advisory council meetings and staff forums we will access critical feedback regarding the rollout of these inititaives to determine the impact that these initiatives are having on streamlining communication , decreasing misinformation and improve overall communication with stakeholders.

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.**

Page Last Modified: 06/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate current communication and collaborative technologies being utilized within the district and to the larger school community: Including parent portals, digital communication technologies, messaging tools , webservices. and social media.	Assistant Superintendent	Dir. Inst. Tech.	09/01/2022	10000
Action Step 2	Research	Research emerging communication and collaborative technologies that can enhance current tools and, attend local and regional conferences, and arrange for vendor presentations.	Assistant Superintendent	Dir. Inst. Tech Public Relations Officer	11/01/2022	0
Action Step 3	Planning	Develop a comprehensive communication and collaboration guide that outlines effective and proper use of communication and collaboration tools. Align the guide to the District's Acceptable Use Policy.	Assistant Superintendent	Dir. Inst. Tech Public Relations Officer	03/30/2023	0
Action Step 4	Purchasing	Acquire identified communication and collaboration tools and services. Integrate into existing systems. Coordinate with BOCES to help vendors align to our security infrastructure. Set up administrative credentials and begin	Assistant Superintendent	DIr. Inst. Tech.	05/01/2023	250000

Page Last Modified: 06/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		on-boarding and testing processes				

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	Purchasing	Investigate, and acquire integrated k12 solution for teacher and parent messaging. Must integrate with Eschool , Blackboard, and our currently deployed systems.	Assistant Superintendent	Dir. Inst. Tech.	11/30/2023	300000
Action Step 6	Infrastructure	Working with Boces to identify and equip our buildings with increased cybersecurity defenses at the building level specifically Fortinet Firewalls at each location	Director of Technology	Asst. Supt. Business, BOCES	12/31/2023	350000
Action Step 7	Cybersecurity	Contract with BOCES contracted vendor to help district conduct NSIT framework evaluation and set priorities for implementation	Assistant Superintendent	Dir. Inst. Tech.	09/01/2023	100000
Action Step 8	Purchasing	Purchase identified solution for firewalls using E-rate allocation	Business Official	Dir. Inst. Tech.	10/31/2023	200000

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

IV. Action Plan - Goal 3

Page Last Modified: 06/28/2022

1. **Enter Goal 3 below:**

   Use technology to support a culture of data-driven decision making that relies extensively on data to evaluate and improve teaching and learning with an emphasis on increasing student performance between different demographic groups.

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

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

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

   - ☑ All students
   - ☐ Early Learning (Pre-K -3)
   - ☐ Elementary/intermediate
   - ☐ Middle School
   - ☐ High School
   - ☐ Students with Disabilities
   - ☐ English Language Learners
   - ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   - ☐ Students experiencing homelessness and/or housing insecurity
   - ☐ Economically disadvantaged students
   - ☐ Students between the ages of 18-21
   - ☐ Students who are targeted for dropout prevention or credit recovery programs
   - ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   - ☐ Students who do not have internet access at their place of residence
   - ☐ 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

Page Last Modified: 06/28/2022

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.**

We/will use multiple data sources to identify and monitor homeless learners who can benefit from enrichment opportunities and/or who need an intervention plans and support to complete unfinished learning that took place as a result of the pandemic./ Some of these data points are:

·   i-Ready Reading/Diagnostic data (fall, winter, and spring) for all students in grades K-8.

·   i-Ready Mathematics Diagnostic data/(fall, winter, and spring) for students in grades K-8.

·   Fountas and Pinnell Benchmark Assessment Data (fall, winter, and spring) for all students in grades K-5.

·   Teachers College Writing Benchmark Assessments for all students in grades K-5.

·   Common benchmark assessments for all core subject areas for all students in grades 6-12.

·   Academic Performance Reports (progress reports, report cards, projected final averages) for all students in grades K-12.

·   HS Credit Earned Reports students in grades 8-12.

·   Attendance Reports for all students in grades K-12

·   Discipline Reports for all learners in grades k-12

 Based on the findings from the analyzation of the aforementioned data points, the Baldwin UFSD/will continuously meet with parents and families regarding student needs and available supports through several mechanisms:

·   Parent Teacher Conferences throughout the school year. These can be virtual or in-person.

·   Parent(s) and families will be invited to meet (virtual or in-person) with school personnel to discuss strengths/and weaknesses and the various interventions and supports available for the student./

·   School guidance counselors in conjuction with teachers and school administration team will review data from multiple data points to discuss strengths/and weaknesses and the various enrichment opportunities and/or interventions and supports available for the student.

 Comaparion study of cohort subgroups to determine if analzing the data and using it to inform planning impacts on instructional outcomes.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Administrators review the data and create SMART goals for their respective departments based on the collection of various data sources and disaggregation of data by performance groups. Utilizing BOCES Instructional Data Warehouse services in conjunction with our partnership with Forecast5 Data Analytics and Harvard Project Zero initiative.	Assistant Superintendent	Data Analyst	09/01/2022	0
Action Step 2						

Page Last Modified: 06/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Professional Development	Administrators continue to be training on the use of the data dashboards and collaborative tools .Use on data reporting and presentations of action plans based on the data are conducted monthly administrative meetings.	Assistant Superintendent	Data Analyst	11/15/2022	0
Action Step 3	Professional Development	Supervisors train teachers on analyzing I ready data and ongoing benchmark assessment data at monthly faculty and department meetings.	Assistant Superintendent	Supervisors	12/01/2022	0
Action Step 4	Curriculum	Various curricular implements to include software applications that provide disaggregated data on student progress and gap areas such as I-Ready,IXL , Newsela, Razkids , and Castle Learning.	Instructional Technology Coach	Building Administration	01/16/2023	100000

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)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/28/2022

	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)

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

Yes

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

IV. Action Plan - Goal 4

Page Last Modified: 06/28/2022

1. **Enter Goal 4 below:**

   To redesign classroom learning environments to meet the changing learning needs of students.

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

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

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

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

Page Last Modified: 06/28/2022

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.**

Utilizing various instruments to measure student engagement, anecdotal evidence , student surveys, comparisons to non redesigned spaces, in addition to the aforementioned instruments and tools detailed in Goal 1.

As we accelerate down a path of optimizing our learning space design in our district, it is essential that we identify, name, and standardize on a broad set of modern success metrics. This will ensure that the work we do to sync our instructional practices, our technology integration, and our learning environments. Success metrics for this goal will not exclusively be based on test scores. Test scores (both formative and summative) measure an aggregation of variables, and making it difficult to know if the design of the space was impactful. Barkley's (2010) classroom-based model of student engagement provides the theoretical framework for how we will measure student engagement in redesigned learning spaces.

 study. Barkley states classrooms environments create synergy between active learning and motivation by (a) "creating a sense of classroom community", (b) "helping students work at their optimal level of challenge", and (c) "teaching so that students learnholistically" (pp. 24-38). Therefore, attention was paid to how the classroom design affords behaviors and conditions that promote student engagement. We will be measuring the following three areas, which can be coupled with measuring joy and engagement in these new spaces.

Classroom Movement

 The research is clear that productive movement (standing in the back listening, using a standing desk, or using active seating) in the classroom bolsters growth and supports the overall needs of students. We will use surverys, observations and anectodal reports to measure movement in classrooms.

 Active Learning

 Learning space design, when in sync with instructional design, can add active learning minutes to every section of the day. Active learning includes time when students are collaborating and creating, as well as time when they are in a position in the room that matches their individualized work in that moment. If the majority of your students report on student surverys that they are active in their learning as opposed to passive receivers of information, it is an indication that our classroom design has positively shifted instructional design away from traditional methods.

Classroom Management and Behavior Issues

 Classroom management and behavior issues in classrooms are often reduced over time with redesigned learning spaces . Teachers and leaders in conjuction with support teams will be looking at these data sources in regard to student behavior with close attention to subgroups that have been underserved with traditional learning spaces.

Stress and Anxiety on Students

 All spaces that we enter either lower or raise our levels of stress and anxiety. If we are looking for metrics of success around learning spaces, we should include data about how our spaces impact the physical and mental health of our students . We are currently experiencing a period of peak stress for both students and teachers alike. We see this validated through surveys and we also see manifested through student actions: self-medicating, chronic stress symptoms, and self-harm. It is our responsibility to proactively work to design learning spaces that soothe, heal and support our students in these critical areas. Schools will measure these factors with quality social-emotional learning surveys in order to acertain how impactfuly our intentionally designed spaces support the mental health of students.

Teacher Well-Being

 It is important to make teacher wellness a priority. This requires designing spaces with teachers and not for them, as well as providing some latitude for their individual needs. Placing every educator in a cookie cutter, standardized classroom is not healthy for them — learning space design should optimize the individual energy, creativity, and passion of our teachers. We will measure teacher satisfaction through surveys, and teacher classroom observations.

Natural Light, Air Quality, and Acoustics

 There are three major elements that can affect the success of your redesigned learning spaces. Optimal standards around these areas exist, and schools should be observing how individual learning spaces compare to standards for light, sound, and air quality. Maximize the amount of natural light in your current and new classrooms to maximize learning. Minimize and vary lighting in classrooms to avoid the stress and strain that long-term exposure to fluorescent lighting puts on the eye.

 Recent studies have shown how air purification can positively impact all students, and we wil be looking for ways to support our students in this area.

 Acoustics are an important part of the learning experience. The way that we design rooms, coupled with intentional effort from the teacher, can help students hear teachers without repetition and support an atmosphere of collaboration in the classroom. We will use qualitative surverys of students, teachers and parents to determine the sucess of these efforts.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 06/28/2022

6. **List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Identifying and select key teachers in the district who would be ideal candidates to have their rooms redesigned as active, flexible learning spaces. Teachers present their proposal and instructional rationales for their spaces. How are the cornerstones reflected in these proposals?	Superintendent	Asst. Supt, Dir. Inst. Tech	09/07/2023	0
Action Step 2	Planning	Paring Resident Teachers with their Mentor teachers to create an informal learning and support mechanism Superintendent, Director. Of Facilities,Director. Of Technology, Department Supervisors and building principals review, rank and select final a minimum of 20 rooms to be redesigned for 2022 - 2023 school year.	Building Principal	Asst. Supt, Dir. Inst. Tech	09/30/2023	0
Action Step 3	Budgeting	Budget for furniture, facilities floor, ceiling , paint, window treatments, electrical and proposed technology for redesigned spaces is developed and allocated.	Business Official	Facilities Director, Asst. Supt, Dir. Inst. Tech	10/31/2023	750000
Action Step 4						

Page Last Modified: 06/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Learning Spaces	Determine instructional purpose. Group meetings with teachers, and individual planning consultation meetings to finalize room designs ,identify technology for rooms. Planning meeting with Resident Teachers and the Mentors to align the future of workplace, and the Baldwin 2035 goals with the articulated room redesign instructional purposes.	Business Official	Asst. Supt, Dir. Inst. Tech	11/30/2023	0

7. **This question is optional.**
   If more action steps are needed, continue to list the action steps that correspond to Goal #4 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	Infrastructure	Continue to expand wireless and deploy high density wireless access footprint into common areas to include cafeterias, large common areas, gyms, outdoor venues, athletic fields and on school grounds. (Erate funded project)	Director of Technology	Facilities Director, BOCES	01/31/2023	0
Action Step 6	Purchasing	Generate final designs layouts and rendering of rooms. Acquire quotes, purchase orders. Project Scheduling receiving of deliveries and	Business Official	Dir. Inst. Tech, Building Principals	02/28/2023	75000

Page Last Modified: 06/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		installs.				
Action Step 7	Planning	Planning series of professional development focusing on what it means to transition from a traditional to an active and flexible learning space. How can technology support this transition? Immobile to Mobile Structured to Flexible Defined to Open Ended Limited Personal Space to varied space for individual and group work Disconnected tethered front of room to mobile no front of room Desks to tables, huddle spaces, nooks, pods , hubs	Assistant Superintendent	Dir. Inst. Tech.	06/30/2023	0
Action Step 8	Professional Development	During the course of the 2022 - 2025 school year, having teachers in these redesigned rooms and prior cohort to participate in: a professional learning community to include Thought Leader Group, Teacher Resident and Teacher Mentors to share ideas, emerging practices and support each other monthly after school share out sessions where teachers themselves shave an opportunity to discuss how they are approaching teaching and learning	Curriculum and Instruction Leader	Dir. Inst. Tech.	06/30/2025	0

Page Last Modified: 06/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		in these new spaces during the school day inter district scheduled visitations to observe and share ideas, and develop strategies to teaching in this new environment. Attending ED Spaces Conference, and virtual events In addition, presenting on webinars, state and national conferences.				

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

No

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

Page Last Modified: 06/29/2022

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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.**

Baldwin schools focus is on how to appropriately and thoughtfully utilize instructional technology that supports rigorous teaching and learning. The use of instructional technology should offer learners opportunities that were not previously available without the use of technology. The district implements these goals by evaluating instructional technology tools and providing targeted on-going professional development on how to utilize these tools in the classroom. All new teachers are required to complete a 4 year professional development new teacher cohort incorporating technology tools throughout the 4 year experience. Teachers participate in an multi year hybrid learning experience consisting of utilizing a Google Classroom format utilizing select district approved and curated tools to apply them into classroom activities.

By carefully evaluating instructional technology tools Baldwin schools is able to offer a variety of innovative and unique experiences to teachers and students. There is not a prescriptive set of instructional technology tools that the district mandates teachers use. The use of instructional technology will depend on the needs of the classroom. The district offers a curated list instructional technology resources and tools whereby educators can determine which tools best meet the needs of their instructional objectives as well as learners. Technology is used by students to demonstrate understanding of skills and concepts. Students utilize variety of digital tools exist to create, revise, and publish digital artifacts, as well engage in opportunities to communicate and collaborate.

To ensure that instructional technology serves as an integral part of supporting rigorous academic standards attainment and performance improvement for all students in Baldwin schools, professional development is a key component to the district's comprehensive plan. Through targeted and ongoing professional development to introduce instructional technology tools, demonstrate how to thoughtfully incorporate tools into curriculum, and model best practices for utilizing tools in the classroom. These professional development opportunities will provide teachers with the support needed to develop an engaging curriculum that is rigorous and standards aligned as well as increase the performance of all students.

Instructional Technology Supports

 Baldwin School district offers various avenues of support for meaningful technology integration in the classroom, employing two Instructional Technology Specialists, two Library Media Specialists who meet individuals and groups/teams of faculty and staff to plan lessons, which embed technology integration strategies directly tied to

 curriculum. The school district curriculum creates opportunities to incorporate the International Standards for Technology Education (ISTE)

 Standards for Students, New York State K-12 Next Generation Learning Standards with instructional technology that includes, but not limited to the following concepts:

Empowered Learner

 Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen

 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor

 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer

 Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker

 Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator

 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator

 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Preparing students for college and career readiness requires students to be able to be self-directed as they navigate and use online resources as an integral part of their learning processes in blended classrooms, flipped classrooms, and/or online courses.

Currently many teachers provide online resources for students to access both in the classroom and outside of the classroom in a blended

 learning environment using our Canvas learning management system (Grades 9 -12) , Google Classroom (Grades 3 - 8) and SeeSaw (Grades K-2)

Page Last Modified: 06/29/2022

The 1:1 initiatives in our 4th - 12th grade students require students to navigate seamlessly
between digital resources at home as well as during school.
Teachers are beginning to utilize the flipped classroom model, which requires students to access online resources and come to class having
learned from them in order to participate in classroom activities, which deepen and reinforce the learning.
Conversations about offering online courses to students need to begin in order to prepare students for higher education in which online courses are
prevalent. These courses require students to be able to be self-directed and manage their time as they navigate through and complete course
requirements and activities. Most students need to develop these skills with the help of teachers through modeling, guided practice, and feedback until
they become independent learners.

Professional Learning
 All professional staff in the District have proficiency in:
Word processing communication via email
· Using web-based management software
· Using technology for attendance, grade reporting, and instructional purposes
Instructional Technology related program goals that are articulated in the district's Professional Learning Plan include:
· Increase teacher's quality and use of instructional technology as a tool to improve learning, interact successfully in a future ready skill
environment and to achieve their personal, educational, and workplace goals.
· Continue to incorporate and employ instructional technology related strategies to empower student academic success and understanding
· Teachers will be exposed to increased amounts and quality of technology integrations, which are connected to research-based strategies and
content and performance standard specific areas with the intention of improving student achievement/learning
· Increase educator competencies to effectively use technology tools to support the curriculum and empower teachers with future ready
technology skills.

The district will continue to strive for enhanced levels of instructional technology fluency for all teachers. The expectation is for teachers to engage in
ongoing professional learning, becoming proficient with utilization of best practices and tools to support the International Standards for Technology
Education (ISTE) Standards for Educators, New York State K-12 Next Generation Learning Standards and Google Level 1 and 2 Educator
foundational skills with instructional technology that includes, but not limited to the following concepts:
Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage
technology to improve student learning.
Leader : Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
Citizen : Educators inspire students to positively contribute to and responsibly participate in the digital world.
Collaborator : Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas,
and solve
 problems.
Designer : Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Technology related program goals that are articulated in the district's Professional Development Plan include:
• Increase teacher's quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to
achieve their personal, educational, and workplace goals. Continue to incorporate and employ technology related strategies to empower their
academic success and understanding as related to the ISTE Standards for teachers.
• Teachers will be exposed to increased amounts and quality of technology integrations, which are connected to research-based strategies and content
and performance standard specific areas with the intention of improving student achievement/learning
• Increase educator's competencies to effectively use technology tools to support the curriculum and empower teachers with 21st century technology
skills.

Page Last Modified: 06/29/2022

The district provides robust professional development on instructional technology best practices aligned with the SAMR model implementation.

These best practices are introduced and reinforced on an annual basis though the following:

o The district has an instructional technology team assigned to cover the district to support and facilitate instructional technology goals with staff and students.

o The goals are aligned to district, school and classroom goals.

o The district supports a robust professional development catalog for staff further their professional learning opportunities with regards to integrating instructional technology strategies into their lessons.

o Staff development is embedded during scheduled work days

o There are weekly technology integrator coaching sessions offered from September to May to reinforce district initiatives and facilitate collaborative learning.

o Arrangements are made for instructional technology needs to be addressed across various stakeholder groups.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The strategies are designed to align within the general framework of the National Technology Plan. Baldwin schools has been actively developing and implementing learning programs as well as increasing both the capacity of our infrastructure and the internal capacity of both our educators to learn new skills and acquire new strategies to support equitable learning that is "everywhere, all the time". The Covid situation proved to many reluctant users of technology that this position was no longer an option. We all had to learn to use technology effectively. With the inclusion of the Educator Residency Program, and the Thought Leaders initiatives on top of Baldwin's Future Ready Schools designation and activities we have overlaid a strong culture of change with additional supports and enhanced conditions for Innovation and change. Our network infrastructure was built from ground zero over the past three years to enable us to deploy ubiquitous devices from anywhere in our district to include outdoor learning spaces, athletic fields, and common spaces. Emerging partnerships with Harvard Project Zero, AASA, Future Ready Schools, Ed Spaces, and Office Depot's Workspace Interiors division will continue to foster unique and fruitful collaborations and ensure continued capacity for real meaningful long-lasting change in our teaching and learning across the district. We have expanded our technology support team in conjunction with increasing our subscribed services from BOCES increasing our bandwith to more than 10gb over the past year. In addition to providing help and information sessions about low cost or no cost internet options for families , we provide Kajeet 4g wireless hotspots have been purchased and are loaned out to families that do not possess reliable internet access. We have installed at every one of our building exterior Access Points for use outdoors on our campus district wide and included high density access points in high traffic, high population areas of the campus to include multi purpose locations, gyms, cafteria locations and auditoriums.

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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.**

Baldwin schools adhere to the requirements of IDEA. While assistive technology promotes equity of opportunity, that opportunity needs to be coupled with the appropriate application of technology. An assistive technology device is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities" (34 CFR 300.5). For school-age students with a disability, Baldwin is required to provide assistive technology services and/or devices recommended by the CSE. Service providers provide consultation to special education teaching teams as well as direct service to students with disabilities. Contracted evaluators conduct evaluations of individual students to determine specific needs as directed by the CSE. This proactive design benefits the needs of the individual and in many circumstances the concerns of the larger learning community. Assistive technology allows for differentiation of instruction through voice to text and text to speech technology, communication devices, apps, and writing programs which differentiate reading materials by providing content at various reading levels, auditory wireless devices, and devices to enhance vision. Such devices and programs include but are not limited to personal communication devices such as Nova Chat 10 and Nova Chat 10 Dedicated Plus: iPad applications such as Prologue 2 Go and TouchChat; learning software such as i-Ready, Edmark, and digital book distribution with student adjustable reading levels such as Newsela. Programs include but are not limited to Discovery Education, Flocabulary, Learning A-Z, i-XL, Boardmaker, Flipgrid, Ed Puzzle, Kahoot, Nearpod, See Saw, Padlet, and various other software are well suited to support SWD. Instructional software such as Google Classroom is being used to have the teachers share classroom notes, and keep parents apprised of their student's work. In addition, it is being used to support differentiated learning with groups. Tasks can be differentiated to reach a wide spectrum of students in the classroom. Teachers can adjust the difficulty level of assignments while providing all students with the required content. For students with difficulty in the area of language processing, technology supports the incorporation of visual aids and text-to-speech to decode and comprehend grade-level vocabulary and readings. Students with physical disabilities, such as blind, deaf, or with limited mobility can access and engage in-class activities and curriculum through group learning. Technology use also provides students with a choice of how an assignment can be completed. Google classroom and Canvas LMS enable teachers to share guided notes with students and create a platform where teachers can provide additional support to students who require further re-teaching of material.

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)

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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: 06/29/2022

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)

Page Last Modified: 06/29/2022

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: 06/29/2022

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: 06/28/2022

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	1.50
Instructional Support	2.50
Technical Support	6.00
Totals:	**10.00**

2.   **Investment Plan**
     **Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire
     three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the
     annual cost times three.**
     Provide a three-year investment plan to support the vision in Section II and goals in Section IV.
     **A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.
     All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for
     columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Chromebooks	1,500,000	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	District Technology Reserve
2	Network and Infrastructure	APs and Devices	199,999	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	State funds

Page Last Modified: 06/28/2022

	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	Instructional and Administrative Software	applications	400,000	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	District Technology Reserve
4	Network and Infrastructure	wiring of district	2,700,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid	District Technology Reserve

Page Last Modified: 06/28/2022

	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:			**4,799,999**			

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.baldwinschools.org/Page/7944
The link to this plan will supercede the previous plan found at the same location.

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: 06/08/2022

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
☐ 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 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

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	(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 Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

Page Last Modified: 06/08/2022

	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

Page Last Modified: 06/08/2022

	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: 06/08/2022

	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: 06/08/2022

	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

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.