

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/14/2022

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

Richard J. Zwycewicz

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

Director of Technology

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

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

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1. What is the overall district mission?

VISION STATEMENT

Let each become all one is capable of being.

MISSION STATEMENT

Our Mission is for East Islip to be a District of Excellence and to educate students with the skills and knowledge to become exceptional learners and leaders. We will provide a safe and positive learning environment in partnership with our greater community

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

Information technologies will continue to impact teaching, learning, and management. This plan and its proposed initiatives recognize that such a transformation will not be accomplished by focusing exclusively on bringing the technology into existing administrative and instructional practices, or by merely automating existing procedures. Re-conceptualizing teaching, learning, and management activities will be accomplished simultaneously with the implementation of information technology systems. To obtain the maximum benefit from new and emerging technologies, we must first envision the type of schools and classrooms we want and need. Students, teachers, staff, and administrators need access to technology and real-time information, and must be trained to appropriately integrate technology, and to be more productive, efficient, and successful in their careers. The East Islip School District supports the premise that all students in our school district will be able to access and effectively use any information needed to function as a productive member of the 21st century society. Our mission, vision, beliefs, and goals serve to lead us to the realization that in the global networked environment, skills that revolve around technology and communication are essential to the success of students in the 21st century workforce.

Core Beliefs for Educational Technology

- Engagement and learning increase with the use of technology.
- Technology supports differentiation of learning.
- Active participation and contributions to the learning process increase with the use of technology.
- Project and inquiry-based learning experiences are enhanced with the use of technology.
- Technology skills are best learned in context through project and inquiry-based learning.
- Technology supports broader collaboration opportunities.
- 21st Century communication requires fluency in the use of technology.

Areas of Emphasis

- Support equity among schools in the provisioning of technology.
- Promote the effective use of technology to improve student performance.
- Integrate technology in the curriculum.
- Provide the greatest possible access to information resources.
- Encourage and support new initiatives and innovation on an ongoing basis.
- Facilitate instructional, administration, and managerial applications.
- Support the allocation of staffing resources to technology integration and staff development.

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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.

Our instructional technology plan was developed through the District Technology Committee which continues to meet throughout the year and will continue to review the current plan to meet the needs of our district. Members of the committee meet with individual building School Improvement Teams (or their constituent groups) to ascertain the views and ideas of the faculty, staff, and students. The stakeholder groups represented include:

- Board of Education Members
- District Administrators
- Elementary Administrators
- Elementary Teachers
- Library Media Specialists
- Parents
- Secondary Administrators
- Secondary Teachers
- Support Staff
- Teacher Assistants
- Teacher Association Representative
- Technology Support Staff
- Title I Schools

The planning process is ongoing. The Technology Committee meets at least three times a year and subcommittees usually meet monthly. Committee members share pertinent information at building, grade level, and administrative meetings. Input from each group is welcomed and encouraged.

Members of the committee attend meetings, conferences, and webinars to become familiar with educational technology advancements.

The committee reviewed past surveys and recommendations from the Professional Development Committee.

The Technology Leadership Team consults with three different partner vendors to develop plans and discuss ideas.

The following components were considered during the committee planning process:

- applicable technology standards (ISTE)
- benchmarking standards
- budget projections and funding sources for initial installation, hardware, software, maintenance, security, and training
- current capabilities of hardware and software
- current technology status, needs assessment, and other preplanning products
- equity issues
- evaluation planning
- infrastructure and support for infrastructure, including such facilities-related needs as air conditioning/cooling and asbestos abatement
- integration into core curriculum (if applicable)
- inventory control issues, such as maintenance and replacement cycle
- long-range goals
- organizational vision/goal statements
- pilot program activities
- projections of "next generation" capabilities and features
- quality control components
- review cycles
- review of current "state of the art" technology for options in design of infrastructure
- security planning
- staff training

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

Our previous Instructional Technology Plan was designed to create a variety of learning environments and opportunities in classrooms, the library media centers and computer labs. We researched various computer models and configurations and worked to demonstrate that these devices provided an effective and efficient learning tool for their intended use. We successfully updated our computer labs and provided classroom sets of devices to both the elementary and secondary levels. The COVID pandemic required the transition to a 1:1 device model. This instructional technology plan sustains the 1:1 initiative and provides every student with equitable access to instructional technology. We recognize that instructional technology trends of flipped learning, device agnostic learning, assistive technologies and mobile learning continually evolve, and our goal is to be prepared with devices flexible enough to meet these multiple purposes.

Additional goals of our previous instructional technology plan were to facilitate enhanced parent communication and provide opportunities for students and teachers to collaborate with peers within school buildings and other schools as well as in the global community. For these efforts, we introduced the Infinite Campus Backpack to securely deliver individualized documents to parents. We provided all students with access to email. Microsoft Teams and Google Classroom were implemented to facilitate internal communication and collaboration, and ParentSquare has been adopted as a further means to provide timely and useful information to parents in the formats they are most comfortable with (email, text or portal). The goal of the new plan is to provide professional development to use these tools more efficiently and better define the best practices while expanding on features we already have access to (online scheduling, payment processing, website communication).

Providing students with the skills they need to use technological resources beyond the school day and an educationally sound and safe manner was a goal in our previous plan and will continue to be a focus of our work. We have implemented several applications which provide students with curriculum support, and we will continue to explore and utilize web-based applications which reduce the need for on-site client installation and expedite the updating process. We will expand on this goal as we continue to review and catalog the curriculum resources available to students and teachers and embed digital literacy skills across the curriculum.

A final goal of our previous plan was to strengthen, reinforce and expand the network infrastructure to support on demand access to information. Upgrades to hardware, software, network connectivity, and cybersecurity protection have been made to meet the needs of our students, faculty, and staff, and to increase mobility through wireless connectivity on all devices. Our new plan will continue to provide updates to the network infrastructure, expand our wireless connectivity outside of the school buildings, increase security through further network segmentation, and solidify the documentation necessary to prevent and respond to cybersecurity events.

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

The use and availability of technology was accelerated by the COVID pandemic. The East Islip UFSD was in the first phase of providing students with their own devices with the goal of expanding the use of technological resources beyond the school day as the pandemic began. We quickly needed to provide all students and teachers with devices, cases and ancillary accessories. We also needed to provide teachers and administrators with cameras for livestreaming as well as introduce learning management platforms to those who were unfamiliar. Additionally, we needed to supply hotspots for those students without internet access.

During the pandemic, all professional development became virtual; staff and faculty had to learn to use technology applications through webinars and self-guided training. The methods by which we provided technology assistance evolved as the need for phone support and remote virtual help became a necessity. Resources for faculty, staff, students, and parents were not only posted on our website, but social media, email and communication tools became vital resources.

Our 2022-25 Instructional technology plan leverages the increased availability and accessibility of devices. Although our classrooms are no longer hybrid, applications for both internal and external meetings held for our constituents, often are. This will require constant infrastructure upgrades and improvements. New instructional resources that were introduced during the pandemic have gained widespread usage and there is a recognition that other resources should be reevaluated. Our approach to providing professional development and technology support during the pandemic has influenced our plans for providing these resources moving forward. The realization that we need to be technologically prepared for the unexpected is emphasized in our planning process. We have also recognized that technology cannot replace in-person learning and the importance of social-emotional concepts.

6. Is your district currently fully 1:1?

Yes

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

The current capacity of our educators is determined through analyzing the utilization of current technology tools and through indicators in our formal evaluation process.

Our professional development focuses on an ongoing program with the following overarching goals:

- To provide training through, the BOCES Model Schools Program, to ensure that the professional staff has the support needed to use educational technology to deliver and support instruction.
- To provide opportunities for all staff to enhance their educational technology knowledge and skills through turn-key training opportunities.
- To provide educators with access to professional development in the use of educational technology to prepare them to help students become college and career ready.

The OTIS for educators online professional development platform is available to the East Islip UFSD professional staff. This platform is supported by state-certified teachers and helps educators successfully integrate technology into instruction. The platform contains hundreds of live and archived courses on trending topics, technology integration and lesson content.

Our professional development committee uses survey instruments to determine the effectiveness of our Professional Development Plan and to develop new initiatives.

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

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

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

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

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

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

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

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:

Moderately

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Provide a robust infrastructure and high-speed connectivity to support tools, resources, data, and systems that enable powerful digital learning opportunities, communication tools, and efficient management systems while ensuring privacy, safety, security, and disaster recovery. The infrastructure utilization capacity rate will remain under 80%. Decrease the phishing simulation click rate by 6%.

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

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

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

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

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

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

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

Measurement and Evaluation Tools

- Financial controls to ensure that budgetary monies are allocated according to the plan
- KnowBe4 reports for actionable metrics and insights into the effectiveness of security awareness
- Paessler network monitoring performance reports
- Processing speed and capacities will be evaluated as well as the listings of programs and resources available.
- Record the speed and usage of the network infrastructure and track the improvements (signal strength, location range, and number of users).
- Review end-user experiences to determine whether the network is delivering services as it should (this perspective represents the delivery of services through the wired or wireless network and mobile technologies).
- Sonicwall (Firewall, Network Filter) performance reports

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

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Upgrades to our technology infrastructure. Based on a network inventory lifecycle. Factor in internet bandwidth accommodation Upgrade the WAN to deliver redundancy and high-speed connectivity between buildings	Director of Technology	Tech Team	06/30/2023	400000
Action Step 2	Implementation	Network Vulnerability and Risk Reduction. Network segmentation. Implement cybersecurity policies and cybersecurity defense systems that neutralize advanced threats	Director of Technology	Tech Team	06/30/2024	250000
Action Step 3	Policy/Protocols	Adopt the NIST cybersecurity framework. Incident Response Plan. Disaster Recovery Plan. Business Continuity Plan	Director of Technology	Tech Team	06/30/2024	0
Action Step 4	Implementation	Expanding backup solution. Retain data for a longer period. Test the disaster recovery plan.	Director of Technology	Tech Team	06/30/2024	250000

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						

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Evaluation	The infrastructure utilization capacity rate will remain under 80%.	Director of Technology	Tech Team	06/30/2023	0
Action Step 6	Evaluation	Decrease the phishing simulation click rate by 6%.	Director of Technology	Building Administrators	06/30/2023	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

To enable learning environments and opportunities in classrooms, library media centers and labs, using the full array of available technologies and provide all students and staff with equitable and appropriate access to instructional technology via devices (tablets, Chromebooks, laptops), applications and peripherals in conjunction with the skills and knowledge to protect and utilize the technology. 100% of the students and teachers will be provided with a device. The in-school device usage rate will increase by 10%

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

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

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

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

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

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

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

Measurement and Evaluation Tools

- Device usage reports. 100% of the students and teachers will be provided with a device. The in-school device usage rate will increase by 10%
- The district will continuously evaluate instructional technology goals with surveys, anecdotal evidence, district-wide technology meetings, professional development evaluations, and observation of teacher and student utilization.
- Financial controls to ensure that budgetary monies are allocated according to the plan
- Review of technology use by staff and students in the elementary, middle school, and high school administrations

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Action Step 1					

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Evaluation	Audit all teaching spaces for appropriate audio visual (and / or other technologies as deemed appropriate for the space) to support best practice teaching and learning.	Director of Technology	Tech Team	12/30/2022	0
Action Step 2	Implementation	Implementing device and operating system upgrades . Educational version of Windows devices for granular management.	Director of Technology	Tech Team	06/30/2023	6000
Action Step 3	Evaluation	Review Interactive displays technology and configuration	Director of Technology	Tech Team	12/30/2022	0
Action Step 4	Policy/Protocols	Implement a campaign for proper device use to ensure a Responsible Use Policy is being adhered to.	Library Media Specialist	Tech Team	04/03/2022	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Curriculum	Develop grade-level digital competencies as a framework to accompany the revised curriculum.	Curriculum and Instruction Leader	Director of Technology	06/30/2023	1200
Action Step 6	Curriculum	Develop comprehensive digital citizenship guidelines for district and schools that support students and staff in a positive	Curriculum and Instruction Leader	Director of Technology	06/30/2023	1200

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		digital culture.				
Action Step 7	Planning	Determine model charging practices and policies.	Director of Technology	Tech Team	12/30/2022	0
Action Step 8	Collaboration	Further define our vision of ubiquitous technology or access to technology anywhere at any time recognizing the educational technology trends of flipped learning, device agnostic learning, assistive technologies and mobile learning continually evolve.	Superintendent	Director of Technology	06/30/2024	0

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

To further expand teacher and student use of technology-based learning both in and outside of the classroom emphasizing critical thinking, collaboration, creativity, and communication across all aspects of the curriculum. The after-school hours device usage rate will increase by 10%

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

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

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

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

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

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

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

- Analytics will be used to measure usefulness.
- Review the current curriculum and instruction at each grade level and enhance and/or reinforce materials and activities to be sure that all students demonstrate proficiency in
 - Recognizing dangers on the Internet
 - Making correct choices and responsible decisions online
 - Realizing copyright violations and the legal ramifications
 - Identifying and reducing cyber bullying
 - Understanding and adhering to the district's acceptable use program.
- Analytics from applicable software/subscription programs will be used to measure usefulness.
- Software/subscriptions programs for technology and digital literacy/citizenship will be evaluated with a high priority on a program that measures and reports on proficiency in these concepts.
- The district will continuously evaluate instructional technology goals using surveys, anecdotal evidence, district-wide technology meetings, professional development evaluations, and observation of teacher and student utilization. The after-school hours device usage rate will increase by 10%
- Financial controls to ensure that budgetary monies are allocated according to the plan
- Student data such as state and local assessments; screening, benchmarking, and progress monitoring-
- Traditional metrics of local and summative state assessments.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Catalog and evaluate current resources (easily find and access rigorously tested technologies within a specific learning domain)	Director of Technology	Tech Team	06/30/2023	0
Action Step 2	Implementation	Revise, expand and strengthen communication processes to ensure that staff and students are aware of the existence and availability of educational technologies	Director of Technology	Tech Team	06/30/2023	0
Action Step 3	Research	Research resources and content that Support Common Core and Next Generation Learning Standards	Curriculum and Instruction Leader	Director of Technology	06/30/2023	0
Action Step 4	Research	Provide alternative instructional methodologies for 1:1.	Curriculum and Instruction Leader	Director of Technology	12/30/2023	0

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	Implementation	Create more interactive and immersive learning	Director of Technology	Curriculum Specialists	06/30/2024	12000

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		environments.				
Action Step 6	Implementation	Integrate new digital learning content and tools that can be used to design and deliver engaging and relevant learning experiences.	Director of Technology	Curriculum Specialists	06/30/2024	12000
Action Step 7	Communications	Clarify the relationship between technology, content, and pedagogy while emphasizing the purposeful blending of all three.	Director of Technology	Curriculum Specialists	06/30/2024	0
Action Step 8	Evaluation	The after-school hours device usage rate will increase by 10%.Ensure that course review processes include assessment of technology learning practices where appropriate	Assistant Superintendent	Director of Technology	06/30/2024	0

8. Would you like to list a fourth goal?

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

To sustain existing professional development opportunities to build learning and leadership within the district incorporating differentiation, the use of data and technology to improve instruction and student learning and with an added emphasis on security and privacy and to introduce “Turn-key Trainer” approaches where selected staff receive training and then train other staff through both structured class and small informal groupings. The district will offer/provide at least one technology-related professional development activity each month and use the participation rate to create a benchmark for continuing goals.

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

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

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

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

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

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

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

Measurement and Evaluation Tools

- Review of evaluation data from staff development activities
- Professional development days, workshops, and conferences attended.
- The district will continuously evaluate instructional technology goals using surveys, anecdotal evidence, district-wide technology meetings, professional development evaluations, and observation of teacher and student utilization.
- The district will offer/provide at least one technology-related professional development activity each month and use the participation rate to create a benchmark for continuing goals.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Build a culture where lead educators can mentor, develop, and support their colleagues, and facilitate continued collaboration and communication across schools.	Superintendent	Director of Technology	06/30/2023	0
Action Step 2	Implementation	Recommend that at least one staff meeting in each building be set aside for technology integration	Building Principal	Director of Technology	06/30/2024	0
Action Step 3	Communications	Encourage teachers to take advantage of our district workshops and conferences. Promote 'Encourage attendance at workshops, seminars, and courses provided by professional organizations, BOCES, and Teacher Centers.	Building Principal	Administrative Team	06/30/2023	0
Action Step 4	Research	Identify staff development needs to support further integration of technology in classrooms.	Director of Technology	Technology Integration Specialist	06/30/2023	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	Professional Development	Promote a better understanding of the	Assistant Superintendent	Building Administrators	06/30/2023	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	synergy between technology and pedagogy	ent			
Action Step 6	Curriculum	Develop an institutional framework for quality learning and teaching that incorporates a focus on blended learning	Curriculum and Instruction Leader	Director of Technology	06/30/2023	0
Action Step 7	Evaluation	The district will offer/provide at least one technology-related professional development activity each month and use the participation rate to create a benchmark for continuing goals.	Assistant Superintendent	Director of Technology	06/30/2023	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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.

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

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

Information technologies will continue to impact teaching, learning, and management. This plan and its proposed initiatives recognize that such a transformation will not be accomplished by focusing exclusively on bringing the technology into existing administrative and instructional practices, or by merely automating existing procedures. Re-conceptualizing teaching, learning, and management activities will be accomplished simultaneously with the implementation of information technology systems. To obtain the maximum benefit from new and emerging technologies, we must first envision the type of schools and classrooms we want and need. Students, teachers, staff, and administrators need access to technology and real-time information, and must be trained to appropriately integrate technology, and to be more productive, efficient, and successful in their careers. We have learned through our COVID pandemic experiences that simply putting technology into everyone's hands is not enough.

Our instructional technology initiatives involve the effective integration of technology skills for improving academic achievement through understanding, practice and good decision making. Students learn electronic research skills and utilization of on-line databases, as part of library instruction. Students learn, practice, and develop technology-based skills through curriculum. These include but are not limited to word processing, spreadsheet, graphics and graphical organization, presentation, and online research. Grade 6 and 8 students will participate in specific technology application projects to further build and assess technology skills. Students are expected to achieve a reasonable degree of technological literacy and independence by the end of grade 8.

Students will demonstrate an understanding of a variety of software applications through accessing, processing, and transferring or recording information directly related to curriculum. Students will utilize software applications and online resources to create and analyze information appropriate to the curriculum, and make informed decisions related to 21st century problem solving.

New paradigms of teaching and learning with technology will increasingly make use of software tools for gathering, synthesizing, representing, and publishing information and ideas, for web-based and multimedia projects using the internet and other online resources, rather than discrete software titles for content. The term Web 2.0 describes the rise of social networks and the ability for student to easily publish work on the Internet. Web 2.0 also describes sophisticated computer applications that are hosted on the internet rather than on local machines (cloud computing). We continue to subscribe to online curricular resources for instruction and plan to expand our investment in online curriculum and other content resources for professional development, administrative support, and technical assistance.

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.

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

The district has fully realized 24/7 access to learning for students in grades K-12 both within school and from home. We have successfully supported students and families in the district with access to mobile hotspots in addition to offering connectivity for our approximate 3500 students and staff population within the district.

We have implemented GoGuardian and Sonicwall filtering to keep our students safe and their data secure while they are logged into their district-managed Microsoft and Google accounts. We have continued to update our network infrastructure to support all users all the time and continue to make improvements. The technology support team has been increased to 8 full-time employees and we use an efficient ticketing system to assist all users. We will be looking to create satellite tech help centers at the school buildings.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

The Technology Team works closely with the CSE Office to ensure adequate access to devices and services and the district technology plan addresses the needs of students with disabilities through software selection. The most popular assistive technology accommodations includes text readers, graphic organizers, talking word processors, and word predictors. Specific technologies for these students include access to iPads, tablets, and touchscreen chromebooks. Supported software includes LAMP, Board maker, Co-writer, Snap and Read, Read&Write, EquatIO, Kami, Book share, Chromebook accessibility features and any recommendations that may be specific to a student's IEP. Teachers have been trained on the use of these apps through departmental meetings and are used by case managers, service providers and special educators during regular instruction as well as 1:1 and small group pull out.

Technology provides the opportunity for teachers to have small groups of students engage in independent center activities rather than repeating instructions. Software platforms provide individual assessment data for the teacher without calling attention to a student's lack of knowledge when asked questions during a review after whole group instruction. Technology tools are used for flexible grouping of remediation skills. Saved files and presentations provide the teacher with a visual representation to teach a skill and reteach the skill for students needing it.

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

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

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

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

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V. NYSED Initiatives Alignment

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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)

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

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

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

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

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

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	8.00
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	N/A	360,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	600,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	180,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	450,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,590,000			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

http://www.eischools.org/district/Technology_Plan

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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