

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 05/13/2022

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

Dr. Michael Israel

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

Assistant Superintendent

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?

We are dedicated to providing our children with an education of the highest caliber. Our future rests in the hands of today's youth. Education is the key to improving the quality of their lives. Together we accomplish this mission:

We effectively use technology resources to empower children in their daily lives.

We are committed to knowing each child as an individual; providing that child with necessary skills, attitudes, and knowledge needed to be a complete individual.

We recognize and celebrate diversity by reinforcing morals and values.

We will provide strong leadership, safe environment, clear goals, high expectations and continuous assessment.

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

Advancements in technology continue to accelerate with increased access to information, requiring new methods of learning and teaching. Our schools have the responsibility to provide all students with the skills necessary to succeed in this 21st Century global society. To be responsive to constant change requires us to become lifelong learners. It is essential that students gain and continue to develop skills needed to efficiently, accurately and responsibly access, acquire, apply, assess information then transform it into knowledge.

Over the next three years, Glen Cove City School District plans to achieve our goals by placing technology in the hands of students and teachers for instructional use. This includes a 1:1 classroom iPad and Chromebook initiative for students; enhancing their ability to demonstrate creativity, innovation, collaboration, communication, information fluency and digital citizenship.

To meet this challenge, the Glen Cove City School District is committed to providing a comprehensive, technology-rich curriculum, supported by a commitment to ongoing professional development for all educators and staff, and access to technological resources and opportunities.

The Glen Cove City School Districts primary goal is to provide the educational opportunities that will allow its students to grow into productive 21st Century adults who are college and career-ready. The core educational values that the district strives for include:

- " To develop primary skills in reading, writing, math, science, social studies, and technology while adhering to common core and ISTE guidelines.
- " To develop student problem solving, critical thinking, and decision-making skills.
- " To develop intellectual curiosity and appreciation for the creative arts.
- " To develop a culture for lifelong learning.
- " To develop practical skills for real-life employment.
- " To cultivate social awareness and acceptance of diversity while maintaining digital citizenship.

Glen Cove City School District plans on enhancing students learning experiences through technology. The district plans on eliminating network bottlenecks, assuring data is delivered in a timely manner by upgrading our LAN and wireless infrastructure. We will implement these goals through the following vision:

- " Upgrade access layer switching infrastructure within schools to support speeds up to 1GB for end devices including access points, desktops, VoIP phones, and mobile devices.
- " Upgrade wireless infrastructure within schools to ensure technology will be accessible through a variety of ways, thereby allowing for enhancement of instruction for all students, in all content areas.
- " Continue to equip schools with a variety of new technology options including demo units, labs, video/editing, interactive whiteboards, electronic gradebook, wireless laptop and tablets.
- " Staff development will be provided to support teaching and learning with a variety of technologies integrated into New York State & ISTE curriculum including PowerSchool, and Data Warehouse.
- " Teachers will incorporate technology tools into the standards-based curriculum, in order to support student investigations and real - world experiences into the teaching and learning environment; while adhering to Common Core or ISTE standards.

Continue to provide assistive technology in the classrooms of students with special needs to ensure teachers of the capabilities to facilitate learning in the most efficient methods.

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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.

The implementation of Glen Cove School District's Technology Plan is a continuous process requiring ongoing evaluation. The district maintains a Technology Planning Committee to receive evaluations from various sources:

Parents and members of the community - It is vital that we have input from student parents whom are members of our community. It is their role to let the committee know of concerns and recommendations based on the daily interaction and feedback from their children.

Board of Education - Establish policy regarding the use of technology in the district consistent with its other educational and administrative policies. It has the responsibility to examine the impact the technology is having on all of the district's programs, and to recommend to the community sensible funding mechanisms so that technologies are available to our district.

Superintendent - Identifies and holds accountable all of the employees who are performing specific duties implementing the use of technology in the schools. The Superintendent does this through consultation with the Assistant Superintendent of Curriculum and Instruction and other district experts as well as by providing district support to those charged with the implementation.

Assistant Superintendent for Curriculum and Instruction - Supervises the Director of Technical Services and reports to the Superintendent on the success that technology is providing in educating students and managing the district's needs. The Assistant Superintendent determines the staffing needs required to meet the technological needs of the district and makes recommendations to the Superintendent.

Director of Technical Services - Responsible to carry out the vision for the use of technology based on the educational and administrative needs for the district in consultation with all stakeholders. As such, the Director must also make sure that there is adequate training and support for the use of technology in the District.

Principals - Identify the instructional models used in their buildings, and to evaluate teachers in the use of good instructional practices using technology. It is their responsibility to encourage the use of technology in instruction, and to identify the needs in their respective buildings.

Department Coordinators - They serve as models for the integration of technology in instruction, and also serve as conduits for the implementation of the plan to the classroom level.

Library Media Specialists - Help build the computer literacy skills among the students, and the technology capability of the classroom teachers by providing both in-lab and in-class instruction for both students and teachers. Not to stand alone, these staff members work in conjunction with the classroom teachers by introducing new technologies and by assisting teachers in determining the best way to integrate technology in instruction.

Teachers - Use technology appropriately and to the greatest benefit in the learning of their students. To accomplish this, teachers are responsible for learning to use technology appropriately and for examining ways to incorporate it

Tech Committee meetings will generally take place the third Thursday of every month subject to schedule changes.

The outcome of the instructional technology plan development meetings were our Goals for our instructional technology plan. We met once a month since September 2021. We worked on the plan together for six months. The goals are as follows:

Goals

1. Expand professional development opportunities for K-12 educators by providing high quality relevant professional development in all areas on instructional software applications and technology initiatives.
2. Expanding curriculum and instruction opportunities K – 12 in STREAM (Science Technology Research Engineering Arts Math) career pathways.
3. Maintenance and update of switches and connectivity to ensure a sufficient and reliable high speed network in order to sustain all instructional devices

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4. Improve security and network access with a generator dedicated to our Data Center so that the district does not lose internet connectivity in the case of a power outage.

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

This year's Instructional Technology Plan builds and continues the work of and improves the previous three-year plan. The previous plan included a goal of expanding the 1:1 initiative on a per pupil, per classroom and learning center basis. Glen Cove City School District has provided 1:1 iPads or Chromebooks for every student to take home. We have successfully met our 1:1 goal from our previous Instructional Technology Plan.

Glen Cove City School District will continue to expand our Professional Development opportunities for K-12 educators in all areas of instructional software applications and technology initiatives. This goal is a continuation of a goal from the previous three-year plan. We took part in the Smart Start Grant through Nassau BOCES which enabled K-5 teachers to increase their skills with computer science and educational technology in their classrooms. Also, we have an instructional technology coach who helps teachers implement technology into their classrooms. The district also partakes in Model Schools days offered through Nassau BOCES which offer teachers the opportunity to get PD to bring instructional technology into the classroom.

Glen Cove City School District will build upon the work done in the previous three-year plan by expanding the curriculum for the STREAM and coding courses in the district. Glen Cove City School District will continue to add robotics and coding experiences for the students in the district.

Glen Cove City School District will continue to improve on the network infrastructure by continuing the maintenance and updates of switches and connectivity to insure sufficient and reliable high speed network in order to sustain all instructional devices.

The planning process was different this year because we had to have the pandemic in mind. In past years, we did not have a pandemic that was looming in every tech decision. This plan includes our thoughts on COVID and how to be prepared in the future if something similar were to happen again.

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

This plan reflects the fact that all students in the Glen Cove City School District have 1:1 devices pre-k through grade twelve. Since the pandemic, all students now have 1:1 devices to take home in the district. The district took advantage of the Emergency Connectivity Fund opportunity to provide chromebooks to students in grades three through 5. The district has iPads for grades pre-k through grade two and Chromebooks for grades three through twelve. Additional iPads and chromebooks were purchased during the pandemic in order to meet the 1:1 needs of the district. The district also provides hotspots and BOCES-provided wifi to students' homes so that they can connect their 1:1 devices to the internet while at home to complete school assignments or to connect to classes during hybrid or remote instruction.

Glen Cove is now fully capable to deploy blended and online learning as options. All teachers will be using an LMS such as Seesaw or Google Classroom. Also, all students and teachers have chromebooks that can handle online and blended learning. Additionally, we have invested in multiple new instructional technology software for teachers and students to utilize whether they are in the classroom or online.

With the addition of a Parent/Guardian Tech Tools district website, we are supporting all stakeholders at home. Parents/Guardians have options to participate in live webinars with training on certain software or digital procedures. Also, we send specific instructions home to explain how to use the programs the students will be using.

Our goals reflect the need to maintain a reliable network as well as professional development to support all teachers with the increasing demands on technology in this post-pandemic educational space. It is important that our network stays fast and reliable which results in one of our goals being to continue to improve the switches and access points in the district. Also, Glen Cove City School District will continue providing and expanding professional development for the K-12 teachers by providing high quality relevant professional development in all areas of instructional software applications and technology initiatives.

A new goal this year is to install a generator for our Data Center to ensure that the network stays connected and reliable for all learning - in person, hybrid, or remote instruction. This generator is needed to back up the Data Center in order to ensure that there is continuity of instruction during power outages. Currently, if there is a power outage in the Data Center, the entire district loses internet connection. With the generator, a power outage will enable the district to continue functioning on the internet without any disruption to connectivity.

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.

In determining the variety of needs for staff development, the Professional Development Committee surveyed faculty to obtain the scope of needs.

Using this information, the district Professional Development Team clustered the items. Initial clustering produced the following topics of need for

staff development.

The areas of professional development that teachers identified as priority are:

- Google Apps for Education (Google Classroom, Google Docs/Drive, Sites)
- Chromebooks and iPads to support and enhance education
- Apps in Education
- EdPuzzle
- Kahoot
- QR Codes in the Classroom
- Digital Breakout EDU Activities
- Kami
- Screencastify
- Book Creator
- Nearpod
- Padlet
- Flocabulary
- Seesaw

Other areas:

- Social Emotional Learning (SEL)
- Reaching diverse learners
- Teaching children of poverty
- Communicating with families
- Meeting the needs of ESL students
- Meeting the needs of Special Education Learners (i.e. ADHD, Autism)

This professional development plan aligns with the district's goal to improve learning and instruction. When providing these opportunities to teachers, instruction will improve. Teachers will not use technology for technology sake, but will actually improve their curriculum and instruction techniques using the technology tools offered to them. Learning will improve because students will now have more options of ways to express their learning using these digital tools.

The District utilizes Google Forms, usage logs and survey's to gather information from parents, students, teachers and administrators to evaluate the needs and progress of our initiatives. This information is also obtained by district administration observing within classroom setting. This data combined will evaluate the effectiveness of this professional development 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.

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

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

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has met this goal:

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:

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:

Fully

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal:

Significantly

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

The district has met this goal:

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Expand professional development opportunities for K-12 educators by providing high quality relevant professional development in all areas on instructional software applications and technology initiatives.

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

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

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

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

The administrators will evaluate the effectiveness of the implementation of professional development and work with the assistant superintendent to plan future opportunities. Effectiveness will be achieved if we see a ten percent growth in enrollment in PD by our teachers and staff.

We use a Professional Development survey for teachers that they fill out after each session that they attend. This survey helps us know if the professional development session was effective or if there was room for growth. The assistant superintendent frequently checks the data from the survey and makes real time adjustments to what is being offered by the district. The goal will be accomplished when we continuously provide new and exciting opportunities for teachers in the district.

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	Communications	The district will survey teachers on their comfort level with the technology, interests and student needs.	Assistant Superintendent	N/A	09/02/2022	0
Action Step 2	Planning	The district will analyze the results of the surveys and will provide professional development based on these. The professional development will be subject related.	Assistant Superintendent	N/A	09/05/2022	0
Action Step 3	Professional Development	The district will provide teachers with ongoing opportunities to attend out of district trainings, attend conferences and take online and in person courses.	Assistant Superintendent	N/A	06/27/2025	40000
Action Step 4	Evaluation	The administrators will evaluate the effectiveness of the implementation of professional development and work with the assistant superintendent to plan future opportunities.	Curriculum and Instruction Leader	N/A	06/27/2025	0

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	(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)

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Expanding curriculum and instruction opportunities K – 12 in STREAM (Science Technology Research Engineering Arts Math) career pathways.

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 type="checkbox"/> All students | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3) | <input checked="" type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> Elementary/intermediate | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" 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 checked="" type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input checked="" 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 checked="" type="checkbox"/> Vulnerable populations/vulnerable students |
| <input checked="" type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

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

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

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

The assistant superintendent will evaluate the success of the goal for expanding curriculum and instruction opportunities K – 12 in STREAM (Science Technology Research Engineering Arts Math) career pathways. The assistant superintendent will oversee curriculum development and evaluate the curriculum before it is instituted in the classroom. Then, the assistant superintendent will evaluate the effectiveness of the curriculum continually as the courses are being taught as well as at the end of the year once the courses are complete. The ISTE standards as well as the Next Generation Learning Standards will be used to develop and implement new STREAM curriculum. The goal will be accomplished on a continuous basis. Each year, there should be more course offerings in the STREAM fields. One of the major indicators of success will be implementing STREAM course offerings at the middle school (grades 6-8) level.

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

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Ongoing Evaluation of curriculum and course offerings related to the STREAM disciplines.	Assistant Superintendent	N/A	06/06/2025	0
Action Step 2	Curriculum	Course Offerings Elementary: STREAM, Research and Technology Enrichment Classes offered for students 6-8: Digital Media, Virtual Enterprise Junior, Research and Humanities, Technology 9-12: Digital filmmaking 101, Computer Science Principles, ENL Digital Literacy, ENL Digital Literacy II, Mechatronics	Assistant Superintendent	N/A	06/06/2025	30000
Action Step 3	Professional Development	Teachers will be provided with professional development opportunities in order to ensure successful implementation.	Assistant Superintendent	N/A	06/06/2025	30000
Action Step 4	Planning	Develop further course offerings.	Assistant Superintendent	N/A	06/06/2025	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	(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)

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

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Maintenance and update of switches and connectivity to ensure a sufficient and reliable high speed network in order to sustain all instructional devices.

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

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

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

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

The Coordinator of Instructional Technology and Systems Administrator will oversee the installation and implementation of the new switches and access points to ensure correct procedures. Once implemented, the Coordinator of Instructional Technology and Systems Administrator will continually check on the performance of the equipment to ensure performance is meeting the newly established standards. This will be considered effective if we see a ten percent decrease in help desk tickets related to connectivity. We will check the performance of the equipment on a regular basis to make sure connectivity and access is available to all teachers and students. The goal will be accomplished on a continuous basis as we continue to improve our infrastructure for our network. One of the biggest upgrades will be moving towards wifi 6 capabilities.

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.

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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
Action Step 1	Planning	We plan to replace two hundred twenty three (223) wireless access points across the district. This would upgrade all of our access points to wave 6 or generation 6 wifi which would improve our connectivity. Also, we plan to upgrade network switches district wide in order to improve connectivity and faster internet connection speeds. Glen Cove City School District plans on enhancing students learning experiences through technology. We will eliminate network bottlenecks, assuring data is delivered in a timely manner by upgrading our LAN and wireless infrastructure. The district will implement these goals through the following vision:	Director of Technology	N/A	07/15/2022	0
Action Step 2	Budgeting	We plan on using E-Rate money to fund this project. We have an approved bid for \$325,100.82 We have applied for E-Rate for the additional \$137,850.87.	Director of Technology	N/A	07/15/2022	\$462,952
Action Step 3	Purchasing	We will be purchasing through E-Rate bid processes.	Director of Technology	N/A	06/30/2023	\$92591
Action Step 4	Implementation	Once all equipment is received an installation schedule will be	Director of Technology	N/A	06/28/2024	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		created utilizing the vendor and district staff to complete the installation.				

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

8. Would you like to list a fourth goal?

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

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1. Enter Goal 4 below:

Improve security and network access with a generator dedicated to our Data Center so that the district does not lose internet connectivity in the case of a power outage.

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

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

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

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

The Coordinator of Instructional Technology, Systems Administrator, and Director of Buildings and Grounds will oversee the installation and implementation of the generator to ensure correct procedures. Once implemented, the Coordinator of Instructional Technology and Systems Administrator will continually check on the performance of the equipment to ensure performance is meeting the newly established standards. This goal will be accomplished when the generator is successfully installed to support the data center in the high school.

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	Planning	We plan to have a dedicated 250kw generator, to be housed at Glen Cove High School, which will allow our network to operate during power outages. Currently, during power outages at the high school, there are disruptions to accessing Google, phones, internet, panic alarms, fire alarms, security, and other IT related systems. In person and remote learning and administrative business functions are severely impacted. The generator will enable continuity of learning and instruction for our students and staff during power outages to minimize disruptions. It will also increase security in our buildings and ensure that phone lines, internet access, and our school access control systems are fully operational during times of power disruptions in order to ensure a safe learning environment for all students.	Director of Technology	N/A	07/11/2022	0
Action Step 2	Budgeting	We plan to use our SmartBond money to fund this project. Our SmartBond is currently in the initial phase awaiting approval.	Director of Technology	N/A	07/30/2022	\$687,323.00
Action Step 3						

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
	Purchasing	We will work with our district Architect to purchase the equipment and labor for this project.	Director of Technology	N/A	06/30/2023	0
Action Step 4	Implementation	Once all equipment is received an installation schedule will be created utilizing the vendor and district staff to complete the installation.	Director of Technology	N/A	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a 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.**

In order to support rigorous academic standards attainment and improve student performance, the district will provide teachers with ongoing professional development in the areas of technology so teachers can imbed the use of technology within their classrooms. The teachers will continually plan to utilize the technology in order to reinforce 21st Century Skills such as communication, creativity, collaboration and critical thinking. Students will be challenged with our new course offerings aligning with STREAM and the 21st Century Skills. Technology provides additional opportunities for students to demonstrate their understanding of skills and concepts in new ways. By using technology software and hardware, students have more options in the ways they communicate and express their understanding. Every student in the district PreK through grade twelve have 1:1 devices that have many software options on them. By using these different tools, students are able to be more creative and have more ownership of their learning and experiences. The district will be continuously evaluating subscriptions to databases, educational software, and available technology to provide technology rich learning experiences for our students.

- 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.**

All students pre-k through grade twelve have 1:1 devices. Students pre- through grade two have iPads and all students grade 3 through grade twelve have chromebooks that they take back and forth to school and home. All students have wifi access on their devices while here at school through our switches and access points which we plan to upgrade and improve as seen in this plan and for those families that do not ave adequate internet access at home, the district provides wifi access for those students. This is accomplished through T-Mobile physical hotspots through the Project 10Million initiative, Moxee Hotspots which were provided through New York State through ConnectEdNY, and Altice Optimum wifi connection through Nassau BOCES. Currently we have one Systems Administrator, three Information Technology Assistants, one Instructional Technology Coach and three computer monitors in the district that help the Coordinator of Instructional Technology ensure that the district's technology is accessible everywhere, all the time. Also, we plan on increasing the number of computer monitors for next year from the three we have currently to six total making one per building.

- 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.**

Classified students within the K-2 level receive additional instructional technology that includes iREAD and Razz Kids. These applications support students with disabilities with phonetic instruction and reading comprehension strategies. In the 3-5 level, students with disabilities who continue to struggle with letter-sound correspondence receive technology support with the System 44 program which instructs the 44 different English sounds. Students with disabilities that struggle with reading comprehension have access to the READ 180 program. The READ 180 program have levels A, B and C. In grades 3-5, students are typically on level A. For students with disabilities in grades 6-8, those who continue to struggle with phonetics continue on System 44. For those who need reading comprehension support, they continue with READ 180, level B. High School students continue with READ 180 level C. All students with disabilities are supported with audiobooks and note taking applications.

All classified students also receive technological supports as their non-disabled peers (GoMath, STAR Renaissance, SAFARI montage, Brain Pop, Castle Learning, Google Typing Club, Flocabulary, Nearpod, Kami, Newsela, Seesaw, Google Classroom, Swank, Gimkit, EdPuzzle, Gizmos, IXL, Khan Academy and Kahoot!).

Teachers will use their devices as well as the devices that the students have for education to address accessibility and to differentiate, modify, and accommodate the instruction of students with disabilities. With the use of Google Classroom and Seesaw along with the iPads and Chromebooks, ALL students have access to the materials needed. Also, by using all of the software tools mentioned above, teachers will be able to differentiate, modify, and accommodate the instruction of students with disabilities.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

2022-2025 Instructional Technology Plan - 2021V. 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)

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

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input 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 checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input checked="" 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"/> 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"/> Technology is used to | |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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- | | |
|---|--|
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |
| <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. | |

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	7.00
Totals:	9.00

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	Professional Development	N/A	40,000	Both	<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,	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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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
					to the right) <input type="checkbox"/> N/A	
2	Professional Development	N/A	30,000	Both	<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
3	Network and Infrastructure	Switches, access points, generator	1,242,866	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid	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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
4	Other (please identify in next column, to the right)	New Course Proposals	30,000	One-time	<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
Totals:			1,342,866			

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

Yes

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

<https://ny50010782.schoolwires.net/Page/1658>

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Dr. Michael Israel	Assistant Superintendent for Curriculum, Instruction & Technology	misrael@glencoveschools.org	<input checked="" 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 checked="" type="checkbox"/> Data Privacy and Security

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<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/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 Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning

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

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