2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Amanda Kavanagh

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

Director of Technology

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1. What is the overall district mission?

Our Vision: Empowering the next generation for success in life.
Our Mission: Hewlett-Woodmere Public Schools provides an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success.

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

In Hewlett-Woodmere Public Schools, technology represents opportunities for inclusion, accessibility, transformation, personalization, and innovation and is a conduit for creativity, the expression of knowledge, and engaging students in deep and meaningful learning experiences. The focus is not on the tool itself, but on what our students and teachers can create while using the tool. By providing access to the Internet, devices, experiences, and exceptional educators, we strive to harness the magnitude of what technology provides in order to give each student and family the support, access, and functions that they need to be able to learn and flourish.

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 planning process for the development of the Instructional Technology Plan included feedback from the District-wide Technology Committee, which includes teachers, IT staff, building and District administrators, and students. A sub-committee was formed for the purpose of developing this plan. This “Vision Committee” consisted of teachers from every school building, including one ENL teacher and one Special Education teacher, one building chairperson, the Executive Director of Special Education, and the Director of School Community Relations, and the Director of Instructional and Administrative Technology. The Vision Committee provided updates to the District Technology Committee. The goals and elements of the plan were also discussed with our Superintendent of Schools.
In order to develop the plan, the topic was shared at the October and December 2021 District Technology Committee meetings. It was decided at the December 2021 District Technology Committee meeting that the sub-committee be created. The sub-committee met on three occasions; 1/31/22, 2/15/22, and 3/02/22. At the January meeting, the committee reviewed the District goals from the 2018/2021 Instructional Technology Plan and assessed the attainment of those goals. We discussed the impact of the COVID-19 pandemic on our past and future goals. In addition, the NYS guidance for the development of this plan was reviewed, existing stakeholder surveys were identified and action steps that needed to be addressed before the next meeting were determined. A survey was created and sent to all parents in the District to gain additional insight from their perspective. In addition, members of the Vision Committee surveyed their own students and students in the school where they work to gain additional information to inform our goal creation.
At the February meeting, we discussed significant findings from the survey data, did a goals brainstorming activity, and discussed the alignment of the goals with the NYS goals. We also spent time talking about the needs of specific populations such as special education students, english language learners, and those experiencing housing insecurity.
At the March meeting of the Vision Committee the goals were finalized, the vision statement that will be used to guide the use of instructional technology in the district was developed, and additional areas of the plan were addressed.
Prior to the submission of this plan for review by our RIC review team, the Vision Committee has reviewed the draft plan.

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

The District goals for the 2018-2021 Instructional Technology Plan included the development of a P-12 Digital Learning Curriculum, personalized professional development for our staff, and the purposeful implementation of technology into learning. Our goals for 2022-2025 build upon these goals as we look toward the alignment of our District-created Digital Learning Curriculum with the NYS Digital

Fluency and Computer Science Standards, as well as, the implementation and roll-out of these skills into our classrooms. We are also building upon our goal for personalized professional development as we implement a coaching model for technology integration. In order to ensure that students and caregivers are successful in their access to technology, the District will be focusing on providing communication and materials in all of the languages that families prefer and will offer training for parents.

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

As a result of the COVID-19 pandemic, the District has reflected on the technologies that we have in place to support students everywhere, all the time. We believe that offering access to the Internet to those families in need is essential to learning and this will remain a part of our practice moving forward. We did hasten our roll-out of one-to-one devices to students in 7th and 8th grade during the pandemic. The District had been adding a grade each year, but moved from being one-to-one in grades 5,6, 9-12 in 2019-2020 to being one-to-one in grades 5-12 in 2020-2021 and grades 4-12 in 2021-2022. As we move into the next school year, it has been determined that we will provide devices for access both in school and at home for students in grades 3-12. We believe that this model will best suit our District moving forward. The District will have a dedicated cart with enough devices for every student in every Pre-K through grade 2 classroom. In the event of a school closure, these devices would then be distributed for students to take home for the purpose of virtual learning. We have also made sure to prepare students for the possibility of having to transition to remote learning by assigning homework that includes accessing digital resources and submitting work virtually. The District began requiring the use of specific learning management systems for the 2020-2021 school year as we saw during the pandemic that having too many systems proved confusing for parents and students. The learning management system used in grades P-3 is Seesaw and in grades 4-12 Schoology is used by all staff and students. The District will continue to include training for staff on these platforms to ensure purposeful and efficient usage.

In order to support livestreaming from the classrooms and increased device usage, the District increased the network bandwidth capacity at the start of the 2020-2021 school year. This capacity will remain in place and can be increased as needed. We have redundant Internet connections and implemented a load balancer in order to ensure that our network could support the volume of users at any given time and would not fail in the event that one provider had an outage. Each year, network switches, servers, and cabling are upgraded, as needed

6. Is your district currently fully 1:1?

No

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

The Vision Committee that worked to complete this plan determined that for our District, we believe that students should have a device to take to and from school in grades 3-12. In grades P-2, students have access to devices in their classroom to use each day. In the event that we needed to, the students would be able to take the device home. At this time, we do not believe that students should take the devices home daily in grades P-2.

6C. When will the District become fully 1:1?

School year 2022-2023

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 District Professional Development Plan is updated annually and includes a section that speaks directly to the need to provide professional development for staff in order to attain the goals outlined in the Hewlett-Woodmere Instructional Technology Plan. The

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Professional Development plan is currently being updated and will include references to the goals in this plan and the various ways that we will offer professional learning opportunities to our staff. In the Spring of 2020 the District implemented the OTIS online professional development platform which had been planned for a fall 2020 roll-out, but was moved up in order to provide additional support for staff as we transitioned to remote learning. Since the implementation of this platform, District staff members have created content that is specific to Hewlett-Woodmere and uploaded it so that others in the District can take these courses. We have steadily increased our Model Schoology professional development days over the past few years. We will continue to offer a minimum of 5 full days of training for each of our buildings through the year. During our District-wide professional development days, the District offers a robust number of workshops that focus on various technologies and their implementation. In order to measure the effectiveness of professional development, the Technology Integration Lead Teachers (TILTs) in each building regularly survey and assess the professional learning needs in their buildings. The TILTs meet regularly and will discuss the survey feedback and report out at building level technology meetings. Formal surveys from the District level are also used to determine needs and preferences for professional development. When looking at the OTIS analytics, we will look at the percentage of staff members utilizing the platform with the hope that we get a minimum of 70% of staff members to take at least one course. We will also include OTIS on our surveys to staff to gauge how useful the staff found the training to be.

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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:

Fully

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

The district has met this goal:

Significantly

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1. **Enter Goal 1 below:**

To implement the previously created P-12 Digital Learning Curriculum district-wide. This will include the alignment of the District P-12 Digital Learning Curriculum with the NYS Digital Fluency and Computer Science standards, allocation of the time and place when this learning will occur, selection of programs, resources, and materials to utilize, and roll-out to our teachers.

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

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

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

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

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

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

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

The goals will be measured and evaluated using the following methods: the use of the elementary school report card in the area of Technology Skills, student work samples, such as presentations and other work products, analytics and reports from educational software products, the District technology showcase, discussions at both building and District technology committee, meetings with our District team of Technology Integration Lead Teachers and through teacher observations. In order to know if this goal has been accomplished, we would look to see that the tools and resources selected are being utilized and in what ways. This can be done by viewing the analytics and having grade-level or departmental meetings to discuss. We will also work on building these skill areas into

rubrics for assessments in order to have teachers be able to determine the level of proficiency that students have in these skills areas.We will have students from each building showcase mastery of these skills at the District Technology Showcase

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Teachers and administrators will work together to determine when, where, and which resources will be utilized.	Director of Technology	n/a	06/19/2023	0
Action Step 2	Curriculum	Technology integration lead teachers and other teachers throughout the District will do curriculum writing to align our P-12 Digital Learning Curriculum with the NYS Computer Science and Digital Fluency standards and select resources.	Director of Technology	n/a	06/30/2025	$15,000
Action Step 3	Purchasing	Based on the work done, we will need to purchase digital licensing and resources to implement the curriculum.	Director of Technology	n/a	06/30/2025	50,000
Action Step 4	N/A	n/a	N/A	n/a	06/30/2021	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.

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

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1. Enter Goal 2 below:

To provide a multi-faceted approach to professional development for our staff. This approach will include leveled training on the usage of educational technology tools, philosophical approaches to integrating technology including models such as the SAMR model and the concepts of digital balance and students as producers and not just consumers, as well as the addition of a coaching model where a professional development specialist will work with teachers within their classrooms to assist in the implementation of these tools and approaches.

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.

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

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

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

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

This goal will be measured using the Frontline Professional Growth system (formerly MyLearningPlan), sign-up sheets and logs for professional learning days, teacher observations, coordination with the District Model Schools staff developer, and through the use of OTIS analytics. We will look to see that all staff members have taken at least one online training during 2022-2023, at least two sessions during 2023-2024, and at least three sessions during 2024-2025. We will work with our Model Schools Professional Developer to work

with teachers within their classrooms and will have check-in conversations with this individual to see that they have worked with at least 25% of our staff per year.

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	Professional Development	Utilizing Model Schools and other specialists, we will offer in-person hands-on training.	Director of Technology	n/a	06/30/2025	$35,000
Action Step 2	Evaluation	Using feedback from staff members in order to determine if the professional development is effective.	Director of Technology	n/a	06/20/2025	0
Action Step 3	N/A	n/a	N/A	N/A	06/30/2021	0
Action Step 4	N/A	n/a	N/A	N/A	06/30/2021	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)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo	(No Response)

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

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1. **Enter Goal 3 below:**

To partner with students and parents in order to make District systems and learning tools more accessible and usable by parents and students. This will include parent training, providing resources, and working to make systems accessible in various formats, languages, and modalities.

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

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

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

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

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

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

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

This goal will be measured using analytics from the OTIS online learning platform that will house parent resources, parent workshop attendance, parent feedback via surveys, the utilization of the online registration component of Infinite Campus, the utilization of Microsoft Translator, and Schoology and Seesaw analytics for parent accounts. In addition, anecdotal information will be shared at the District Leadership Team meetings and building and District technology meetings to determine usage. We will look to see that 50% of parents have completed training in 2022-2023, 60% in 2023-2024, and 70% in 2024-2025.

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	Communications	We will communicate with parents and students in order to provide them with access to training in person and online.	Director of Technology	n/a	06/30/2025	0
Action Step 2	Curriculum	We will need to have staff members create materials, resources, and courses for students and parents.	Director of Technology	n/a	06/30/2025	$10,000
Action Step 3	Implementation	We will have staff members leading workshops/trainings for both parents and students.	Director of Technology	n/a	06/30/2025	$10,000
Action Step 4	N/A	n/a	N/A	n/a	06/30/2021	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	(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						

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

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

No

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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.

Instructional technology is being utilized throughout the District in various ways. Our teachers in grades P-3 utilize Seesaw as their learning management system and as a learning journal for student work and activities. This is also used for communication with parents. In grades 4-12, Schoology is used by teachers as the learning management and the hub for student learning. In order to support our learners, the District subscribes to various educational software platforms such as Reflex and Frax, IXL, Newsela, Worldly Wise, TextHelp, Microsoft Translator and Immersive Reader, Nearpod, Book Creator and more. These platforms assist our teachers in personalizing learning for their students, enhancing student engagement, and allowing our students to access information and show what they know is using multiple pathways and formats.

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

The District provides a 1:1 device for students in grades 4-12 that they bring to school and take home each day. Where applicable, the Internet is provided for students outside of school. Moving into 2022-2023, the District will be 1:1 for students in grades 3-12. In addition to this 1:1 program, we currently have carts of Chromebooks with enough devices for every student in the class in all second and third grade classrooms. For grades Pre-K through 1, iPads and Chromebooks are available for classroom use. As part of this plan, we plan to have a cart with enough devices available for every child in each classroom in grades P-1. In the event that there is a student in need in grades P-2 who does not have a device available at home for their use, the District will provide one for them. We have IT support staff in each building in order to support the staff and students with technical needs. We have partnered with T-Mobile’s Project 10 Million to ensure that students who need access to the Internet are provided with it.

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.

Assistive Technology is provided to individuals in need based on recommendations by the Committee on Special Education. Based on the needs of the student, various devices and/or software and peripheral equipment are provided. This includes devices for communication, software for text to speech and speech to text, word processing, and more. The type of technology that is provided is based on the specific needs of the students and/or class setting. Teachers are able to provide leveled reading materials using products like Newsela. Teachers are able to use the specific features of our learning management systems to differentiate the content, assessments, and other materials shared with students based on needs. In addition to the specific software that is used, device settings are modified to allow for students to enable necessary accessibility features in order to support their learning needs.

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.

☑ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Enhancing children's vocabulary development with technology

☐ Reading strategies through technology for students with disabilities

☐ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

7C. **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.**

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Writing and technology workshop for teachers

☐ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☐ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☑ Helping students connect with the world

☐ The interactive whiteboard and language learning

☐ Use camera for documentation

☐ Other (please identify in Question 8a, below)

9. **How does the district utilize technology to address the needs of students experiencing homelessness and/or**

housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

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

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☐ 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.
☑ 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.

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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	0.00
Technical Support	9.00
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	Staffing	n/a	35,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column,	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
					to the right) ☐ N/A	
2	Professional Development	n/a	35,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
3	Instructional and Administrative Software	n/a	50,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional	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
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	N/A	n/a	0	Annual	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	0
Totals:			**120,000**			

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**

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includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.

https://www.hewlett-woodmere.net/Page/11105

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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.

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

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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