

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?**

Vincent Raicovi, Ed.D.

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

Director of Technology

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

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1. What is the overall district mission?

The mission of the Middle Country Central School District is to empower and inspire all students to apply the knowledge, skills and attitudes necessary to be creative problem solvers, to achieve personal success, and to contribute responsibly in a diverse and dynamic world. Our commitment to this mission is embodied in our on-going strategic objectives:

- Each student will continually identify personal goals, and develop and implement plans for achieving those goals.
- Each student will choose to continually contribute to the community in a responsible manner.
- Each student will identify and implement creative solutions to increasingly challenging problems within his/her world.

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

Technology is constantly changing and rather than trying to “teach technology,” we can best prepare our students for success in their lives beyond high school by setting up opportunities for them to solve real-world problems with the aid of technology. Students should be given opportunities to access, analyze, synthesize and present ideas and information as they work on research based projects. Integrating technology in support of learning is best accomplished by giving students access to tools for communicating and problem solving. Teaching strategies that support the integration of technology include: less directing and more guiding; designing activities that require students to deal with substantive questions, engaging students in collaborative projects, and work that requires analysis and research. The state standards for all subject areas repeatedly reference the words: analyze, interpret and infer. Having students engage in web-based research to solve problems will help our students to meet and exceed the standards in all subject areas.

Vision

- Students working on collaborative, interactive, challenging projects with the aid of technology, in support of district capstone requirements in grades 5, 8, and 12.
- Learning opportunities involving the use of technology aligned with New York state standards.
- Students communicating with other students, teachers and specialists in support of learning.
- Teachers communicating with other teachers; accessing information and being part of an on-line learning community.
- Students engaging in self-paced learning.
- Students and teachers using wireless technologies and devices to bring technology to the point of instruction.
- Students involved in web based research in support of instruction.
- Teachers using technology to enhance learning opportunities and ease clerical tasks.
- Students accessing on-line library/database collections.
- Students learning to use technological tools and software that are used in a variety of “real-world” settings.
- Administrative information systems that are accessible to teachers, parents and administrators with appropriate security clearance.
- Administrative and support personnel having access to data that helps guide decision making and allocation of resources.
- Resources available on the district website to promote learning opportunities for the Middle Country community.
- Technological systems in place, which reduce paperwork and costs and improve communication.

Goals**Teachers**

- Expand turnkey training program with emphasis on integration of technology in the learning environment.
- Improve communication district-wide through the use of e-mail and shared calendars.

Students

- Increase the use of computers and Chromebooks to provide increased access to technology.
- Develop school to career partnerships with vendors and internship opportunities in the area of technology.

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- Provide access to an increasing number of educational on-line resources.
- Develop partnerships/linkage with area colleges, universities and the business community that afford our students better placement opportunities and link our curriculum more closely with what is happening at the college and professional level.
- Administration/Support
- Provide on-going training on productivity software.
- Reduce paperwork and costs associated with report generation and publication of information.

Community

- Expand school to community links via website.
- Expand number of educational links and resources on the district web site.

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 stakeholder groups that helped develop this plan are staff members from different grade levels and disciplines, administrators, and parents/community members when appropriate. Existing committees were utilized to handle content relevant questions. Conversations about technology integration are constant, and spread across different groups at any given time. There were and always have been clearly defined processes in place for technology "suggestions" to be brought to the table for evaluation. All professional development questions are handled in a larger district committee called the Professional Development Planning Committee (meet monthly), and when appropriate and necessary, technology conversations are held with Cabinet, select administrators, and teachers association members (can be as often as monthly).

Although it is largely an evolved version of Middle Country's 2018-2021 technology plan, the development of this plan started over ten years ago and it represents the growth and maturation of technology in the Middle Country Central School district over that time. COVID-19 played a major role in accelerating timelines in the 2018-2021 plan. In fact, so much technology has been deployed since the onset of COVID-19 that this was almost a "pump the brakes" moment to look at what we had in place and where we were heading. Including the fact that the district went from 4 grade levels of 1:1 devices to PK-12 (almost 10,000 student devices and over 1000 staff devices total), the district also deployed the following since March of 2020:

- Upgraded network switches and connection capacity to support: Doubled internet bandwidth Upgraded fault-tolerant firewalls to support bandwidth Backup internet service (deploying by fall 2022) Upgraded wireless infrastructure districtwide New IP security cameras and access control districtwide New VOIP phone system districtwide
- Visitor management systems districtwide
- Secondary student ID cards and swipe systems

A large part of the monthly meetings that went into compiling this plan were dedicated to getting to the heart of where we thought education was going to shake out post-COVID-19. Although technology was required and completely necessary during the use of remote asynchronous and synchronous learning (and then hybrid learning), staff members had to take a step back to analyze how they would go back to "normal" but continue to take advantage of the technology tools that they have used for the last two years. So as a group, we were and are challenged to identify best practices in the classroom while at the same time, assess the technological needs and competencies of faculty, staff, and students.

The intent of this plan is to meet the instructional needs of students while developing digital literacy and strong computer research skills.

The plan also reflects the district's mission statement and goals:

- Assure that all students, staff and buildings will be provided with and have equal access to hardware and software.

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- Enable access to school learning resources, lessons, assignments, school information and electronic communications for students, parents, staff and community members at all times.
- Reinforce technology integration into the pedagogical practices across all grade levels and content areas.
- Identify professional development needs.
- Recognize technical skill sets to ensure student success in both pre and post-graduation, whether they choose to attend college, trade school, or directly enter the workforce..
- Research, evaluate and integrate emerging technologies as they relate to pedagogy.
- Establish an ongoing replacement plan to renew aged and expired equipment within budgetary and logistical considerations.

With that, committees will continue to meet regularly and make recommendations concerning acquisition, implementation, maintenance, and upgrading of technologies. All of this will be done in the name of supporting the success of students and staff through the development of instructional technologies, including the delivery of instructional programs.

An additional item that is worth noting is that none of this is possible without the support of the Board of Education The Middle Country Board of Education has been a tireless champion of the students of Middle Country. As a result, if there is an initiative or a technology that is thought will be good for the students, the Middle Country Board of Education makes it happen. This is not done blindly, however. Every content area is expected to report out yearly to the Board of Education, followed up by a comprehensive summary provided by the Deputy Superintendent for Instruction.

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

Our planning process was different this year because our committees were required to collaborate remotely. This meant that technology was not only discussed but also utilized. One of our first planning sessions included time spent reflecting on our previous plans, but a good amount of time was spent discussing where we thought technology in education was going to shake out post-COVID-19. Our goals are similar to 2018 but demonstrate our continued growth as a district. For example, our action steps in 2018 included purchasing devices for new grades of students, teachers and Chromebook carts for classroom use. Now that we are fully 1:1, our action steps have shifted to an established replacement plan for those devices and the infrastructure needed to support such a large digital community. In addition, cybersecurity is more important than ever.

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

The COVID pandemic forced us to forget about our timeline in terms of providing devices for each student and staff member, and provide them instantly. We also had to increase our infrastructure to support such a large number of devices and increased bandwidth usage. Middle Country was in, what it seemed, a unique position as schools closed in mid-March, 2020 for a few reasons. Although we were only 1:1 in four grade levels at the time, we had enough Chromebook carts to take apart to provide every family that needed devices one Chromebook for every two children in a household. This worked well while we were asynchronous remote. Second, we had recently been approved for a large part of our NYS SMART Schools investment Plan money, and were able to order enough Chromebooks to make sure that we would open up the 2020-2021 school year, capable of supporting 1:1 from PreK-12. This would help us support full synchronous remote instruction, if necessary, as well as support quarantined students and staff. In addition, COVID also led us to addressing issues with student internet access at home. Although not a large number need them, we now provide cellular hotspots to families in need. Now that we are back to in-person learning, students are still utilizing their devices daily and teachers have modified their methods of

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delivering instruction to accommodate absences and remote learning when necessary.

With regard to professional development, we were able to rely on our BOCES Teacher Integration Specialist. They provided a schedule for teachers to either receive relevant professional development, or to just drop in with questions. In addition, the role of our content area coordinators changed. They began to function in a more hands on manner, balancing between content and technology support. And finally, there was our IT team. They shifted into a more traditionally "real world" help desk role. Even going so far as support teachers and families on their home devices, when necessary and practical.

6. Is your district currently fully 1:1?

Yes

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

Middle Country's professional development plan provides opportunities for staff to become better teachers, by expanding technology integration, employing research based instructional techniques, and classroom management. Faculty has the opportunity to broaden their knowledge and application of technology usage in the educational setting, centered around the usage of Google Workspace and its various applications to meet the needs of our 21st Century learners. The district will continue to provide opportunities for staff to attend workshops, in-service classes, and target needed areas during Superintendent Conference Days, as well as attending outside conferences on emerging technologies.

One way we hope to resume providing professional development starting with the 2022-2023 school year is by utilizing our Teacher Integration Specialist (TIS) from our BOCES. Although our TIS was instrumental as a remote resource during the start of the Covid-19 pandemic and the first full-year hybrid, our needs shifted to providing professional development to staff members in greater numbers than what works remotely - a shift back to pre-pandemic professional development. This is the model we put in place with our initial Google / Chromebook rollout.

At the conclusion of all professional development sessions, staff complete a course evaluation questionnaire which is used to evaluate the effectiveness of the professional development. Moving forward, the district will develop a survey to collect information on teachers' comfort with currently used technology applications. Feedback will be used to assess the areas where additional professional development is needed.

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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:

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:

Significantly

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

The district has met this goal:

Significantly

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

The district has met this goal:

Significantly

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IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

To create a place of learning that will explore and provide for every aspect of every student’s capacity for learning by developing a broad, challenging and engaging curriculum. We will provide students with the knowledge and skills necessary for the twenty-first century.

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

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

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

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

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

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

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

Evaluation of our learning environments and curriculum is an on-going continuous process. We evaluate our progress through various methods including: projects, presentations, online testing, state testing, collection of usage and content data from Google Workspaces and Clever, teacher observations, attendance, graduation rates, as well as student, teacher, administration and community feedback.

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,**

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IV. Action Plan - Goal 1

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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	Evaluation	Evaluation of our learning environments and curriculum is an on-going continuous process. We evaluate our progress through various methods including: projects, presentations, online testing, state testing, collection of usage and content data from Google Workspaces and Clever, teacher observations, attendance, graduation rates, as well as student, teacher, administration and community feedback.	Assistant Superintendent	Curriculum and Instruction Leader	06/30/2025	0
Action Step 2	Curriculum	The Middle Country Central School District is committed to providing an array of programs, opportunities and services that will support all students as they endeavor to meet the challenges of excelling in a rigorous academic curriculum, communicating in an environment of respectful social interaction and developing their interests and talents. As a district, we have expanded research and application of best practices to enhance	Assistant Superintendent	Curriculum and Instruction Leader	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		instruction and curriculum; provided opportunities for professional development for staff; and incorporated elements of best practice into curriculum development. By offering a wide array of learning opportunities, programs and courses, we have ensured opportunities for students to engage in critical thinking and problem solving, effective communication, collaboration and creativity as part of their school experience and provided for effective use of technology and real-world application of knowledge and skills. These skills are displayed with required capstone projects after grades 5, 8, and 12.				
Action Step 3	Collaboration	We have endeavored to foster communication with and participation of all constituents of the school and larger community. Our district is fortunate in having talented and dedicated professional staff that are committed to the success of our students and who	Assistant Superintendent	Curriculum and Instruction Leader	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		value opportunities to analyze data and reflect upon professional practice in order to continually improve the program. Our teachers collaborate in many ways;many develop lesson plans, and many join each other's professional social learning networks to work together. We encourage our learning community to collaborate on developing rubrics, online resources, question banks, digital lessons and curriculum resources.				
Action Step 4	Learning Spaces	Middle Country's buildings all have high-speed Internet, WIFI access with staff BYOD network (in addition to staff issued Chromebooks), and SMARTBoards, with software and devices appropriate for the content. We have clas and lab desktops, and 1:1 Chromebooks. Software applications are carefully selected based upon research and successful pilots. Teachers are provided with ongoing, engaging professional development and encouraged to attend local conferences to	Director of Technology	N/A	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		assist them in designing personalized learning for every student. Technology Offers the opportunity for flexible seating options and classroom arrangements. Learning is no longer confined to four walls and 40-minute sessions. We are continuously looking to improve on supporting learning by creating learning spaces that inspire our students and staff to be lifelong learners.				

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)
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:

The Middle Country Central School District acknowledges the importance of professional development in integrating technology into teaching and learning. The true challenge of professional development is to prepare classroom teachers to launch curriculum-rich activities with appropriate tools. Technology can be used as a tool to provide access to resources that a teacher can use to enhance the learning experience.

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

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

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

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

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

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

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

Evaluation of professional development begins with a baseline to determine current levels of performance and learning. Next, goals must be established to measure progress throughout the process. This includes the level of teacher understanding, changes to instructional practice, and impact on students' performance to determine effectiveness and identify gaps in knowledge and skills. To truly evaluate professional development, teacher observation and evaluation is vital to determining if new training has transformed teaching and learning in the classroom. In some cases, evaluation of staff professional development is done through several methods,

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including data analysis, personal observations, program evaluation, and surveys.

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	Research	Middle Country administrators research best educational practices through professional journals, conferences, county/state/regional organizations, professional memberships, workshops and learning networks. Our Administrators are lifelong learners who lead by example. Many of them utilize social media such as YouTube and Twitter to enhance their professional development and build their professional learning networks. Data analysis, personal observations and program evaluation enable them to determine building and department needs. New Programs are piloted in the district and implementation of new programs is based on success of the pilots. Administrators seek to remain current with pedagogy through conference attendance and participation in	Assistant Superintendent	All administrators	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		relevant workshops. By maintaining professional memberships, practicing administrators and educators access journals and materials related to their fields. Commitment to networking allows colleagues to gain knowledge of practices in nearby districts to determine relevance and effectiveness. Our administrative team spends time exploring professional development techniques. Purposeful attendance at conferences is designed to support professional learning goals and increased instructional strategies. If they feel it is beneficial, they will provide their staff professional development. Training is provided through a variety of methods from email messages with resources, webinars, expert demos, peer to peer, and hands on workshops and meetings.				
Action Step 2	Curriculum	The Middle Country Central School District acknowledges the importance of	Assistant Superintendent	All administrators	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		professional development in integrating technology into teaching and learning. The true challenge of professional development is to prepare classroom teachers to launch curriculum-rich activities with appropriate tools. Technology can be used as a tool to provide access to resources that a teacher can use to enhance the learning experience. Our professional development plan includes workshops, one-to-one sessions, in-service course offerings, collegial circles, workshops run by various administrators, Superintendent's Conference Days, peer coaching, and conferences, technology department technical support, one-on-one training, Lunch and Learns and Eastern Suffolk BOCES workshops and training. Our goal is to empower educators to effectively take advantage of digital resources and professional				

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		<p>development websites as they design technology-embedded lessons and units of study. One of the main goals of the Technology Department is that teachers will create their own learning networks. Learning Networks represent the increased strength of two people over the power of an individual. Teachers are faced with uncharted opportunities of helping students to analyze their abilities to access unlimited amounts of information. All staff will receive timely, appropriate and ongoing development opportunities. We must become life-long learners ourselves and create an organizational culture of learning. These opportunities must be flexible enough to address the various needs and learning styles of all individuals. Recent in-service courses, workshops, and Superintendent's Conference Day workshops have included but are not limited to: Google Workspace and</p>				

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Classroom, Castle Learning, Assistive Technology for Speech, Coding In the Classroom, Flipped Classroom, GoGuardian for Teachers, Introduction to NAO Robotics, Method Test Prep for Educators, NEWSELA Training, Considerations for Including Students with Disabilities, Instructional Implications and Recommendations for ELLs. Future courses will be based on teacher needs and feedback. Many of our professional development workshop incorporate using technology through website and online resources.				
Action Step 3	Professional Development	Professional development should be ongoing and supported by the various stakeholders. The intent is for participants to remain current with pedagogy and advancements in educational research through development of new skills or increasing expertise. The first step is to assess the instructional needs and areas of	Assistant Superintendent	All administrators	06/30/2025	150000.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		opportunity to enhance instruction. The Professional Development Planning Committee and administrators select participants based on level or subject area and determine the ultimate goal of the professional development in alignment with standards and district goals. This long-term plan is broken into short and medium range goals that are developed to introduce topics and support teachers. Planning is the key to successful professional development and our district plans professional development with the District Professional Development Planning Committee which consists of administrators and teachers. Personalizing instruction to meet the needs of individual learners is important for staff members as it is for students. Professional Development is based on department, school or individual needs such as new programs are implemented or when new standards are introduced.				

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 4	Evaluation	Evaluation of professional development begins with a baseline to determine current levels of performance and learning. Next, goals must be established to measure progress throughout the process. This includes the level of teacher understanding, changes to instructional practice, and impact on students' performance to determine effectiveness and identify gaps in knowledge and skills. To truly evaluate professional development, teacher observation and evaluation is vital to determining if new training has transformed teaching and learning in the classroom. In some cases, evaluation of staff professional development is done through several methods, but mostly through surveys. Middle Country strives to offer teachers, staff and students the highest standard of technology possible. Teachers will receive training as well as ongoing support on	Assistant Superintendent	All administrators	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology equipment and curriculum integration. No longer will classrooms be confined by time and space. Our children will truly be connected learners -- sharing, exploring and evaluating information through many forms of interactive technology. The goal of the technology plan is to create a student-centered, technology-enhanced learning environment in which students, staff and community are able to effectively use technology with confidence and competence, create seamless integration of technology into all phases of the curriculum, raise student achievement and foster lifelong learning. Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success in a global world.				

7. This question is optional.

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

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	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)

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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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

Create a culture of data privacy and governance in the school district.

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

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

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

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

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

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

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

Securing the district's infrastructure is always challenging. Currently:

- We are in the process of enabling multi factor authentication and are currently evaluating Security as a service (SECaaS) providers to help with DNS protection, email protection, and extended network protection.
- We will continue improving our disaster recovery and incident response plan to identify gaps in the security protection. After each security layer is added, additional assessment will be necessary. Different tools are used in assessing how secure our network is to outside intrusion, and how well protected our endpoints are.

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IV. Action Plan - Goal 3

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- The process of penetration tests and gap analyses done by an external vendor will produce data for analysis and better network protection.
- All staff members, including substitutes, are required to complete an annual ~90 minute Data Privacy Security training online course - provided by BOCES. If they fail to complete the training within two weeks, their district email and other accounts are disabled.
- Staff are subjected to periodic phishing tests with required training for those who fail - KnowBe4.
- By using GoGuardian classroom management tools the district monitors student access to unauthorized sites.

By creating a culture around data privacy and governance in the Middle Country Central School District, we will be doing our best to prevent cyber incidents that are caused by students and staff.

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	Infrastructure	Implement NIST assessment recommendations to enhance Cyber security including MFA.	Director of Technology	Technology Support Team	06/30/2025	0
Action Step 2	Cybersecurity	Implement table top exercise with administrators.	Director of Technology	Administrators and Technology Support Team	06/30/2025	0
Action Step 3	Data Privacy	Provide cybersecurity training to technology team members.	Director of Technology	Technology Support Team	06/30/2025	40,000.00
Action Step 4	Infrastructure	Choose and implement security as a service (SECaaS) provider.	Director of Technology	Technology Support Team	06/30/2025	200k

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						

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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
	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 6	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 7	N/A	N/A	N/A	N/A	06/30/2025	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2025	N/A

8. Would you like to list a fourth 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 - 2021

V. NYSED Initiatives Alignment

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

The district uses technology to meet and support rigorous academic standards by providing professional development to staff at a level where they feel comfortable. Various forms of professional development will be provided, including full day (generally by grade level), small group (professional periods, online), and large group (faculty meeting, conference days). Technology is an essential component of Middle Country's educational program, as students are expected to understand digital citizenship, data privacy and security, and various technological skills ranging from communicating digitally and responsibly, to submitting work online.

- 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.**

COVID forced the hand of the Middle Country Central School District on providing equitable learning "everywhere, all the time." When the closed to in-person instruction in March of 2019, Middle Country was only 1:1 in four grade levels at the time. We had enough Chromebook carts to take apart to provide every family that needed devices one Chromebook for every two children in a household. This worked well while the district was asynchronous remote.

By pure chance, we had recently been approved for a large part of our NYS SMART Schools investment Plan money, and were able to order enough Chromebooks to make sure that we would open up the 2020-2021 school year, capable of supporting 1:1 from PreK-12. This would help us support full synchronous remote instruction, if necessary, as well as support quarantined students and staff. In addition, COVID also led us to addressing issues with student internet access at home. Although not a large number need them, we now provide cellular hotspots to families in need.

The second part of our SMART Schools approval was the completion of our WiFi infrastructure upgrade. We were able to move from a density of roughly 1 access point for every two classrooms, to access points in every classroom, instructional space. In addition to cafeterias, auditoriums, libraries, and common spaces.

Now that we are back to in-person learning, students are still utilizing their devices daily and teachers have modified their methods of delivering instruction to accommodate absences and remote learning when necessary. And although Middle Country was forced to accelerate our 1:1 rollout timeline, through a mix of SMART Schools, Federal ERC funds, grants, and district funds, we were able to hit the ground running and will be able to sustain the program going forward.

- 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.**

Middle Country has been at the forefront of the innovative use of technology with students with disabilities and ELLs. In addition to iPad carts in most special education classrooms, the district is full 1:1 with Chromebooks for all students. ELL students utilize devices to supplement classroom learning and to be part of technology delivered software programs that develop specific skill areas in literacy and mathematics.

Special education teachers and staff at Middle Country utilize technology learning experiences for younger students with disabilities as an integral part of experiential learning. The district is working to implement new technology-based interventions to address the needs of a significantly increasing ELL population. Middle Country supports differentiated learning strategies as the core of personalized learning and individualization for students.

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V. NYSED Initiatives Alignment

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Middle Country is continuously monitoring learning gaps and looking to implement research-based strategies. In addition to assessing and addressing the academic needs of economically disadvantaged students, the district is also looking closely at the effective use of technology to address curriculum and age specific gaps. Technology can be an important tool related to assessment of these gaps, implementation of learning strategies and the monitoring of strategies and progress.

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.

- | | |
|--|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom <input checked="" type="checkbox"/> Research, writing and technology in a digital world <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology <input checked="" type="checkbox"/> Electronic communication and collaboration <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world <input type="checkbox"/> 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

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V. NYSED Initiatives Alignment

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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 10 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.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| | <input type="checkbox"/> Helping students connect with the world |

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V. NYSED Initiatives Alignment

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<input type="checkbox"/> Writer's workshop in the Bilingual classroom	<input checked="" type="checkbox"/> The interactive whiteboard and language learning
<input type="checkbox"/> Reading strategies for English Language Learners	<input checked="" type="checkbox"/> Use camera for documentation
<input type="checkbox"/> Moving from learning letters to learning to read	<input type="checkbox"/> Other (please identify in Question 8a, below)
<input checked="" type="checkbox"/> The power of technology to support language acquisition	
<input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom	

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

<input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.	<input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.	<input 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 checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.	<input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.	<input type="checkbox"/> Provide online mentoring programs.
<input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity	<input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.	<input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
<input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students	<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 type="checkbox"/> Offer a technology/support hotline during flexible hours.
	<input type="checkbox"/> Class lesson plans,	<input type="checkbox"/> Make sure technology/support is offered in multiple languages.
		<input type="checkbox"/> Other (Please identify in Question 9a, below)

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V. NYSED Initiatives Alignment

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in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

materials, and assignment

instructions are available to students and families for

Direct instruction is

recorded and provided for students to access

asynchronously (such as

through a learning

management system, DVD,./ or

private online video channel)./

Technology is used to

provide additional ways to

access key content, such as

providing videos or other

visuals to supplement verbal or

written instruction or content.

- 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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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	2.00
Instructional Support	8.00
Technical Support	12.00
Totals:	22.00

2. Investment Plan

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

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A - Chromebooks & Lab Desktops	6,750,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	N/A

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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 - Technology Specific	180,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
3	Internet Connectivity	N/A - Dual Internet Circuits	144,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	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 <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
4	Network and Infrastructure	N/A - Cybersecurity training and SECaaS Implementation	225,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			7,299,000			

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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VI. Administrative Management Plan

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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.mccsd.net/tech>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Francine McMahon	Deputy Superintendent for Instruction	fcmahon@mccsd.net	<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 type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Vincent Raicovi	Director of Technology, Business, and Information Systems	vraicovi@mccsd.net	<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

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input 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 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	Jonathan Singer	Director of Curriculum	jsinger@mccsd.net	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" 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 checked="" type="checkbox"/> English Language Learner <input checked="" 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 checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 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 /

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VII. Sharing Innovative Educational Technology Programs

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

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.