

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/07/2022

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

David Dileo

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

Other

- 2a. **If 'Other' was selected in Question 2 above, please identify the title.**

District Director of Technology & Accountability

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

Page Last Modified: 03/29/2022

1. What is the overall district mission?

The Board of Education is dedicated to educating students to develop desired moral, ethical, and cultural values, to stimulate and expand a continual learning process and to cultivate an understanding and appreciation of the rights and responsibilities of American citizens, which will enable them to function effectively as independent individuals in a democratic society. The Board strives to maintain a comprehensive approach to satisfy the educational needs of the students of the district by meeting or exceeding the state's requirements.

The Board seeks to implement a variety of instructional methods and to increase the opportunities for the development of each individual's capabilities and personality. It is the district's goal to foster in students good work habits, integrity, self-discipline, individual creativity, originality, aesthetic appreciation, good sportsmanship, self-confidence and a sense of purpose. Extracurricular activities will be offered when possible to enhance the academic program.

The Board encourages parents and teachers to offer their expertise in helping to develop a school environment that is academically challenging, psychologically satisfying and socially fulfilling for students at all levels. The objectives of an educational program are best realized when mutual understanding, cooperation, and effective communication exist among the home, community, and school.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 03/29/2022

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

The Babylon School District’s mission is to incorporate technology into the educational program to create an environment that provides our students, staff, and community with the following:

- Training of appropriate technological skills to both staff and students needed in today’s information age to be productive and successful in the 21st Century.
- Opportunities to access a wide variety of services and resources on the local, state, national, and global levels utilizing different tools and forms of media and communication services.
- Infrastructure and support necessary to carry out these goals.

With sufficient technology, materials, and staff development time, students will utilize technology in the classroom regularly; gathering, assimilating, organizing, and presenting information related to the curriculum. We acknowledge the fact that the world is more complex and demanding than ever before. The total scope of knowledge and skill required of our students must be much greater than in the past. This places new demands and expectations on our educational system. Reflection on national and state educational restructuring brings to light the competition between an educational system designed for the industrial age and the reality of the current information age.

The Babylon School District technology curriculum is structured to offer to students a fully integrated use of new technologies to prepare them for the 21st Century. This requires that on-going adjustments be made to our learning activities and teaching strategies per the National Educational Technology Standards (NETS) recommendations. It is also a top priority of the district to ensure that equitable access to the use of technology for all our students and staff be provided at all times.

Traditional Learning Environment

Babylon Learning Environment

Teacher-centered instruction

Student-centered Instruction

Single sense stimulation

Multi-sensory stimulation

Single path progression

Multi-path progression

Single media

Multimedia

Isolated work

Collaborative work

Information delivery

Information exchange

Passive learning

Active/exploratory/inquiry-based learning

Factual, knowledge-based learning

Critical thinking and information decision-making

Reactive response

Proactive/planned action

Isolated, artificial context

Authentic, real-world context

There is a critical need for our students to be able to access information, manipulate data, synthesize concepts, and creatively express ideas to others using text, video, and audio media. This wide variety of media allows us to serve the diverse learning styles of our students and educate them in a wide range of multiple intelligences that include verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical, intrapersonal, interpersonal, and naturalistic. On-going societal transformations and workplace demands will require our students to learn to take responsibility for much of their own learning. We must provide students with broader opportunities to construct their own knowledge. Evolving educational reform is dependent on the adequate and appropriate infusion of technology in school that can support an ever-changing educational system and develop life-long learners who will become productive and successful citizens. Babylon will provide the necessary staff development programs so that the district’s teachers can prepare students for the 21st Century workplace.

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

Page Last Modified: 03/29/2022

- 3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The Technology plan has been developed with the input from the different stakeholders of the District Technology Committee (IT Department, instructional technology specialist, district administration, building administration, teachers), along with parents and community members, throughout the 2021-2022 school year. Starting in October the IT Department held in district meetings with teachers to see how instructional technology is being used in the classroom. Throughout the next few months we were able to sketch out the vision on how teachers envision utilizing instructional technology in the classroom to help students grow academically. From there, the IT Department held several Technology Committee meetings. Parents and community members were able to present and propose ideas on how they envision instructional technology in the classroom, as well as, discuss the vision the district is outline in the plan. The IT Department came together weekly to discuss the vision each stakeholder brought and how it can be implemented in a efficient and effective way, in regards to feasibility, security and budgetary perspectives throughout this process. It is our intent to have a plan that is compatible and integrated with the current district, state, and national curriculum standards, while meeting the new state and federal mandates for technology security, data privacy, and instructional technology use. This plan will be reviewed and modified on an annual basis to reflect administrative goals, new technologies, changing curriculum and integration techniques, state and federal mandates, and the needs of the students.

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

The planning process was essentially the same, however compared to previous years, this plan incorporated input and data from a larger pool of stakeholders due to increased exposure and utilization of district wide technology during the COVID-19 pandemic. The stakeholders were able to identify the strengths within the previous plan (1:1 initiative, network maintenance and refresh cycle, technology innovation grants) and translate that into current technologies that will be a part of the new technology plan (updating network resources for security & data privacy while increasing their capacity, maintaining a vibrant 1:1 program and planning out a refresh cycle that is beneficial to the broader program as well as available fiscal resources). This plan looks to build off of the previous plan. Although the goals were accomplished, we still have work to do. The 1:1 program has been successful. One aspect of the plan in which we have the most room to grow is in the development of foundational computer skills necessary for students to more fluidly integrate instructional technology into the classroom. That input has guided the introduction of the Instructional Technology Specialist role. This will give the district three years to focus on our primary grade students' foundational skill sets utilizing instructional technology to increase the effectiveness of its use within the classroom. The COVID-19 pandemic led to a pausing of the technology innovation grants. We look forward to reintroducing them back to the teachers so they can increase the tools available to them as we head into the 2022-2023 school year.

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

Page Last Modified: 03/29/2022

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

The COVID-19 pandemic had a drastic impact on the timeline the IT Department had in place to implement our plan. Overnight, we were thrust into a digital (online) classroom and charged with creating a blended learning environment.

From the backend, the IT Department needed to address the way in which our 1:1 devices were prepared and deployed. The district had originally planned for our K-6 devices to be housed within carts in the classrooms for at least three years after their introduction, and our 7-12 to be taken home each night but returning the next day. Immediately after the pandemic started, we noticed that our current deployment method, reliance on network resources (home directories), and on-premise filter was causing problems. Although the vision had already been put down on paper, the IT Department spent the first six months developing the backend infrastructure through Microsoft Azure and Endpoint services (formally InTune) to implement remote deployment of every district resource, remote maintenance of devices, and remote support if a device could not be brought in for repair (non-hardware failures). Coming to the end of the first year of full deployment, the IT resources and timeframe for maintaining devices has become more efficient, eliminating time when students or teachers do not have devices in hand for instruction.

From the classroom perspective, the district needed to now develop a plan for bringing the envisioned digital learning environment (Office 365 and web-based resources) to the forefront of instruction. This came in three components: teacher professional development, parent/student training, and integration of available resources into a blended learning environment.

The district introduced a two-week crash course for teachers on the use of Microsoft Teams, OneNote and the different ways it can be used for instruction (live instruction, 1:1 instruction via video or chat, collaboration and/or forum-based communication). Then throughout the pandemic, the district offered trainings on web-based resources and how they can be utilized for blended learning.

From the parent/student perspective, the district needed to provide an instruction plan and training resources (how-to guides and videos). Throughout the pandemic, the IT Department continuously updated these resources, and in the 2020-2021 school year, began offering online training courses to help parents navigate the district resources for instruction. Parents and community members were also invited to participate in the Technology Committee meetings. These meetings allowed for the IT Department to update the community on instructional technology related issues as well as plans for the upcoming school year.

After the initial move into the pandemic and virtual learning, the district realized there were several key components that needed to be addressed:

1. Students need the 1 on 1 engagement for classroom instruction (live video). Although district resources had the capacity for this, there had not been a well thought out plan that outlined responsibilities, acceptable use, and a schedule that worked not only for the students and parents of the communities, but the staff providing instruction from home.
2. Students, parents, and in many cases teachers, lacked the basic understanding of the digital classroom prior to home-based learning ushered in by the pandemic. The timeline of full integration by every teacher went from three to five years to overnight.
3. Connectivity within the district at home was close to 100%. The question was less about how we were going to connect the rest of the families to the Internet in order to keep them active within the digital classroom, but rather it was how were going to identify those individuals throughout the pandemic to get them connected.

Over the course of the 2020-2021 school year, the district spent countless hours identifying how to work through many of these issues. However, there are still some that will need to be resolved over the course of the next three years. This technology plan builds in those components while aiming to actively engage all stakeholders in the discussion and resolution.

The first goal outlined is the introduction of the technology integration specialist. This role will help develop the skills students need to efficiently access their 1:1 device and district resources. The more our students know, the less they will need to depend on their parents for support; similarly, the more they can engage with their teachers and the curriculum.

The second goal outlined allows teachers to engage in the digital classroom at the next level. Beyond the foundation already in place, what can the district provide to allow students to further their understanding of curriculum? Teachers will have the opportunity to access funds for hardware, software, web-based resources, and professional development opportunities. This goal will provide resources to increase the development of a blended learning environment.

The third goal outlined, allows the district to solidify the network infrastructure for security and data privacy, a fiscally sound refresh cycle, and the increased capacity of maintaining this from remote locations.

6. Is your district currently fully 1:1?

Yes

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

Page Last Modified: 03/29/2022

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

Providing a robust professional development program for teachers and staff is vital to the successful integration of any component within the instructional program, especially instructional technology.

The COVID-19 pandemic created the opportunity to engage all instructional staff into the utilization of instructional technology tools and web-based resources. This has created a common ground amongst staff members in each building that can be built upon as we look towards increasing the effectiveness of the use of these tools in the classroom going forward.

In order to maintain this growth, the district will continue to plan professional development opportunities that provide teachers with data driven tools that allow them to implement and grow through the integration of instructional technology. The implementation of the technology integration specialist will allow for targeted group/individual instruction, modeling, and implementation of instructional technology into the curriculum. The district will also continue to provide yearly training on data privacy and security in accordance with NYS Ed Law 2d, part 121 regulations.

Something that the Babylon School District believes is vital to the successful implementation of our three (3) instructional technology goals is time.

The transition to a 21st Century classroom is not going to happen overnight for all parties involved. Therefore, we understand that these measurements we are taking are indicative of the steps in pursuit of our ultimate goal.

The District Technology Committee will review the evidence to evaluate the processes in order to direct resources (professional development, staffing, increased achievement) to the areas that will have the strongest impact on our instruction.

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

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

Page Last Modified: 11/27/2021

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:

Moderately

- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**

The district has met this goal:

Fully

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

The district has met this goal:

Significantly

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

The district has met this goal:

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/07/2022

1. Enter Goal 1 below:**Goal 1: K-6 Instructional Technology Specialist and implementation of Instructional Technology skills map and curriculum**

The Babylon UFSD recognized throughout the COVID-19 pandemic there was a need to review the integration of instructional technology into the classroom curriculum. After surveying teachers at the end of the 2020-2021 school year, it became apparent that although students had access to instructional technology, they lacked the basic skills to utilize it effectively within the learning environment.

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

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

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

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

Starting in the 2022-2023 school year, each grade will complete four common projects. Each of these projects will help develop technology skills expected for that grade level. These projects will be a collaborative effort between the classroom teacher and the instructional technology specialist, who will develop and provide the step-by-step instruction for the students. An example of this is a 5th grade graphic organizer in Microsoft Word related to the study of ancient civilizations that is then converted into a tri-fold Microsoft Publisher pamphlet. The two components touch upon specific skills students will need to develop in Microsoft Word & Publisher. At the completion of the collaborative project, the classroom teacher will allow for replication of those skills within another project. In the case of 5th grade, it is the creation of a graphic organizer and news article related to a specific animal being studied in ELA.

At the end of each project, the teacher will inventory the skills each student has developed on a checklist. At the end of each school year, the grade level will work with the instructional technology specialist to update the checklist and/or redevelop projects to help improve student understanding of technology skills needed. Throughout the year the Instructional Technology Specialist will meet with the District Director of Technology & accountability and the Assistant Superintendent for Curriculum and Instruction to review the skill maps for ways in which to integrate the skill gaps into current projects/classroom integrations as well as future instruction down or at the same grade level.

As we progress over the course of the next three years, the district will be able to analyze the skills map and see the progression the students have made. As students' technology skills evolve, they will be better equipped to extend their learning outside of the school building. This will also allow for the integration of additional instructional technology integrations through STEAM curriculum.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/07/2022

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	Curriculum	The K-6 Instructional Technology Integration Specialist will utilize the scaffolded skills map created with the collaboration with classroom teachers, and map out the appropriate integration of the technology skills into the curriculum.	Director of Technology	Assistant Superintendent for Curriculum & Instruction, Instructional Technology Integration Specialist	08/31/2022	\$2,500
Action Step 2	Implementation	Beginning in the 2022-2023 school year the Instructional Technology Specialist will begin collaboratively teaching four universal projects to each grade level. These projects will develop the skills the students (and teacher) need in order to complete a secondary project under the guidance of the classroom teacher.	Other (please identify in Column 5)	Instructional Technology Integration Specialist	06/23/2023	0
Action Step 3	Collaboration	The instructional technology specialist and the grade level teachers will re-evaluate the projects and skills map each year to update the checklist and redevelop the projects as necessary.	Other (please identify in Column 5)	Instructional Technology Integration Specialist	06/30/2023	\$1000
Action Step 4	Evaluation	The instructional technology specialist and the grade level teachers will re-	Other (please identify in Column 5)	Instructional Technology Integration Specialist, District Director of Technology	06/30/2025	3000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/07/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		evaluate the projects and skills map each year, in collaboration with the District Director of Technology & Accountability and the Assistant Superintendent for Curriculum and Instruction. The goal of these updates is to find gaps in students skills based on the skill map to address at each grade level. It is also a time to review skills that are being taught across multiple grade levels, and when the students are mastering them. As the program moves forward, we anticipate skills being mastered at lower grade levels. As this happens, the curriculum at the higher grade levels can then begin to be modified to focus on integrating components of the STEAM curriculum.		& Accountability, Assistant Superintendent of Curriculum and Instruction, Teachers		

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)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/07/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/29/2022

1. Enter Goal 2 below:

Goal 2: Instructional Technology Innovation Grants

The Babylon UFSD IT Department will continue to invest in instructional technology innovation grants, fostering teacher innovation in how they can utilize instructional technology to increase student engagement and learning within their classrooms. The IT Department is looking for applications that drive instruction across all student demographics, specifically those who do not have adequate access to technology tools at home.

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

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

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

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

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

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

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

As part of the application process the teacher is required to provide the district with a way to measure the implementation of the grant. The teacher is also required to provide evidence upon completion of the integration to determine how it was successful towards the target student population. The Technology Committee will take this data and determine the success of the program, if the program needs additional steps in order to fully succeed by reaching its targeted audience, expansion to additional audiences, and/or if the program was a valid effort, but does not integrate into the classroom/curriculum successfully.

Any of these scenarios can be considered a success as the teaching staff is looking for innovative ways to utilize instructional technology to increase student achievement.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Other (please identify in Column 3, Description)	The IT Department, working with the Technology Committee, will update its grant application. The grant application will consist of 8 specific components: a. Amount of money being requested for the grant b. Specific BOE/District goals addressed with grant funds (e.g., interdisciplinary projects, TC/literacy, coding, research, social emotional learning, other) c. Description of the instructional technology request d. Goals for the project e. Integration of technology approach f. Targeted student population g. Project outcomes and evaluations h. Timeline for integration	Other (please identify in Column 5)	Technology Committee	03/31/2023	0
Action Step 2	Other (please identify in Column 3, Description)	The IT Department will distribute the grant applications to all staff in April with a deadline of May for grant applications to be submitted.	Other (please identify in Column 5)	Technology Committee	04/28/2023	0
Action Step 3	Other (please identify in Column 3, Description)	The IT Department, working with the Technology Committee will determine the applications that will be awarded to notify the applicants prior to	Other (please identify in Column 5)	Technology Committee	06/01/2023	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		leaving for the current school year.				
Action Step 4	Purchasing	The IT Department will purchase any necessary components to the grant and distribute it to the teacher as they come in.	Other (please identify in Column 5)	IT Department	07/03/2023	10,000

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	Implementation	The teacher will follow through on the grant application within the next school year and provide the results of the application to the Technology Committee the following year.	Other (please identify in Column 5)	IT Department, Technology Committee	06/28/2024	0
Action Step 6	Evaluation	Based on the rubric the teacher provides the IT Department, the District Technology Committee will determine if the implementation was successful for the group of students it served. This can be determined by specific data points (due to the introduction of the document camera, students growth year over year grew by 2% more than in previous	Other (please identify in Column 5)	District Technology Committee	07/31/2024	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		years) or based on a broader perspective of student engagement in a course. Based on that analysis, the Technology Committee can look to implement the instructional technology resource either across a grade level or a school building.				
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

1. Enter Goal 3 below:

Goal 3: Secure Network & Instructional Technology Resources

The IT Department will maintain a secure network and instructional resources within the district. The IT Department will develop a plan to phase out current network and instructional technology, and update them to meet the current needs and standards of security, data privacy, and industry standards.

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.

Over the course of the initial 1:1 program, the technology department learned a significant amount in regards to the needs of each building, administrator, teacher, classroom, and students. During the COVID-19 pandemic, some of these needs we amplified and formed the foundation on how the IT department will move forward. This data collection will continue over the course of the next three years by surveying students, teachers, administrators, and parents/guardians to make sure that the targeted stakeholders needs are being addressed.

The IT Department will also be able to collect data (Microsoft Forms) on the use of the instructional technology used within the classroom environment and how it correlates to student success. This data can then be analyzed to see when and where utilizing the available technology resources provides a better opportunity to learn and grow. An example of the data collected can be as simple as the web-based resources/software applications utilized in the classroom. Or more complex, after the introduction of a instructional technology resource, did it engage students, create growth (if so, how was that growth measured) and provide opportunities for students to demonstrate mastery of a subject matter in more than one way. This will allow the department to direct actions towards those areas that need improvement and expand those areas that are excelling at help students learn and grow.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	During the 2022-2023 school year the district will purchase and configure the following items: a. ES, HS Firewalls (minimum 5GB bandwidth) b. ES, HS ISP upgrade to 2GB each in active/active redundancy failover c. Redundant switch for NOC environment d. Replacement devices for grades 3, 8, 9 e. Replacement devices for all ES, GS, HS teachers f. Replace ES classroom microtowers g. Replace ES classroom printers h. Replace ES classroom document cameras	Director of Technology	IT Department	08/31/2022	1,600,000
Action Step 2	Purchasing	During the 2023-2024 school year the district will purchase and configure the following items: a. Upgrade MDF/IDF switching environment at the ES/GS i. This will include the HS core b. Upgrade ES/GS Access Points c. Replace devices for grades 3, 8 d. Upgrade GS classroom microtowers e. Upgrade GS classroom printers f. Replace GS classroom document cameras	Director of Technology	IT Department	08/31/2023	1,700,000
Action Step 3						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Purchasing	During the 2024-2025 school year the district will purchase and configure the following items: a. Upgrade MDF/IDF switching environment at the HS b. Upgrade the HS Access Points c. Replace devices for grades 3, 8 d. Upgrade HS classroom microtowers e. Upgrade HS classroom printers	Director of Technology	IT Department	08/31/2024	1,800,000
Action Step 4	Research	During the previous school year, the IT Department will research, purchase, test and then determine the necessary equipment that will be purchased the following year in order to make the most effective implementation of instructional technology.	Director of Technology	IT Department	06/30/2025	10,000

7. This question is optional.

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

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

8. Would you like to list a fourth goal?

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

Page Last Modified: 03/07/2022

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

Babylon UFSD has always believed in the integration of instructional technology is critical for students to utilize as they move from kindergarten to 12th grade. The current state of integration of instructional technology is broken out into three main learning environments:

1. Classrooms Environment:

1. This environment comprises of a 75" touchscreen LED, microtower and printer. This is the main instructional device for use by the teacher on a regular basis. In addition to this, classrooms are setup with a wireless display adapter for projection from the teachers 1:1 device. The classroom also may have a document camera or webcam based on the needs of the room.
- Teachers utilize the Office 365 suite of programs through Microsoft Teams to help support student learning within the classroom. Microsoft Teams consists of several components that allow the teachers to reach beyond the classroom in order to support learning:
 1. Channels: Allows teachers and students to have a threaded conversation as a class or individual groups.
 2. Shared Space: Allows the teachers and students to collaborate on a shared space for outlining ideas and projects.
 3. OneNote: Allows teachers to share digital content that is always available to students at home, distribute and grade assignments, and view student work for progress monitoring.
 4. Assignments: Allows teachers to assign documents, websites and templated documents (OneNote, Word, PowerPoint, Excel) to students, provide grades and rubrics for those assignments and feedback directly on the digital document.
 5. Gradebook: Allows teachers to provide an unofficial grade for the class based on digitally assigned work.
2. 1:1 Program
 1. This program provides a 1:1 device to each students in grades K-12. K-2 devices are housed within a cart in the classroom unless the need arises and/or the parent requests the device to be at home. 3-12 devices are taken back and forth to school each day to provide the students the capacity to utilize it at home to complete school related tasks.

3. Virtual Learning Environment:

1. This environment is house within Office 365 and Microsoft Teams. This allows teachers and students to interact with each other for instruction time via video, sharing of instructional materials, and assignments and resources can be distributed and collected.

The use of technology will vary based on the grade level/course and how the teacher sees it fitting within the classroom environment. In many respects, the pandemic shifted thinking by the teaching staff to begin to integrate technology for supplying resources, supplementing in-person instruction at home, and completing administrative tasks. With the utilization of Microsoft Teams and Microsoft OneNote, teachers are giving parents and students 24/7 access to materials and resources without the teacher having to "be online" to successfully reach their students.

Students utilize technology to demonstrate their understanding of skills and concepts in numerous ways, such as:

1. Interacting with teachers and classmates via channel posts within Microsoft Teams.
2. Submitting digital assignments via Microsoft Teams and/or email. Digital assignments can vary class by class, assignment by assignment, or student by student to contain any of the following items:
 1. Word Documents, PowerPoint Presentations, Excel Spreadsheets, OneNote pages, digital photograph/copy, digital drawing (each student has a 1:1 device w/ touchscreen & pen), voice recording, video recording, etc.
 3. Time Management via calendar, "To-Do/Lists" Apps
 4. Use of digital resources for researching academic materials
 5. Utilizing the correct terminology for hardware/software/web-based resource tools and programs

Additional items will be present depending on the course that allow students to utilize more advanced technological resources within their classwork, such as photo editing software, video editing, CAD software, coding software/platforms.

Utilizing instructional technology enhances learning both in-person and remotely. These tools allow students and teachers flexibility in their path to higher level learning within their classrooms.

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

Page Last Modified: 03/07/2022

- 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.**

As we emerge from the COVID-19 pandemic, we can begin to reflect on a broader perspective of "school" as a less definitive term. Looking through this lens, educational institutions have the opportunity to rethink, reshape, and provide a true 21st century environment that will allow students equitable access their learning, regardless of individual circumstances or obstacles.

In the short-term, the district will need to complete a few tasks:

1. Begin a refresh cycle for student and teacher 1:1 devices. Two years of constant use have taken their toll.
2. Increase classroom capacity for digital and virtual instruction. This may include web-cams, document cameras, classroom computing devices with increased capabilities (processor, RAM, video adaptors, etc.) along with increased bandwidth into the district.
3. Increase Mi-Fi capacity for those families without adequate access to the Internet within their home.
4. Consolidate digital resources to district provided, approved programs that promote and support a vigorous curriculum.

In the long-term, the district will need to complete a few tasks:

1. Provide instruction for students and training for parents and teachers to utilize instructional technology tools and resources in order to successfully create a digital learning environment.
2. Continue to refresh network infrastructure to meet the needs of a safe and secure network in order to provide a safe and secure digital learning environment. Maintaining the status quo will only lead to larger scale issues and resistance to usage.
3. Develop plans and procedures for how this new learning environment can be a successful place for students, teachers, and parents to interact with. For example, digital learning expectations for live-streaming, emergency days (snow, power failure, sickness, long-term conditions), and make sure all stakeholder voices are heard.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/07/2022

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

With the implementation of the 1:1 program, the Babylon School District believes that supporting students with disabilities can take a leap forward, providing those students with assistive technology to increase their participation in general curriculum.

Microsoft Dictation: Students with disabilities can benefit from the dictation tools that Microsoft has built into Windows 11 as well as the entire Office 365 Suite. This tool allows students to utilize vocal commands to the computer to perform an action, such as open a program or dictate what to write anywhere a textbox is available. This means that students who may have difficulty writing/keyboarding as fast as they can think, now have the ability to dictate their response to the computer. It also allows students with fine motor skill deficits to have the computer perform functions that in the past may have been complicated by the use of a mouse and keyboard.

Immersive Reader: Immersive Reader gives students a reading environment within the Office 365 suite. This program allows students to have the computer read to them. Whether the student has a reading disability or attentional issues, it helps the students so that they don't have to expend energy decoding word by word, or struggle to maintain focus. As a result, the playing field is leveled.

Immersive Reader can also break down the different parts of a sentence into nouns, adjectives, and verbs. This helps the reader understand the different components that make up a sentence.

Microsoft Edge: Microsoft Edge provides students with disabilities the opportunity to utilize Microsoft Dictate, Immersive Reader, and Reading Mode (removes all non-relevant information related to a web-based article to focus on the content, not the distractions)

Microsoft OneNote: Microsoft OneNote is a digital notebook that allows students to utilize Microsoft Dictate, Immersive Reader and Windows Inking to maintain their classroom notes. Because the notes are digitized, students can quickly search through pages, sections, or notebooks to find a specific piece of instructional material.

In collaboration with Microsoft Teams, teachers can create Class Notebooks which allow them to distribute content with a few clicks of the mouse.

This instant distribution of in class notes will allow those students needing support to have access to the notes the teacher utilized for instruction in the classroom, as well as the presentations that supported them.

Microsoft Teams: Microsoft Teams allows students to collaborate and communicate with their teachers and peers in ways that are common and comfortable with to them. This "dashboard" integrates the Office 365 Suite in unison with daily instruction and assignments. With all the tools students will need to succeed in school available to them in one place, students will develop organizational skills and keep themselves on task.

Microsoft Forms: Microsoft Forms allows teachers to create differentiated assessments and make modifications in consideration of specific student's needs or Individualized Education Plans (IEP). Teachers can quickly copy, rename, and apply those changes discreetly. Teachers can also utilize the branching feature of Microsoft Forms to remove distracters from their students. Branching will allow the teacher to only show the question the student is working on, without seeing the entirety of the test.

Microsoft Forms can also be utilized in conjunction with Microsoft Dictate to provide testing accommodations, such as tests read, with fidelity by removing any potential for influence by the reader (a teacher or paraprofessional) who may show inflection in their pronunciation of the text.

Closed Captions: Microsoft Office 365 allows for closed captioning within Teams meetings without the need for 3rd party products. This accommodation can help those individual students who have disabilities related to hearing.

Translation: Microsoft Office 365 allows for translation, in Microsoft Teams, in real-time, to accommodate those individuals whose main language is not English.

- 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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/07/2022

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

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

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7b. If 'Other' was selected in 7a, above, please explain here.

(No Response)

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

Page Last Modified: 03/07/2022

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/07/2022

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

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

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

Page Last Modified: 03/07/2022

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

- 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.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- 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.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- 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.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- Other (please identify in Question 10a, below)

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/07/2022

1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	4.00
Totals:	6.00

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	Internet Connectivity	DDOS services	97,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Network and Infrastructure	Switches, AP's, Cores, Firewalls	1,263,333	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/07/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	1:1 devices for students, teachers, administrators, Classroom Devices, Administrative devices	400,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Other (please identify in next column, to the right)	Innovative Instructional Technology Grants	10,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/07/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,770,333			

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

Yes

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

http://www.babylon.k12.ny.us/departments/it_technology_plan

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/05/2022

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

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/05/2022

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Charles Dwyer	Network Administrator	cdwyer@babylonufsd.com	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input 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 checked="" type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/05/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input 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	Travis Davey	Assistant Superintendent for Curriculum & Instruction	tdavey@babylonufsd.com	<ul style="list-style-type: none"> <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/05/2022

	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 checked="" 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
Please complete all columns	Emily Moran	Instructional Technology Integration Specialist	emoran@babylonufsd.com	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" 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 checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/05/2022

	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 checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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.