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?**

Alise Pulliam

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

Director of Technology

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1. **What is the overall district mission?**

   The Connetquot Central School District of Islip, through strong community partnerships, will develop life-long learners for a global society. We recognize the unique merits of each student, and we are committed to providing students with exemplary learning experiences that will fully develop their potential in the arts, academics, athletics, and altruism in an environment of dignity and respect.

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

   Through educational experiences with technology, students will master the skills necessary for success in an ever-evolving technological world while respecting others' views and displaying common courtesy online. Students will recognize the importance of their digital footprint, the value of collaborating globally with peers, and they will successfully navigate through resources and information. This vision supports our district's mission that each student will become a critical thinker, a lifelong learner and a responsible, contributing citizen in a changing global society.

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 district developed a committee that included the Director of Digital Learning, Innovation, and Instructional Technology, general and special education teachers,
   directors of mathematics and STEM, Administrator of Instructional Support and Data, district parents, teacher assistants, and the Technology Integration Specialist. Over the course of the school year, all members provided input about our past Technology Plan and developed new goals aligned to NYSED goals and ISTE standards. The role of this group is to assess meeting objectives, evaluate and revise goals about technology implementation, research and investigate our current needs and future needs as we move forth with district initiatives, and to evaluate the use of hardware and software in meeting curriculum expectations. The district continues to support committees of elementary and secondary early adopter's for technology integration and their input is also considered in this plan. Stakeholders from these committees meet throughout the year in district training and grade level meetings to implement competencies our committee feels needs to be taught. They share ideas, turnkey classroom projects with the use of technology to their buildings, and align their lessons to the district's technology competencies plan.

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

   The process for this plan allowed for reflection and discussion regarding the previous goals and objectives for our District. This created dialogue, reflection on examples, and newly created expectations to forge our creation of our current plan. The committee was able to pull apart each goal and identify areas in which the District surpassed the previous plan, which allowed for positive reflection and the ability to granularly discuss future endeavors. Areas of improvement were also easily identified because of the records kept of technology integration, professional development, and equipment acquisition.   Thankfully, all goals in our previous plan were met, which allowed for optimum conversation around more in depth future growth.

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

   Based on the COVID pandemic the following bullets are important in the area of technology integration:
   • Connetquot is now a 1:1 District with iPads grades K-2 and Chromebooks grades 3-12.
   • Every classroom, instructional space, and learning environment is outfitted with AP (Access Points) for wireless connection.
   • Teachers now have access to Google Meet to create hybrid learning environments when necessary.
   • The District continues to offer professional development opportunities that support hybrid and/or remote learning both in person and online.
   • The creation, development, and continued coordination of a Digital Parent Academy for parents to stay up to date on supporting technology integration for their child(ren).
   • Students now have access to gmail accounts for increased communication with faculty and staff District-wide.

6. **Is your district currently fully 1:1?**

   Yes

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

(No Response)

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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:

    Fully

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

    Fully

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

    Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

   Goal #1: Provide ongoing, scaffolded opportunities for students and staff to use technology collaboratively in their daily practice to contribute to their learning and the learning of others.

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

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

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

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

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

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

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

   Feedback from Stakeholders, Google Analytics, ClassLink Analytics Plus, Securly Analytics. Evidence will be analyzed by a team of stakeholders to determine the effectiveness of the technology integration and the technology based professional development plan. We will assess if the goal has been met based on usage data, feedback from stakeholders, and student performance.

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	Implementation	Creating a balance between technology-based learning and traditional instruction.	Other (please identify in Column 5)	Classroom Teacher and Director of Technology	06/30/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Professional Development	On-going training for best practices in using the technology best for teachers.	Other (please identify in Column 5)	Instructional Technology Coach and Director of Technology	06/30/2025	80,000
Action Step 3	Curriculum	Examine different content areas to create training which will help teachers enhance their use of technology specific to their content area and grade level through the creation of classroom activities, projects, platform usage, etc.	Other (please identify in Column 5)	Curriculum Directors, Classroom Teachers, Instructional Technology Coach, and Director of Technology	06/30/2024	120,000
Action Step 4	Collaboration	Ongoing Assessment of the implementation of technology through feedback from all stakeholders.	Other (please identify in Column 5)	Curriculum Directors, Classroom Teachers, Instructional Technology Coach, and Director of Technology	06/30/2025	0

7. **This question is optional.**
   If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

   Goal #2: Continued expansion of teachers' technological competencies with a clear implementation plan for professional development with push-in support and opportunities for collaboration. This will allow for a student centered environment that enhances the learning process.

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

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

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

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

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

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

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

   Feedback from Stakeholders, Google Analytics, ClassLink Analytics Plus, Securly Analytics. Evidence will be analyzed by a team of stakeholders to determine the effectiveness of the technology integration and the technology based professional development plan. We will assess if the goal has been met based on usage data, feedback from stakeholders, and student performance.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Developme	Identify and create awareness of digital	Other (please	Director of Technology and Instructional	06/30/2024	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	literacy. We will offer before/after school opportunities with the help of the Teacher Center and PD committee, to provide in service to teachers, administrators, and staff.	identify in Column 5)	Technology Coach		
Action Step 2	Curriculum	Expansion and reassessment of the technology skills matrix into middle and high school with a reassessment of elementary competencies.	Other (please identify in Column 5)	Director of Technology, Instructional Technology Coach, Curriculum Directors, and Classroom Teachers	06/30/2023	80,000
Action Step 3	Curriculum	Continuation of the development of lessons aligned to the District Technology Skills Matrix. Through curriculum writing at grade level in the secondary schools, teachers will tie in technology skills to their current curriculum.	Other (please identify in Column 5)	Director of Technology, Instructional Technology Coach, Curriculum Directors, and Classroom Teachers	06/30/2025	120,000
Action Step 4	N/A	n/a	N/A	n/a	06/30/2021	n/a

7.　　　**This question is optional.**
　　　If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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

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IV. Action Plan - Goal 2

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

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1. **Enter Goal 3 below:**

Goal #3: Continued management,support, and upgrading of a robust and secure network in order to ensure access for all students, educators, and leaders both wirelessly and with hard-wired internet access.

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.**

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

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

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

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

In house testing, continual testing of bandwidth, feedback from stakeholders, PRTG (network monitoring).

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	Upgrade fiber optic cable within District buildings.	Director of Technology	n/a	06/30/2025	500,000
Action Step 2	Infrastructure	Maintain upgrades and improve communication with students and staff	Director of Technology	n/a	06/30/2025	100,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		regarding wireless performance.				
Action Step 3	N/A	n/a	N/A	n/a	06/30/2021	0
Action Step 4	N/A	n/a	N/A	n/a	06/30/2021	0

7.   **This question is optional.**
    If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

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

No

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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 Connetquot Central School District will continue growth and achievement in understanding, embedding, and integrating technology and is dedicated to continued exploration and research in the realm of technology integration in all areas of curriculum. The following tenets inform our decision making and reflection processes regarding the use of instructional technology:

o The District's transition to 1:1 has encouraged and allowed for increased reflection on the educational process by giving students and teachers immediate feedback, data tracking, and increased communication and collaboration.

o Being a Google Workspace district has given our students and teachers more ability to collaborate with each other and beyond our school walls. Students are now not only consuming knowledge but becoming creators of their own educational experiences and have a platform to share their learning.

o We have access to software and curriculum resources that help teachers to personalize and individualize learning. We will continue to expand and grow our use of ClassLink to give each District ecosystem a more personalized experience with District software subscriptions and beyond. This will allow teachers to differentiate and individualize assessment and instruction and give teachers the ability to inform their instruction in an instant.

o Our PD model offers teachers opportunities for in person, hybrid, and at-home self paced learning in the realm of Instructional Technology and marry software platforms to tried and true curriculum units of study. This continued growth and development is a top priority in a "post-pandemic" world, where teachers must adjust and make concessions for their return to in-person learning, while continuing to incorporate the benefits of technology.

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

The following strategies will help us continue to provide equitable learning for all stakeholders:
• Our 1:1 initiative grants access "anytime, anywhere" to all District stakeholders in the educational process.
• Our transition to ClassLink, with continued rollouts and growth in this platform, will help streamline and enhance all teaching and learning experiences.
• Beginning our fiber optic replacement will continue to enhance our infrastructure.
• The recent hiring 2022 of additional IT staff will decrease lead time in AP assessment, repair, and replacement when necessary, as well as improve lead time in the following areas:
• Hardware replacement and break fix
• Rostering
• Device swap
• Community relations
• Software education
• Software upgrades
• And beyond
• We will develop a replenishment plan for all District 1:1 devices on a 5-7 year replenishment cycle.

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

The use of technology within the District is directly connected to a students' IEP and appropriate modifications and enhancements are used regularly for our Special Education students. For example, Google Read and Write is widely used in order to read questions and information aloud to students and for students to be able to speak and turn their speech into text. In certain instances, teachers can record themselves and/or send students recordings of lessons through platforms like Nearpod or EdPuzzle in order for students to have continued access for re-teaching and reinforcement of concepts. Accessibility features are turned on for students in the event they need text enlarged or read aloud to them by their device. We also implement many apps and extensions that can help reinforce IEP goals for each student.

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

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

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

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

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

☑ Assistive technology is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill.

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

☐ Other (please identify in Question 4a, below)

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

☐ Technology to support writers in the elementary classroom	☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
☐ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☑ Research, writing and technology in a digital world	☑ Electronic communication and collaboration
☐ Enhancing children's vocabulary development with technology	☑ Promotion of model digital citizenship and responsibility
☑ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☑ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ 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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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 10 languages most commonly spoken in the district

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

(No Response)

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

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

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

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

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

☐ 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.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☐ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

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

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

☐ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☑ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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V. NYSED Initiatives Alignment

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

☐ 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.

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	13.00
Totals:	**15.00**

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	Network and Infrastructure	n/a	500,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
2	Professional Development	n/a	400,000	Both	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	N/A	n/a	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	n/a
4	N/A	n/a	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			**900,000**			

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?**

   No

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.**

   (No Response)

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2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

    ☐ 1:1 Device Program
    ☐ Active Learning Spaces/Makerspaces
    ☐ Blended and/or Flipped Classrooms
    ☐ Culturally Responsive Instruction with Technology
    ☐ Data Privacy and Security
    ☐ Digital Equity Initiatives
    ☐ Digital Fluency Standards

    ☐ Engaging School Community through Technology
    ☐ English Language Learner
    ☐ Instruction and Learning with Technology
    ☐ Infrastructure
    ☐ OER and Digital Content
    ☐ Online Learning
    ☐ Personalized Learning

    ☐ Policy, Planning, and Leadership
    ☐ Professional Development / Professional Learning
    ☐ Special Education Instruction and Learning with Technology
    ☐ Technology Support
    ☐ Other Topic A
    ☐ Other Topic B
    ☐ Other Topic C

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

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

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

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

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

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

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

VII. Sharing Innovative Educational Technology Programs

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

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