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?**

Aaron Factor

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.**

Executive Director of Curriculum, Technology, & Innovation

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

The mission of the Rocky Point UFSD is to develop each child's full potential in a nurturing and supportive student-centered environment that will promote a foundation for lifelong learning.

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

We, the Board of Education and staff of the Rocky Point UFSD, envision a school community where students grow academically, physically, and emotionally. We are committed to providing an educational environment in our schools that will prepare our students to be productive citizens of the 21st century.

Educational Philosophy and Belief Statements

The Rocky Point UFSD strives to develop in our children a positive attitude towards learning while recognizing that they maintain their own learning styles and cognitive abilities.

We believe that students who are nurtured in a warm, supportive, and structured educational environment will develop positive self-esteem and become productive citizens of their school and community.

We believe that parents and families are valuable resources for learning and that partnership between the school and the family is critical to student success.

We believe the ability to think critically, to question, to analyze, to understand, and to make rational judgments help students to develop self-discipline as individuals and in groups and develop the attitudes, habits, values, appreciation, and understanding essential for a well-adjusted person and contributing member of society.

Rocky Point UFSD strives to utilize instructional technology to support the development of these skills. Technology use is married to instructional efforts and learning experiences, to support students as they question, analyze, understand, explore, and think critically. Students and teachers continuously utilize technological tools to more deeply explore and explain conceptual understandings. The district continues to deepen learning experiences, and understandings, as we employ new technologies.

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

During each school year, the district facilitates a minimum of four (4) stakeholder meetings. Our stakeholders (parents, teachers, IT staff, administrators, students, higher ed teachers, outside IT providers, industry contacts) provide valuable insights. These quarterly meetings provide the district the opportunity to communicate the goals and objectives of the instructional technology plan and secure critical feedback.

In addition to discussions and presentations at the quarterly Technology Committee meetings throughout the year, a wide range of additional information was used in the development of this plan. This information included reviews of products/devices and other technology planning literature, such as the ISTE planning tools and the Partnership for 21st Century Skills framework.

The District established through the strategic planning process a vision, mission and belief statements, which led to the corresponding implementation plan for the next phase of technology training and acquisition that includes objectives for each area.

This planning document reflects the vision for instructional technology implementation. For each area, the vision process will establish the District's expectations, appropriate measures of implementation success, and implementation milestones for the upcoming school year, and existing and emerging technologies to support the goals and proposed timeline.

Some examples of the questions that will be addressed as part of the vision and planning process include:

  • How can we encourage and train teachers to use technology in powerful ways?

  • How can teachers integrate more technology, in more meaningful ways, into their curriculum?

  • How can we expand and support our infrastructure to support all of the instructional technology needs and goals?

  • How can we provide students and staff with appropriate device, internet, and online resources access?

  • How can we improve outcomes for all students using the selected technologies?

The Technology Committee understands that the world of technology is ever-changing. The committee recognizes that it is difficult to predict the future of emerging technology. With that idea, the technology committee will continue to meet each year making future recommendations as needed. Additionally, this committee will maintain a focus on technology serving as tools to deepen student engagement and understanding.

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

The district continues to solicit feedback and input from a variety of stakeholders, primarily through quarterly district technology committees, but also through building and departmental meetings, surveys, and conversations/recommendations that organically emerge from staff members. The district technology committee focuses discussions on the goals below, how best to improve upon them so as to align with the district vision of technology use, and to propose, consider, and implement adjustments based on the data and feedback we receive. The district's prior instructional technology plan identified the following goals aligned to the district's vision that guides instructional technology use:

- Integration of appropriate technology into the delivery of instruction and instructional materials. This goal focused more specifically on improving the district's infrastructure and creation of a district-wide wireless network.

- Development and implementation of a comprehensive plan to communicate a 1:1 student technology initiative to all stakeholders.

- Ensuring administrators, teachers, and other staff possess the skills to lead, teach, assess, and support students for success in the 21st century by providing innovation and ongoing professional learning opportunities aligned to the 1:1 student technology initiative.

The district's technology plan will build upon all of these goals, and improve upon the prior plan. Specifically, the district has successfully implemented a district-wide wireless network, a 1:1 student device initiative, and has begun the work of providing ongoing professional learning opportunities related to 1:1 devices and maximizing their instructional use. The district's technology plan will outline next steps to advance each of these goals:

- The district has increased IT support staff, expanded the scope of that staff's role (particularly related to 1:1 device management), and has allocated funds to enhance the stability and integrity of the district's wireless network. Additionally, firewall purchases, installation of an upgraded, VOIP phone system, installation of network closet cooling systems, transitions to multi-factor authentication, and network penetration testing efforts will all serve to build upon the first goal described above.

- The district has successfully deployed devices to each student district-wide. Teaching staff, administrators, library media specialists, and other school staff continue to work collaboratively to support issuance of new device and maintenance of these devices. Streamlining protocols for device repair and replacement, crafting resources to promote students' understanding of devices and their functions, and using these resources to encourage students to solve specific issues related to these devices, will serve to enhance the value and impact of the 1:1 initiative. The district is also committing fiscal resources to the maintenance and long-term replacement of these devices.

- The district will continue to build on training opportunities to ensure teachers are comfortable and confident in their use of devices and associated software programs. The district continues to invest in software titles that align with and support curricula, and provides training opportunities related to these resources. The district has committed to investing in additional technology integration specialist support staff through Eastern Suffolk BOCES. These staff will craft and deliver meaningful professional development to staff members, work to identify gaps in understanding and areas of need, and to introduce and support new technologies and resources that support students' academic growth.

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

The COVID pandemic had a number of impacts on the district instructional technology plan. One of the positive, significant unintended consequences was an acceleration of our 1:1 device deployment. All students and teachers were issued devices in spring 2020, as the district transitioned to remote instruction. While this was a tremendous shift in our plan and a huge logistical undertaking, it accelerated the need for professional development related to device use. In many ways, the pandemic forced Rocky Point into dedicated use of the 1:1 devices for instructional purposes. Specifically, 3,000+ devices were ordered in spring 2020, as was licensing for a variety of device-related tools. Professional development took the form of online, interactive training sessions for teachers and online, synchronous and asynchronous learning experiences for students. As a result of the sudden shift in plans, Rocky Point immediately scaled up the frequency and scope of planned professional development opportunities.

Over the course of the pandemic, the district has utilized devices in a variety of ways. Devices have been used to live-stream, to afford students access to electronic resources at home to supplement in-person learning, and to facilitate virtual meetings on various days/times to complement in-person instruction. The district has been back fully in-person since Fall 2020, and devices continue to be utilized to provide instruction, and instructional support in specific circumstances. The devices have allowed us to become versatile in the way we connect and communicate with students, much sooner than we anticipated.

As the 1:1 device initiative was such a large undertaking, professional development continues to focus on device use, and the utilization of device-related resources. Devices have also, somewhat unexpectedly, become critical in parent communication. We have been able to utilize devices not only to assist parents in accessing student academic information, but to distribute surveys, solicit ongoing committee feedback through virtual meetings, and conduct parent-teacher conferences remotely.

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.**

Technology staff development remains a high priority component of our district technology plan. Staff members with specific technological and pedagogical expertise, including library/media specialists, as well as Eastern Suffolk BOCES Model School trainers, play a critical role in delivering professional development throughout the year to teachers and staff. Teachers also participate in out-of-district workshops and in-service credits which lead to salary increments as an incentive for their participation.

Standard 1: Designing Professional Development

Each year the Rocky Point UFSD designs its PD based on data, derived from the experience, expertise and needs of teachers and administrators. The district coordinates professional development through building-level and department-level meetings, conference days, dedicated workshop days, morning and afternoon professional development sessions, and small-group and individual on-demand Model Schools training opportunities.

Standard 2: Content Knowledge and Quality Teaching

Our PD includes learning experiences and resources designed to ensure that educators understand how the subjects they teach address the NYS Learning Standards, the relationships between the subjects they teach, and how best to utilize technology to support students' attainment of standards.

Standard 3: Research-based Professional Learning

Our PD includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them.

Standard 4: Collaboration

Our PD provides opportunities for educators to work with their colleagues. Weekly time is contractually built into the school day, to afford teachers opportunities to plan and collaborate in the development and planned delivery of instructional experiences.

Standard 5: Diverse Learning

Our PD provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Our professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, teacher-gathered on-task behavior) to better inform instruction.

Standard 7: Parent, Family and Community Engagement

The district works throughout the year with all instructional staff to give them strategies to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

We provide our educators with current, high quality data analysis presented in a clear, understandable format. A variety of online resources (including BOCES data portals, spreadsheet software, and internal item-analysis software) make data accessible and understandable.

Standard 9: Technology

We provides educators with opportunities to learn and use technology and give them information on the legal and ethical uses of technology. Staff members are also trained in the importance of protecting personally-identifiable information and being practive in supporting network security.

Standard 10: Evaluation

PD evaluation results are recorded using My Learning Plan and shared with appropriate administrators for improving both individual educator practice and building- and district-wide professional development plans. Topics, audience, and method of delivery have

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included the following workshops.

Examples of Professional Development:

1. New Staff Orientation

2. New Teacher Workshops

3. Assistive Technology Overviews and Workshops

4. Student Management System (eSchool) Workshops

5. Data Reporting Work Sessions

6. Superintendent Conference Day Workshops

7. Google Apps for Education Training--Docs, Sheets, Presentations, Calendar

8. iPad Apps Training

9. Kami Training

10. Screencastify Training

11. Castle Learning Training

12. Safari Montage Video on Demand Tutorials

13. Google Drive Organization Training

14. GoGuardian Training

15. Microsoft Office Training--Word, Excel, Access, PowerPoint

Student performance data, and teacher input and feedback, serve to identify individual/small-group professional development needs.

Additionally, workshops are frequently designed and offered in scaffolded levels to afford beginner, intermediate, and advanced

exploration of resources and strategies. Professional development feedback guides the evaluation of workshops and offerings.

Additional conversations at the district-wide technology committee, as well as in grade level and departmental discussions, play a role in

effectively evaluating efficacy of professional development efforts.

The district continues to explore fiscal and logistical opportunities to provide greater, targeted professional development support to staff.

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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:

    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:

    Moderately

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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1. **Enter Goal 1 below:**

The Rocky Point Union Free School District will sustain and improve a robust, secure wireless network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders. More specifically, RPUFSD will upgrade hardware and engage in regularly monitoring and testing of our network stability and security.

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	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing 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.**

The robustness of our network connection will be measured through our internet connection speed. Additionally, the frequency of internet outages, difficulties with connection, and/or network intrusions will evidence the security of our network. Narrative results detailing outcomes of internal and external network penetration testing will provide qualitative data evidencing goal attainment. All of the above data will assist in the monitoring of this goal, and inform any adjustments that may be necessary to ensure it is met.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must**

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be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three,

four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Ongoing identification of network capabilities and security. Ongoing research of network security testing best practices, advancements in network protection hardware, and avenues for increasing district bandwith.	Other (please identify in Column 5)	Executive Director of Curriculum, Technology, & Innovation	06/30/2025	0
Action Step 2	Budgeting	Ongoing collaborative work with the RPUFSD business department to purchase cooling for network closets, an additional firewall, regular network penetration testing, and hardware to increase bandwidth (fiber).	Other (please identify in Column 5)	Executive Director of Curriculum, Technology, & Innovation	06/30/2025	0
Action Step 3	Purchasing	Purchase of cooling for network closets, additional firewall, greater bandwidth, any new fiber associated with bandwidth increases, and penetration testing services.	Other (please identify in Column 5)	Executive Director of Curriculum, Technology, & Innovation	06/30/2025	$195,000.00
Action Step 4	Implementation	Installation of network closet cooling, additional firewall, and new network fiber.	Other (please identify in Column 5)	Executive Director of Curriculum, Technology, & Innovation	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.

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Evaluation of penetration testing results, and ongoing evaluation of frequency of internet disruptions/compromises following network security upgrades.	Other (please identify in Column 5)	Executive Director of Curriculum, Technology, & Innovation	06/30/2025	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 2 below:**

   The Rocky Point Union Free School District will install, updated, and utilize interactive SMART Board displays in all instructional classrooms district-wide. Additionally, as an accompanying sub-goal, Rocky Point UFSD will facilitate professional development focused on strategic use of SMART Boards and their functions, to support student learning experiences.

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
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing 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.**

   The comprehensive district-wide SMART Board inventory will reflect changes to SMART Board installs and continuously reflect a running account of which classrooms are outfitted with SMART Boards. Additionally, staff will provide ongoing formative data related to their comfort in using SMART Boards, students' experiences in using the boards, and how instruction has been enhanced with these tools. This data will be collected through conversations and survey tools facilitated by administrators and technology integration specialists.

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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	Planning	Identification of district-wide complement of SMART Boards, and which instructional spaces do not currently have SMART Boards.	Other (please identify in Column 5)	Executive Director of Curriculum, Technology, & Innovation	07/01/2022	0
Action Step 2	Budgeting	Ongoing collaboration with the business office to identify and coordinate funding sources to facilitate district-wide outfitting of SMART Boards.	Business Official	Christopher Van Cott	08/30/2022	$360,000.00
Action Step 3	Implementation	Coordination of district-wide SMART Board installations, including site surveys and staggered installs over the course of the Technology Plan timeline.	Other (please identify in Column 5)	Executive Director of Curriculum, Technology, & Innovation	06/30/2025	0
Action Step 4	Professional Development	Facilitation of training sessions for teachers and administration related to SMART Board operation and alignment of instructional software resources/tools with SMART Boards.	Other (please identify in Column 5)	Executive Director of Curriculum, Technology, & Innovation	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 #2 from your answer to Question 1, above.

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

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1.   **Enter Goal 3 below:**

Ensure administrators, teachers, and staff possess the skills to lead, teach, assess, and support students for success in this 21st century by providing innovative and ongoing professional learning opportunities for staff, aligned to the district's technology goals and the use of Chromebooks, SMART Boards, robotics equipment, and other hardware resources.

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
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing 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.**

Professional development surveys, ongoing Technology Committee discussions regarding staff training needs and requests, formative data collected through conversations with Model Schools trainers, and quantitative evaluations of specific professional development opportunities will all be used to measure and evaluate progress related to this goal.

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,**

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four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Offer ongoing professional development to all school building staff for Google Apps, Chromebook, SMART Board, Cubelets, Ozobots, MyLearningPlan, and other purchases hardware and software titles.	Instructional Technology Coach	Model Schools	06/30/2025	$430,000.00
Action Step 2	Professional Development	Provide ongoing professional development to all administrators related to Google apps, Chromebooks, SMART Boards, MyLearningPlan, and various, applicable hardware and software supports.	Instructional Technology Coach	Model Schools	06/30/2025	0
Action Step 3	Collaboration	Establishment and update of a long-term training plan for continued professional development of staff and administrators districtwide.	Other (please identify in Column 5)	District Technology Comittee	06/30/2025	0
Action Step 4	Evaluation	Ongoing evaluation of the professional development plan annually, as well as formal and informal data collected related to specific professional development opportunities; adjustment of future professional development plans	Other (please identify in Column 5)	Various (District Technology Committee, Administrators, Executive Director of Curriculum, Technology, & Innovation)	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and sessions, as informed by collected data.				

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	Collaboration	Ongoing creation and facilitation of ad-hoc committees devoted to identifying, purchasing, and implementing specific, additional instructional software resources; these ad-hoc committees will inform professional development planning and implementation related to these new resources.	Other (please identify in Column 5)	Ad-hoc Instructional Software Committees	06/30/2025	$30,000.00
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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1. **Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

    The District uses instructional technology to help all students become technologically literate, through the integration of technology with teacher training and curriculum development, and connection with innovative, research-based instructional methods. The district's approach to hardware and software integration marries resources to rigorous learning standards. The district utilizes a number of online resources that tie directly to state and national standards. Additionally, hardware is purchased and integrated in an effort to build student agency in learning. Chromebooks, SMART Boards, Cubelets, Ozobots, desktop computers, and other hardware resources all enhance students' involvement in developing conceptual understanding, which in turn improves students' academic performance.

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 Rocky Point Union Free School District has made great strides in relations to equitability in technology access. The district's 1:1 Chromebook initiative is designed to ensure students have access to computing devices, resources to support academic progress, and internet connectivity. The district has made improvements in expanding wireless internet coverage district-wide. As detailed earlier in this plan, the district will continue to explore and facilitate greater internet bandwidth.

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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.**

Education for students with disabilities takes place in a wide range of settings from full inclusion in mainstream classes to special classes that allow for intensive support. The Rocky Point UFSD continually strives to improve the abilities of students with disabilities in all academic areas through the use of instructional technology as well as assistive technology. Teachers use technology to individualize and differentiate instruction for students who need the assistance and support. Instruction is differentiated using a variety of technology to support the individualized learning needs students with disabilities.

It is important to consider that assistive technology is a process not a device and is driven by the student. (http://www.p12.nysed.gov/specialed/publications/2016-memos/documents/assistive-technology-webcast-may-2016.pdf). The process of selecting a device includes multiple steps: student input, multiple trials, meaningful contexts, collaboration, and results analysis.

With a 1:1 program (Chromebooks) and assistive technology such as an iPad, students and families will have virtual access to class lesson plans, materials, and assignment instructions at any time through the use of Google Apps for Education. Text to speech and/or speech to text software like CaptiVoice will be utilized to provide increased support for comprehension of written or verbal language. Apps such as Join Me will pair an interactive whiteboard with an iOS app (iPad) to allow a student to view an instructional presentation on their assistive device in real time.

Technology will be used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. Direct instruction can be recorded and provided for students to access asynchronously using online apps/tools like Explain Everything that will aide teachers in differentiating instruction for all learners. Explain Everything is a whiteboard and screen casting app that makes creating interactive lessons that can be posted online either to YouTube and/or a teacher website. Screen-mirroring applications such as Screenleap, as well as specialized calculators and other equipment, are utilized to support those with vision-related disabilities.

Utilizing resources like Castle Learning will help teachers differentiate instruction for students with special needs. Teachers can tailor assignments, utilize questions aligned to Next Generation Learning Standards and other state standards, analyze assessment reports to determine areas of strength and areas of improvement, utilize highlighting and/or text-to-speech features for increased student accessibility and mix content from multiple course areas for cross-curricular assessment.

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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

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

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

☑ Using technology to differentiate instruction in the special education classroom

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

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

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

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

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

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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

☐ 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)./

☑ 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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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.

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

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

☑ a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ b) The district uses instructional technology to facilitate classroom projects that involve the community.

☑ c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ g) Other (please identify in Question 10a, below)

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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	0.50
Instructional Support	0.00
Technical Support	4.00
Totals:	**4.50**

2. **Investment Plan**

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Chromebook Replenishment Cycle	200,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column,	General Fund

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) ☐ N/A	
2	Professional Development	Training	430,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	BOCES/General Fund
3	Peripheral Devices	SMART Board purchase and installations district-wide	360,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional	Various

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Network and Infrastructure	Increased internet bandwidth	150,000	Both	☑ 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	Various
Totals:			**1,140,000**			

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

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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.rockypointschools.org

http://rockypointufsd.org/district/district_documents

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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	☐ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☐ Active Learning Spaces/Makerspaces	☐ English Language Learner	☐ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☐ Instruction and Learning with Technology	☐ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☐ Infrastructure	
☐ Data Privacy and Security	☐ OER and Digital Content	☐ Technology Support
☐ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic A
☐ Digital Fluency Standards	☐ Personalized Learning	☐ 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	Aaron Factor	Executive Director of Curriculum, Technology, & Innovation	afactor@rockypoint.k12.ny.us	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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

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

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VII. Sharing Innovative Educational Technology Programs

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

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VII. Sharing Innovative Educational Technology Programs

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

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