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

Jack Renda

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

Director of Technology

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

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

The Sachem Family (students, parents, employees and residents) works interdependently to develop leaders of great character who are highly competent, confident and caring. Most importantly we are motivating our students to become the best possible version of themselves. **WE ARE SACHEM!**

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

The Sachem Central School District, recognizing that technology is ever changing, improving, and advancing, believes that technology is a tool to be utilized to enhance learning for all students across all curriculum areas. It is expected that Sachem students will graduate from high school prepared to meet the technological challenges of the 21st century. Each child will demonstrate proficiency in his/her ability to retrieve, generate, process, transfer,and communicate information using a wide range of equipment and software. The Sachem Central School District views technology as one of the many instructional solutions to the challenge of meeting the varied needs of all students.

Fully immersed in the information age, our vision is to create and support a school community of learners, including administrators, teachers, support staff, and students, that seamlessly uses various instructional technologies to best support increased student achievement and assessment in alignment with Federal and New York State Standards.

We desire to provide enhanced means for communication, collaboration and the instruction, recognizing the global community and the ability or necessity for learning to extend beyond the reach of the classroom. Instruction and staff development opportunities will reflect emergent technologies and will maximize district and community resources for increased access to learning. This shall include internet based curriculum and learning, video conferencing, audio and video media creation, use and distribution, and continued emphasis in career development opportunities.

As the global learning community has become more consolidated through extensive online connectivity, our continued vision is to provide the utmost in student safety while encouraging student performance increases through greater engagement,enhanced literacy and the promotion of critical thinking skills. In this way, the district will support the need for all learners to take a position of ownership in their educational experience and remain on the path of continual learning.

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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.**

In the development of the district technology plan, the district utilizes various resources to continually review our district status and make recommendations and updates based on new needs that arise or new implementations taking place.

Regular monthly meetings with all district-wide administration, monthly department chairperson meetings and weekly director meetings to continuously identify needs and provide feedback for curricular technology integration and professional development. Weekly meetings with Technology Integration Specialists also provide regular input regarding specific building and classroom technology integration and teacher professional development needs to add to these considerations.

Feedback in meeting with the district's Library Media Specialists helped to further hone needs specific to research and tech literacy, while providing additional insight into the needs of our instructional faculty and staff.

The district's Instructional Technology Team meets monthly and works collaboratively between our technical and instructional members to share information, troubleshoot problems, and develop strategies to better communicate with faculty, staff and our community. Consistent with our district's technology needs, the desire from the team to further increase the number of new classroom computers, mobile devices and SMARTBoards, to augment our available online curricular resources, and to complete our network infrastructure upgrades and wireless access, are always at the center of the needs in review.

We have also engaged our Curriculum Council and used shared community needs and district professional development surveys, to further develop our plan, especially in the areas of response to the pandemic, remote instruction, social and emotional learning and parent/family outreach.

In dealing with new and emerging technologies, as well as worldwide current events, network security coupled with Data Privacy have taken center stage as well in our planning processes. Work with BOCES, our internal teams, vendors and network security recommendations have also assisted us in formulating facets of our plan when it comes to online media and resources, student and faculty data and access, district network topology, network egress, monitoring and testing.

Coordination with the district Business and Curriculum and Instruction Offices, provide constant review of available financial resources available through district and grant funding sources. This cooperation provides a framework into which the district can maximize fiscally responsible acquisitions, and appropriately plan for future changes, as to maintain program and ongoing availability of student resources.

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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?**

As the district worked to modify and accommodate various new requirements and the challenges of education since the previous plan, various goals from the 2018-2021 plan needed to be significantly changed. Likewise, meetings and data sharing moved from in-person to online collaborations, which brought both challenges and benefits throughout the process. Information from teachers, whether anecdotally, through meetings, or via survey requests also provided significantly more feedback to help the district evaluate various professional development needs and assisted in review of the goals.

The large amount of information being shared directly with teachers and administrators from parents and families, as well as the continued communication from the state also increased the amount of available information the district could use in planning.

Physical installations of network infrastructure and wireless, and the expansion of the district's online curricular resources were easily evaluated but exceeded the district's original growth plan. With various before and after school onsite programs on hold, installations and integrations were fast tracked, taking advantage of the greater physical accessibility of vendors to buildings. This worked to provide teachers and students with better accessibility, and opportunities to review new programming and online content, which could allow for differentiation necessary to address student learning gaps and other instructional concerns.

The district's Tech Literacy programming is still in process as a continuum, in coordination with Information Literacy scope and sequencing, and will be a continually changing area of instruction as instruction for our youngest learners begins to build cumulatively in future years. Work to build competences in digital literacy generally increased overall for all users in light of the necessary skills required for remote instruction. Live, remote and on-demand professional development was in extremely high demand, with the district's teams working continually to provide both technical and curricular integration support for teachers. Support provided, also exceeded the district's initial planning as the need for professional development grew. This resulted in more extensive online digital repositories and ultimately the district's use of the Otis online platform, which is being used to house both prefabricated and district made online trainings and workshops.

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

Sachem's previous technology plan placed significant emphasis on the development of in-house support, infrastructure and classroom technologies. Mobile device planning and shared device expansion was expected as the district worked to increase bandwidth and connectivity resources, at the same time as implementing building network and wireless infrastructure through Smart Schools. However, as the requirements on educational institutions changed over the last two years, the district shifted priorities in order to meet these new demands. Various feedback from a myriad of resources within the district, community and world at large reshaped our goals to achieve and maintain a different level of instructional support and practice than originally expected.

Through the district's Smart Schools plan, our intent was to complete the overhaul of the entire district network infrastructure including wireless access. This work in combination with a complete upgrade of the network egress and firewalls, and a quadrupling of the district bandwidth supported the changes necessary to support remote instruction and enable the district to develop a secondary school Remote Academy and stream daily from every district classroom if needed. This work then provided transition into a 1:1 initiative to allow for anywhere/anytime learning at all secondary schools, and provide a framework to expand to the elementary level in the future.

Community interaction, parent, family, faculty and staff feedback, and the challenges of health requirements provided a wealth of information for both the district and community to share information, as we looked to address both immediate and long-term district goals. Though at times challenging, the move of various meetings to an online format, also allowed the district and teachers to maintain effective communication through means that previously were largely untapped. Additionally, the district was able to maintain training for both our faculty and the community through these means, and significantly enhance the offerings through the online delivery, recordings and the provision of the video content as on-demand opportunities.

Our newfound reliance on technology as the chief mode of instructional delivery and communication, generated a deeper need for online resources and materials. Moreover, the need to ensure the integration of newly available or purchased resources and programming, opened opportunities to be more effective in gathering student data to guide instructional practice.

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

No

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

As the district began the 2021-2022 school year, we had just secured the purchase of 7,500 units to provide to all secondary teachers and students, in coordination with the completion of the wireless network at the same schools. Configurations, enrollment and protective case preparations, were completed over the summer as well as a Chromebook Handbook for students and sign offs for parents. Individually assigned, all devices were inventory scanned and coded to each individual student or teacher for asset management purposes. Warranty support and accidental breakage coverage through BOCES was also put in place to support all users.

An in-school Chromebook 1:1 was also put in place for grades 4 and 5, and all secondary school shared laptop carts were migrated to the elementary schools where they were added to elementary carts and are shared amongst all grade K-3 classes. This migration has provided a near 1:1 for our K-3 students.

Due to the age of the laptop devices, the district intends to work to replace these devices with Chromebooks to further build out the device fleet within the scope of this Technology Plan to provide 1:1 devices for all students in these grade levels as well.

Current investigations into available funding sources to accommodate these replacements is being conducted with the intent to immediately begin the refresh of devices, following the same planning and lessons learned from the secondary rollout. These efforts within the timeline of this technology plan, will provide an individualized device for every student in the Sachem Central School District. The use of the devices will maintain the take home option already realized at the secondary level and will phase into the intermediate grades as well. Take home options for our youngest students outside of remote necessities is still being reviewed for future potential.

Additional preparations will take place at the end of this Technology Plan, to develop a rotation necessary to replace aged out devices and smooth out annual fiscal needs.

6b. **When will the District become fully 1:1?**

School year 2023-2024

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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.**

The Sachem plan regarding the integration of technology into the curriculum uses the coach/mentor model to focus instruction on project-based learning. While instruction does sometimes include direct instruction, the conducting of hands-on workshop model instruction and individual support is regularly used for professional development opportunities. In demonstration of the district's commitment to professional development, Sachem utilizes the use of Eastern Suffolk BOCES Model Schools Program Teacher Integration Specialists to guide teacher training in both administrative and instructional uses of technology.

District and building level professional development surveys are deployed annually to set district goals, with building level questionnaires or surveys also developed to help individualize and differentiate based on the needs of a specific building or department. These surveys work to develop district and building level plans for the upcoming year, with adjustments made as necessary for new needs or building, department or class specific needs. Development of the building specific identified needs is done in coordination with the building principal, staff interest and districtwide initiatives. It is primarily conducted instructionally by the building Teacher Integration Specialist and technologically by the building School Computer Aide.

Teachers are provided the opportunities to gain the skills necessary to effectively utilize technology in various modalities to deliver instruction in a way that will enhance student achievement. Staff development by this team is primarily workshop based, with a myriad of workshops offered. The workshops each year are centered around 3 main needs identified at each building. These workshops are often differentiated to encompass building, grade level and individual needs and can change throughout the year, based on assessed needs. The district has worked in the past few years to provide various summer trainings and has also been able to begin to develop a growing on-demand professional development repository. Combined with the new Otis online platform, the district is working to build out a more robust offering of video content and has started migrating content to the platform, while encouraging all departments to add content as well for information pertinent to their particular discipline. We continue to offer certification in Google Classroom and all new software offerings as they are added to the district resources.

Professional Development can take place before or after the school day, during teacher prep time, common planning time, faculty training and staff development sessions, with specific options also available on-demand.

The district also tries to take advantage of the Eastern Suffolk BOCES Model Schools Consortium which provides a myriad of courses, workshops and events designed to foster teacher technology integration.

Direction for professional development is additionally provided from the district's Professional Development Committee, dedicated to providing guidance in the development of multi-faceted, information-based, strategically planned, individual and systemic change to support ongoing growth. Action of this committee not only make recommendations about what Professional Development should be, but how it should occur. These recommendations were designed to help form and shape the use of department and grade level meetings, building staff development sessions and Superintendent's Conference Days. This Committee will continue to review and make recommendations regarding all aspects of Professional Development throughout the district including that of the district Technology Plan.

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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:

    Moderately

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:

    Significantly

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

    The district has met this goal:

    Significantly

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

    The district has met this goal:

    Moderately

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1.   **Enter Goal 1 below:**

The district endeavors to complete a districtwide 1:1 initiative, designed to provide tabletized Chromebooks to all students and faculty in the Sachem School District.

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

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

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

☐ All students	☑ 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

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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.**

Through the use of additional needs assessments, Sachem will work to confirm student and faculty needs in specific grade levels, in order to procure and purchase devices to ensure equitable access to the technological resources and curricular materials for instruction and learning. Enrollment reports coupled with the district's Instructional Technology asset management system will be aligned to ensure that every student and faculty member in the district's enrollment or human resources systems is provided a device. Student ID numbers and faculty email addresses will be scanned and used to track each device. Board of Education personnel approvals as well as daily student information system reports will ensure that any new entrants or new hires are provided devices and that withdrawals are also tracked to retrieve devices. The district's intent is to immediately begin the purchase of devices for grades 3-5, with the expectation to complete the initiative in the 2022-2023 school year. The district plans to conduct additional parent workshops and regularly survey needs for students and parents to provide necessary support. Professional development for teachers with pre and exit surveys will be utilized to assess faculty growth, as well as the use of teacher evaluations related to technology integration. As the district works to assess tech literacy, the district expects to review benchmarks for student performance, and will also work to evaluate student technology use, both in their classrooms as well as on online testing for standard triennial benchmarking and intervention assessment tools as needed.

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	Research	Ensure the completion of household needs assessments for all students in grades 3-5	Director of Technology	Classroom teachers	08/30/2022	0
Action Step 2	Purchasing	District will generate BOCES modifications or Purchase Orders for devices and accessories	Director of Technology	School Business Official, Assistant Superintendent for Curriculum & Instruction	09/30/2022	1,800,000
Action Step 3	Implementation	District will prepare and image devices, including inventory management, configuration, protective software and accessories for distribution to schools.	Other (please identify in Column 5)	Network Administrator, Director of Technology	10/01/2022	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 4	Implementation	Building School Communication Aides will begin distribution of devices through inventory management, individualized/personalized tracking, and classroom device management carts and charging systems	Other (please identify in Column 5)	Director of Technology, School Communication Aides, Network Administrator	01/30/2023	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	Professional Development	Staff Development Teams will conduct various levels of Staff Development and both student and parent level supports for device usage and curricular use.	Other (please identify in Column 5)	Director of Technology, Staff Development Team, Classroom Teachers	06/30/2023	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 district has been working to refresh its fleet of Interactive Whiteboards. The intent of this goal is to complete the work in this area for all classrooms to have updated devices and classroom computers.

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

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

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

☑ All students	☐ 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

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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 continued reliance on interactive displays and advanced features in our district classrooms has proved the need for the replacement of the aging devices the district first purchased for this function. The district is currently working to evaluate all classroom locations remaining, that still require a replacement device and computer device. District maps have been reviewed in coordination with district asset management reports and physical room inspection. With this evaluation, we expect to move forward those replacements in the next two years, and any associated computer device within the next year. As devices are added, we will evaluate all instructional areas and ensure full district deployment through building level inventory analysis, and re-evaluate other building locations that may be modified or changed to instructional locations, then requiring such a device. The district will begin to map out all interactive whiteboard systems in conjunction with the asset management system in order to ensure that all instructional spaces have been covered. Ongoing professional development with all faculty receiving devices will proceed as they have with previous installations. New or modified professional development opportunities will also be generated based on the advanced opportunities and functions of the boards as they come online such as mirroring or casting, as well as integration needs as expressed from classroom teachers and administration. The use of the BOCES Model Schools team allows us the opportunity to offer both group and more individualized instruction to differentiate for unique learners.

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	Purchasing	District will analyze purchase of a significant number of interactive whiteboards from extensive walkthroughs conducted	Director of Technology	Curriculum & Instruction Office	10/01/2022	$830,000
Action Step 2	Implementation	Vendor will complete installation plan to install new classroom devices.	Director of Technology	Vendor	10/31/2022	0
Action Step 3	Planning	District will configure a new computer image to be used on previously purchased computer devices to	Other (please identify in Column 5)	Network Administrator and Network technicians	10/31/2022	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		be deployed in coordination with new and previous Smartboard installations				
Action Step 4	Implementation	Once configured, computer devices will be delivered to buildings and classrooms, for installation	Other (please identify in Column 5)	Director of Technology, Network Administrator, School Communication Aides, Network engineers	01/01/2023	0

7. **This question is optional.**

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	District will work to evaluate new classrooms changed or redesigned in the new school year, as well as rooms not completed in the first round.	Director of Technology	Vendor	09/30/2023	0
Action Step 6	Purchasing	Upon completing detailed vendor walkthroughs, the District will generate new Purchase Orders to purchase devices that encompass UPK classrooms, changed rooms or newly split sections.	Other (please identify in Column 5)	Instructional Technology Office	11/01/2023	$120,000
Action Step 7	Implementation	Vendor will install devices into classrooms as can be	Other (please identify	Vendor, Building and District Administration, School	01/31/2024	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
		scheduled around building needs	in Column 5)	Communication Aides		
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1.   **Enter Goal 3 below:**

In support of Sachem's Professional Development Planning, the district will work across all disciplines and departments to building out a video library of both premade and district recorded content, to be used by both teachers and parents, within the Otis platform.

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)

3a.   **If 'Other' was selected in Question 3 above, please identify target student population(s).**

As a professional development opportunity for Faculty and Parents this can be considered a benefit to all students receiving instruction from the district.

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

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☑ Technology Integration Specialists

☐ Other

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

As this goal relies on the continued use and updating of online content, evalation will be an ongoing process. While the district has just initiated this system, offerings have only been added for two district departments (Instructional Technology and ENL). Inclusion from all the remaining departments (Gudiance, Art, Music, Athletics/Health and Special Education), as well as other offererings based on district initiatives such as SEL, PTA workshops, Model lessons, new hardware/software and content area consultants, will help the district ensure that content appropriate to all areas is being offered. Posting of content yearly for each department will be the minimum goal with the intent that each department will post multiple PD offerings in the course of each year. The district will work to ensure that all departments are working to share content specific to their areas, but will also review and update the content in order for it to remain relevant. Feedback from teachers and parents regarding the substance of the content will help the district drive any changes, additions or deletions, while instructional and curricular changes, data from our assessment data, and other software analytics or software and program usage data, will help the district evaluate the platform's effectiveness.

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	Planning	The district administration will develop an ongoing process throughout the duration of this plan, for all departments to outline professional development materials to be included in an online platform.	Assistant Superintendent	District Directors and Chairpersons	06/30/2025	0
Action Step 2	Purchasing	Annually, program renewal will take place through BOCES, allowing the district to continue to utilize and add to the system.	Director of Technology	Instructional Technology Clerical Staff	07/01/2022	$198,000
Action Step 3	Professional Development	All district level departments will work together and with teachers to design and	Director of Technology	BOCES Model Schools Teacher Integration Specialists	06/30/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		develop content for sharing in accordance with the variety of tools that are available for the generation and encoding of the video content. This includes: Athletics/Health, Personnel, Curriculum and Instruction, Instructional Technology, Library, Guidance, Instructional Support, ENL and Special Education.				
Action Step 4	Implementation	Every aforementioned district department will work to upload at least 2 videos and organize the associated resources and materials to accompany it, for use in the platform. They will identify content that is also appropriate for sharing with parents. Implementation will also include additional content that can be linked or tagged with the videos/screencasts. In addition, working with the district's BOCES Model Schools team, the district endeavors to have representation from all instructional areas: Art, SEL, English, LOTE, Music, Math, Science, Social Studies, and Speech. This representation will	Other (please identify in Column 5)	District Directors, Chairpersons, Teachers and BOCES Model Schools Teacher Integration Specialists	06/30/2024	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		include a department course video, as well as one other PD resource to be used by department members. Finally, the district will include onboarding video content for new teachers to familiarize themselves with important information related to their new position.				

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	Communications	Information will be distributed and regularly communicated to the district and the community regarding the available content. Use for on demand professional development, targeted training, PTA information, and even internal processes will be communicated, in order to help ensure consistency that the information that faculty, staff and parents receive. As this is an ongoing	Assistant Superintendent	District Directors, Chairpersons and Teachers	09/30/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		process, initial information will be communicated early, with follow up continuing as content is added. The district expects voluntary summer use to increase and use during mandated Staff Development Days and will track usage to continue to encourage greater use. Last year's voluntary access or access based on relevance only showed a 50% access rate for Staff Development Day. The district will expect 100% of all teachers to access and view content specific to their professional development, with all new teachers accessing content for new teacher trainings and orientations.				
Action Step 6	Evaluation	The district will regularly and annually review the content provided through the platform, address needs to be added or edited, and take recommendations from various stakeholders for content inclusion. Every district main department and instructional area will have representation within the platform for	Assistant Superintendent	District Administration and Chairpersons	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		both ongoing PD as well as new teacher resources to be utilized in introduction meetings and follow up sessions for new hires. A minimum of two video content items will be uploaded with additional resources, and each instructional area will also post a course guide video as well as one additional video for faculty PD				
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?**

Yes

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1.   **Enter Goal 4 below:**

Sachem has endeavored to support online learning and online curriculum. With the intent to create anytime, anywhere learning, Sachem is working to shift curricular materials to completely online platforms.

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

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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.**

Utilizing data from a myriad of sources, the district has been working diligently to continuously review our curriculum and instruction to identify learning, content or performance gaps which may exist for students and teachers. Review of our our instruction through the evaluations process, design of the workshop model of instruction or programs like Tri-States, has helped the district focus attention to curricular growth. That growth also relies on additional data points as we conduct district and state assessments to evaluate student understanding and learning.

Understanding the importance of anywhere, anytime learning, Sachem has worked to develop a 1:1 device program which it expects to complete in the life of this plan. This work coupled with the world's increasing focus on online learning is reshaping our instruction, and also provided opportunities for online assessments that can provide dynamic and readily accessible data on student growth.

Further enhancing that growth, the district's expectation is that through the accompishment of this goal, we will also see results reflected in all areas of students performance, including reading lexile levels, writing performance, classroom assessments and our regular NWEA benchmark assessments. In an attempt to correlate our data, we plan to utilize usage data for students and faculty, especially focused in off-campus access and use outside the school day.

6. **List the action steps that correspond to Goal #4 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	The district will continually review departmentally, any shifts or needs in migrating the district's resources to an online implementation wherever possible. Through meetings and various communications, departments will work to share this plan with teachers to assist in making any adjustments to this goal.	Assistant Superintendent	District Directors and Chairpersons	09/01/2022	0
Action Step 2	Evaluation	District directors, chairpersons and	Other	District Directors, Chairpersons and	06/30/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		teachers will work to evaluate instructional and curricular needs as identified and work to find online accessible content to meet that need and continue the expectation to encourage as much material to be available online as is possible.	(please identify in Column 5)	Teachers		
Action Step 3	Collaboration	Working within curricular expectations and accounting for differentiation, remediation and enrichment, directors, chairpersons and teachers will work with BOCES Model Schools team members to help review needs, evaluate software and online platforms and make suggestions for purchase to meet learning needs, provide online access and fill curricular gaps.	Other (please identify in Column 5)	District Directors, Chairpersons, Teachers and Model Schools Teacher Integration Specialists	06/30/2025	0
Action Step 4	Purchasing	District Instructional Technology Staff will work to evaluate purchasing potential, including all facets of the NYS Data Privacy requirements for compliance purposes. Funding will continually be reviewed in light of some resources no longer being used and	Director of Technology	Instructional Technology Office Clerical Staff	06/30/2024	$3,720,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		new resources being added. Costs are estimates based on current budget and grant expenditures and will be reviewed each year within the timeline of this plan.				

7. **This question is optional.**

   If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	The Instructional Technology Administrator will work with the district's technical teams to evaluate the implementation/installation and configure user access through the district's SSO (Single Sign On) and rostering platform whenever possible.	Director of Technology	Instructional Technology Technicians, Information Systems and Network Administrator	09/01/2023	0
Action Step 6	Communications	Directors and chairpersons will work to ensure communication regarding new and updated products is conveyed clearly to all faculty. Use of the district's online professional development platform and online resources	Assistant Superintendent	District Directors, Chairpersons, Teachers and Model Schools Teacher Integration Specialists	09/01/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		will also be updated as teachers reference them for personalized, on-demand and targeted professional development.				
Action Step 7	Evaluation	The District will work to review product data usage and as well as benchmark and assessment data to help determine the effectiveness of the online materials. The district will evaluate progress annually, with an end result to transition coursework and online content to encompass 90% of the district's online curriculum. Department Chairs and teachers will evaluate their disciplines and individual courses in this regard. This will be supplemented by traditional text for classroom libraries, reading inventories, library media, research materials, translated materials not available online and parallel digital to print texts.	Assistant Superintendent	District Directors, Chairpersons and Building Data Teams	06/30/2023	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

No

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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.**

Sachem's chief instructional technology goal is the incorporation of technology as a natural part of the educational process. Our work is to monitor and refine our system of evaluation to better measure the impact of this plan on teaching and learning. With the intent to provide an exemplary learning experience for all users, the district has worked to improve our infrastructure add wireless, and provide personalized devices. These investments are designed to support and engage learners in this information based global society.

To ensure relevance, the district continues to review attitudes about computer use, including evidence of an environment that supports the integration of technology into the curriculum. In the past, strong emphasis has been placed on professional development. As such, the focus of these evaluation efforts will be on continuing to provide effective staff training. As defined in the district Technology Plan goals, software evaluations review the effectiveness and consistency of programming, maintained throughout the district in alignment with curriculum. Software solutions across grade level and department needs are evaluated, driven by data involving student utilization and performance. With the ever-evolving facets of the internet, our experiences with online and remote learning, online collaborative tools, social networking and video/audio production and content, continued work in this area is paramount in protecting the district and the children we educate.

As we support the creativity and inquisitive nature of learning, the district has provided access to technology and resources, increasing opportunities for informative assessments and the collaborative and collective sharing of content, learning and data. Individualized devices further support the encouragement of innovative actions as we seek to foster personal, creative and academic excellence for all users.

In addition to our students' engagement, the same considerations for our faculty, staff and administration, and their continued staff development is of considerable interest as the district works to improve teaching and learning. Administrative and teacher attitudes about computer use, including evidence of an environment that supports the integration of technology into the curriculum have a substantial impact on our district efforts in this regard. Additionally, as strong emphasis has been placed on professional development in the past for teachers, a growing need for support staff professional development in technology is yielding greater district efficiencies in non-instructional areas, and positively impacting the entire organization. Evaluation efforts will continue to focus on the effectiveness of our faculty and staff training programs.

Our increased deployment and implementation of technology integrated into the Special Education and ENL departments and curriculum have also grown substantially, providing access to a rich learning environment for diverse learners. The maintenance and development of systems which will ensure relevant and up to date content will engender greater impact with real time collaboration and curricular offerings that are operating system or device agnostic and will continue to provide pertinent data to drive decisions and guide instruction. Finally, while continuing to find new avenues for student interaction, collaboration and sharing, Sachem has taken strong steps to maximize access while safeguarding the privacy of data. Establishing accountabilities for all users and acceptable use in compliance with regulations such as the Children's Internet Protection Act (CIPA), the district ensures its networks, servers, computers, software, peripherals, media, data and compliance with usage are all reviewed for security requirements and appropriate access. The physical and logical integrity of these resources must be protected against threats such as unauthorized intrusions, malicious misuse, gainful infringements, theft and inadvertent compromise. Revisited regularly, the district serves to evaluate and test its systems, to refine and direct actions related to security and data management.

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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 focus of our technology in Sachem over the last several Technology Plans is to continue our work to encourage student growth, develop academic rigor and provide access to curricular content via device or platform agnostic means.

Through the district's Smart Schools Investment Plan, we are finalizing the complete rebuild of our district infrastructure and the implementation of wifi throughout our buildings. Additional efforts for remote learning allowed us to fast track our plans to increase our bandwidth slowly over time, to account for a growing mobile device deployment.

Capacities to manage simultaneous streaming from every district classroom, placed us in a position to be able to support a secondary school 1:1 initiative for 7,500 users, without any additional need for internet service or infrastructure upgrades. Moreover, this effort directly supported the district's direction to use of services like Google Classroom, Clever for integration and a myriad of other software platforms that integrate into these systems and provide students with robust content both in school and off campus. Investments in online calculators, foreign language labs, computer science online labs, music theory labs, image and video production, 3D design, and various other resources provide opportunities for students both in and out of the classroom, previously not accessible. Additional planning will allow the district to now move into an elementary 1:1 take home or in school plan, which will allow even our youngest students the ability to take advantage of these resources in their instruction on an as needed basis.

This access not only provides access to our coursework but supports access for those that have devices off campus, to access from anywhere at any time, and engage in learning that may be better served in the moment, than only during school hours. This access provides students the ability to access and acquire knowledge and information in the times it may most be needed and allows the opportunity for access to the content that may be available from not only the district resources, but other appropriate expert sources. Students will be empowered to seek out options for additional support, instructional or extra-curricular enrichment, collaboration, access to higher level coursework, virtual opportunities, publishing, and higher-level production. Emboldened by these resources, our expectation that this work and these programs, designed to allow students easy access to their learning, will foster an even greater desire to pursue lifelong learning.

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.**

Students are assessed by our on-staff assistive technology teachers. Based upon classroom teacher observation and recommendations, low or high-tech assistive technology items are implemented and used as part of the students daily instruction. We offer a variety of software that is specific to student populations, such as our cognitively impaired groups (i.e. TouchChat, Proloquo2go, Unique Learning Systems, News2You, SymbolStix).

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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)

V. NYSED Initiatives Alignment

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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	2.00
Instructional Support	4.00
Technical Support	26.00
Totals:	**32.00**

2. **Investment Plan**

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	1,800,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column,	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) ☐ N/A	
2	Peripheral Devices	N/A	2,100,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
3	Instructional and Administrative Software	N/A	3,720,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Internet Connectivity	N/A	600,000	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	N/A
Totals:			**8,220,000**			

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

    Yes

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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.**

https://www.sachem.edu/departments/instructional_technology

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

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1. 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		☐ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☐ English Language Learner	
	☐ 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	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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

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

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

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

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.