

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 12/07/2021

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

Steven Rowley

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.

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

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1. What is the overall district mission?

The East Moriches Union Free School District Board of Education mission statement is: "East Moriches School will provide all students with the opportunity to maximize their individual potential."

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

East Moriches Union Free School is committed to the effective use of technology in our schools. Our vision is to provide all students with the opportunity to maximize their individual potential by achieving educational excellence and a personal experience.

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

The East Moriches Union Free School District Instructional Technology Plan of 2022-2025 was developed based on feedback from a stakeholder team, which includes the following constituent groups members: the BOE President, Superintendent, Technology Director, Curriculum Director, Special Education Director, building Principals, an ENL teacher, Elementary teacher and parent representation. A series of meetings were held to gather input and formulate overarching goals to meet the District's instructional technology mission. The Instructional Technology Plan will also be reviewed by the Professional Development Team.

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

A major focus in the Instructional Technology Plan is the evaluation and assessment of the entire technology initiative in the East Moriches School District. By using evaluation results, program administrators can better understand how their program is working and where it is headed. With this greater understanding, they are better able to make decisions that will result in long-term improvements to the program. There are many different reasons why we need to evaluate the technology program. Some of these include the following:

- To provide information to program personnel and others on aspects of the program that work well and potential problems.
- To catch potential problems early in the program so they can be corrected before more serious problems occur.
- To guide further evaluation efforts. For instance, an evaluation may bring to light issues that need to be examined in greater detail or an initial evaluation of program implementation may be used, in part, to guide a later evaluation of long-term impact.
- To provide information on what technical assistance may be needed.
- To determine what impact the program is having on participants.

Staff technology training effectiveness and computer integration in the classroom will be routinely assessed through activities such as:

- Technology training: Initial assessment instrument pre-test and post-training inventory.
- Documentation of teacher and student use in the classroom
- Statements on how technology was used to support the NYS Learning Standards and the ISTE NETS for students, listing projects and processes.
- Use of technology throughout the school in such areas as PTO events, Open House, Orientation, etc.
- Encourage faculty to keep a portfolio with journal entries describing goals, accomplishments, new skills and a list of resources used. File samples of student work and teacher work with the Technology Plan each year; examples of work include internet projects, research, records of simulations, electronic presentations, assessment forms and rubrics.

The planning process for this year's technology plan involved greater usage of web-conferencing technologies. During the development process, numerous collaboration meetings were held remotely and off-site using Zoom, reflecting the increased role that these new tools play in the educational environment. The focus of the Technology Planning Committee began by reviewing the District's progress in implementing the goals and objectives from the previous technology plan, especially in light of the COVID pandemic. The experience in the pandemic highlighted the importance of the District's previous commitment to provide faculty with remote access technologies, such as Microsoft Remote Desktop Services. Providing faculty with access to their personal files and workspaces remotely was of the utmost importance during the pandemic and disruption was minimized due to the pre-existing infrastructure that the District already had in place. The Technology Planning Committee identified the need to modify the pre-existing goal of 'Integrate high quality technology into classrooms to enhance instruction, enrich learning and improve student learning outcomes' by expanding it to also include providing access to technology outside of the classroom. The goal of 'Prepare for computer based testing (CBT) for grade levels 3-8 by having the necessary student devices and wireless networking infrastructure' has been achieved through the deployment of shared carts for mobile devices. However, the District is now expanding this and moving from shared carts to providing individual devices to each student.

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

The experiences of the COVID pandemic highlight the importance of a technology infrastructure that is robust and high-speed; has the flexibility to work inside the classroom and remotely; and the benefits of each student having their own mobile device. A new emphasis has been placed on ensuring that each student has access to a mobile device, which can be used for instructional purposes. Using a combination of Smart Schools and grant funding, the District is investing in expanding our numbers of mobile devices to have sufficient numbers to cover the entire student population. In the past, the District utilized the shared device cart model, where there were multiple students per device that could be utilized at varying times throughout the school day. Moving forward, the District will move towards having one cart of mobile devices per homeroom, which will enable students to have access to a device throughout the entire school day. The District will use funds to invest in the underlying technology infrastructure to create a robust network that can provide in-school high-speed video bandwidth so that students can be supported by a one-to-one device initiative. In the event that school is closed, students will benefit from this network by being able to access resources remotely using virtual desktop, to allow asynchronous learning and an all-virtual school. The district Instructional Technology Plan upgrades will allow a one-to-one device instruction that enables teachers to conduct small group instruction in person with spacing and also virtual instruction if needed. Throughout the pandemic, the District utilized a technical support chat bot system which was operated by school librarians to provide support on their child's usage of technology. This provided assistance to parents in helping their students gain a level of familiarity with the remote instruction model and overcome technical barriers. Real-time feedback was collected from parents on the using the software platforms, which was used to make changes and provide updated guidance to assist in troubleshooting. The COVID pandemic saw a rise in the usage of web conferencing. In the case of the District, each faculty member was provided with access to a GoToMeeting account that could be used to interact with students remotely. The increased use in web-conferencing highlighted the importance of a unified software experience and during the COVID pandemic and the District switched to exclusively using Google Classroom for Chromebooks. With Apple iPads, the District is planning to use Apple School Manager in a similar role. This will ensure that all students have equity in experience and can follow a common instruction set when using their devices offsite. The proposed upgrades will also allow better utilization of large group instructional areas, where students can be safely spaced for social distance should the need arise. Teachers will also receive enhanced personal development to improve their skills in the science and with students who are non-English speakers. During the pandemic, the remote model also impacted Professional Development within the District. On Superintendent's conference days, the District increasingly relied on technologies, such as Zoom, as the delivery method for Professional Development classes. Training content was also tailored towards supporting faculty members in delivering instruction to students remotely.

6. Is your district currently fully 1:1?

No

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

The district plans to implement a device program utilizing a combination of Apple iPads and Google Chromebooks. Storage and charging carts will be located inside each homeroom, so that students will have access to a mobile device during the school day. The District is not currently planning for students to take devices home outside of the school day, however this will be reassessed in the future. The Apple iPads will be utilized by Elementary School students in kindergarten, first and second grade. The Google Chromebooks will be utilized by older Elementary School students in third and fourth grade and Middle School students in grades five through eight.

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

Unknown

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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.

On-going professional development is a critical component of the District's Instructional Technology Plan, including the Smart Schools Investment Plan. The district provides a wide range of professional development each year for our teachers, teaching assistants, and administrators. The District is committed and will continue to provide professional development on an on-going basis to the staff to allow them to utilize the technology tools and resources in the most effective manner possible. Our PDT (professional development team), which consists of teachers, and administrators, is responsive to the needs of the staff and aims to advance the effective implementation of shifting paradigms in curriculum and assessment. Pre-session and post-session surveys help to gauge the effectiveness of specific staff development activities towards reaching goals. This has given the district a means of providing additional follow-up support as needed. The professional growth opportunities provided at East Moriches Elementary have been an integral part of the success we have achieved with implementing new initiatives in curriculum, technology and assessments over the past several years. The ideals that have guided us here are thoroughness, persistence, and continuity. Revisiting topics, expanding themes, and maintaining relationships with consultants across school years helps to ensure that our instructional staff is gaining the knowledge and confidence to implement new program demands and protocols. In addition to inviting outside consultants to share their expertise with the faculty and staff, the PDT recognizes and benefits from the experience of experts within our own teaching community. In this spirit, professional development sessions include collegial collaborative sessions and opportunities for teachers who have attended outside conferences to share valuable information through turnkey sessions. A strong mentoring program supports newer staff members in their implementation of best instructional practice. East Moriches Technology Staff Development Activities: Training Sessions - Required training classes for teachers, paraprofessionals & assistants, clerical staff and administrators on various technologies and software applications. In-service & CTLE Courses - District sponsored elective courses covering topics relating to instructional technologies that have been identified by need and/or interest. Teacher Center - A variety of technology staff development opportunities. Mentors - Staff members who have mastered specific technologies and/or software applications and are willing to serve as turnkey trainers to colleagues. ESBOCES Model Schools: A variety of technology staff development training available on-site. Conferences & Workshops - Staff will be encouraged to attend appropriate local and regional events relating to educational technologies

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

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**
Fully
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:**
Fully
3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**
Fully
4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**
Fully
5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:**
Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Make professional development opportunities available for faculty to enable them to become proficient in the integration of technology for learning.

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

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

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

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

Staff technology training effectiveness and computer integration in the classroom will be routinely assessed through activities such as: • Technology training: Initial assessment instrument pre-test and post-training inventory. • Documentation of teacher and student use in the classroom • Statements on how technology was used to support the NYS Learning Standards and the ISTE NETS for students, listing projects and processes. • Use of technology throughout the school in such areas as PTO events, Open House, Orientation, etc. • Encourage faculty to keep a portfolio with journal entries describing goals, accomplishments, new skills and a list of resources used. File samples of student work and teacher work with the Technology Plan each year; examples of work include internet projects, research, records of simulations, electronic presentations, assessment forms and rubrics.

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	Professional Developme	Provide training to teachers at various	Curriculum and	N/A	06/17/2024	\$10,000.00

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	times and settings throughout the year in technologies being integrated.	Instruction Leader			
Action Step 2	Research	Research will be conducted into how faculty members currently use technology inside the classroom in order to develop a collection of best practice guidelines, which can be continually updated to increase understanding of the latest technologies.	Curriculum and Instruction Leader	Technology Director	06/30/2023	0
Action Step 3	Budgeting	A budget will be developed to fund technology purchases and professional development, which utilizes a combination of the Smart Schools Bond Act, grant frameworks and local funds.	Superintendent	N/A	09/01/2022	0
Action Step 4	Learning Spaces	A dedicated learning space will be created within the existing computer labs for Google Chromebooks and Apple iPads that can act as a central location for developing new techniques, troubleshooting user's issues and providing guidance to individuals and small groups.	Building Principal	Curriculum Coordinator, Technology Director	06/30/2024	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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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	After the deployment of each new technology into the classroom, feedback will be collected from faculty members and used to evaluate and fine-tune how it operates. This will be performed multiple times throughout the school year to ensure continual improvement and optimal utilization.	Curriculum and Instruction Leader	Technology Director	01/01/2025	0
Action Step 6	Collaboration	Support faculty to keep a portfolio with journal entries describing goals, accomplishments, new skills and a list of resources used for the new classroom learning technologies	Building Principal	(No Response)	04/01/2024	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

To provide adequate funding using a combination of the Smart Schools Grant, the Elementary and Secondary School Emergency Relief Fund and local money that provides equitable distribution of technology and is sustained into future years. This will focus on upgrading classroom learning technologies, primarily within the 2022-2023 school year. This includes deploying a large-format Interactive Flat-Panel Display into each classroom, along with the necessary software and infrastructure to allow mobile devices to connect wirelessly. The District will upgrade each teacher's computer to a new Windows 11 based touchscreen laptop, which can be used inside both inside the classroom and remotely off-site to access digital resources and assist in the delivery of instruction. The District will deploy Apple iPads for Elementary School students in grade levels Kindergarten, First and Second Grade and provide each homeroom with a charging and storage cart. The District will deploy Google Chromebooks for Elementary School students in grade levels three and four, along with Middle School students in grades five, six, seven and eight. Each homeroom will have a charging and storage cart dedicated to the devices.

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

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

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

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

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

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

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

The District will use a combination of local funds, Smart Schools and ESSER grant funds to upgrade classroom learning technology.

- The District will deploy large-format Interactive Flat-Panel Displays (IFPD) in each classroom, along with the necessary software and infrastructure to allow mobile devices to connect wirelessly.
- The District will upgrade each teacher's computer to a Microsoft Surface Windows 11 based laptop, which can be used inside both inside the classroom and remotely off-site to access digital resources and assist in the delivery of instruction.
- The District will deploy Apple iPads for Elementary School students in grade levels Kindergarten, First and Second Grade and provide each homeroom with a charging and storage cart.
- The District will deploy Google Chromebooks for Elementary School students in grade levels three and four, along with Middle School students in grades five, six, seven and eight. Each homeroom will have a charging and storage cart dedicated to the devices.

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,

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IV. Action Plan - Goal 2

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementation	The District will deploy large-format Interactive Flat-Panel Displays (IFPD) in each classroom, along with the necessary software and infrastructure to allow mobile devices to connect wirelessly.	Director of Technology	N/A	12/01/2024	200000
Action Step 2	Implementation	The District will deploy Apple iPads for Elementary School students in grade levels Kindergarten, First and Second Grade and provide each homeroom with a charging and storage cart.	Building Principal	N/A	09/01/2023	70000
Action Step 3	Implementation	The District will upgrade each teacher's computer to a Microsoft Surface Windows 11 based laptop, which can be used inside both inside the classroom and remotely off-site to access digital resources and assist in the delivery of instruction.	Director of Technology	N/A	09/01/2023	82500
Action Step 4	Implementation	The District will deploy Google Chromebooks for Elementary School students in grade levels three and four, along with Middle School students in grades five, six, seven and eight. Each homeroom will have a	Building Principal	N/A	09/01/2023	70000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		charging and storage cart dedicated to the devices.				

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	Budgeting	A budget will be developed to fund technology purchases and professional development, which utilizes a combination of the Smart Schools Bond Act, grant frameworks and local funds.	Superintendent	(No Response)	09/01/2022	0
Action Step 6	Purchasing	Technology purchases will be made in accordance with the District's local purchasing policy and in compliance with the grant framework and Smart Schools guidelines	Business Official	(No Response)	09/01/2022	0
Action Step 7	Communications	Professional Development and Documentation will be developed for students and their parents to provide guidance on how to best utilize mobile devices and perform common tasks, such as connecting to home wireless networks.	Curriculum and Instruction Leader	Technology Director	12/01/2022	0
Action Step 8	Cybersecurity	Annual training will be performed for faculty	Instructional /PD Coach	(No Response)	07/01/2023	1000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		members on cybersecurity best practices in light of the increase in the number of mobile devices				

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

To maintain and to continue to develop the capacity and access that develops an infrastructure that supports all learning styles within all teaching environments. The District will use a combination of local funds, Smart Schools and ESSER grant funds to upgrade technology infrastructure in the 2022-2023 school year, including moving the wired network infrastructure to 2-Tier Spine-Leaf architecture, with each classroom switch having redundant dual-homed uplinks and a highly-available 100GbE backbone to meet the demands of bandwidth-intensive applications today and in the future. The District will upgrade to Hyperconverged Infrastructure (HCI) Servers, with resilient fault-tolerant NVMe-based storage, 100GbE/QSFP28 network connectivity and the ability to add additional nodes in the future to expand capacity. The District will upgrade the Wireless Network infrastructure to the IEEE 802.11ax Wi-Fi 6E standard. Each classroom will have its own dedicated tri-band radio (2.4/5/6GHz) wireless access point, with redundant dual-uplinks. The District will upgrade to a new next-generation firewall (NGFW) system, with redundant 10GbE SFP+ fiber connectivity, high-processing throughput and advanced threat protection.

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

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

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

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

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

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

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

The District will use a combination of local funds, Smart Schools and ESSER grant funds to upgrade technology infrastructure.

- The District will upgrade the wired network infrastructure to 2-Tier Spine-Leaf architecture, with each classroom switch having redundant dual-homed uplinks and a highly-available 100GbE backbone to meet the demands of bandwidth-intensive applications today and in the future.
- The District will upgrade to Hyperconverged Infrastructure (HCI) Servers, with resilient fault-tolerant NVMe-based storage, 100GbE/QSFP28 network connectivity and the ability to add additional nodes in the future to expand capacity.
- The District will upgrade the Wireless Network infrastructure to the IEEE 802.11ax Wi-Fi 6E standard. Each classroom will have its own dedicated tri-band radio (2.4/5/6GHz) wireless access point, with redundant dual-uplinks.
- The District will upgrade to a new next-generation firewall (NGFW) system, with redundant 10GbE SFP+ fiber connectivity, high-processing throughput and advanced threat protection.

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,

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IV. Action Plan - Goal 3

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	The District will upgrade the wired network infrastructure to 2-Tier Spine-Leaf architecture, with each classroom switch having redundant dual-homed uplinks and a highly-available 100GbE backbone to meet the demands of bandwidth-intensive applications today and in the future.	Director of Technology	N/A	07/01/2024	100,000
Action Step 2	Infrastructure	The District will upgrade to Hyperconverged Infrastructure (HCI) Servers, with resilient fault-tolerant NVMe-based storage, 100GbE/QSFP28 network connectivity and the ability to add additional nodes in the future to expand capacity.	Director of Technology	N/A	07/01/2024	76,000
Action Step 3	Infrastructure	Each classroom will have its own dedicated tri-band radio (2.4/5/6GHz) wireless access point, with redundant dual-uplinks, that complies with the IEEE 802.11ax Wi-Fi 6E standard.	Director of Technology	N/A	07/01/2024	60,000
Action Step 4	Infrastructure	The District will upgrade to a new next-generation firewall (NGFW) system, with redundant 10GbE	Director of Technology	N/A	07/01/2024	32,000

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		SFP+ fiber connectivity, high-processing throughput and advanced threat protection.				

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	Policy/Protocols	Policy will be developed to regarding access to the new Wi-Fi 6e wireless networks and protocols will be implemented to provide a secure connection process for different stakeholders.	Building Principal	(No Response)	07/01/2023	0
Action Step 6	Research	Feedback on the current technologies within the District will be collected from faculty members and used to inform how new technologies are deployed.	Curriculum and Instruction Leader	Technology Director	09/01/2022	0
Action Step 7	Purchasing	Technology purchases will be made in accordance with the District's local purchasing policy and in compliance with the grant framework and Smart Schools guidelines	Business Official	(No Response)	01/01/2023	(No Response)
Action Step 8	Budgeting	A budget will be developed to fund technology purchases and professional	Superintendent	(No Response)	09/01/2022	(No Response)

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		development, which utilizes a combination of the Smart Schools Bond Act, grant frameworks and local funds.				

8. Would you like to list a fourth goal?

No

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

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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.**

The East Moriches District adopted the NYS ELA and Math modules and domain curriculum. The District is totally aligned to the NYS Next Gen Standards because the State curriculum documents are implemented fully with little revision. The implementation is supported through the use of technology initiatives that are included in this plan. Teachers are able to quickly toggle between ELA and math curriculum documents, display them for students, and students can interact with those materials electronically on displays and one to one devices. The District also has a Nationally recognized RTI program at the elementary school and is a working toward model school recognition as a partner with SED. The RTI program in both buildings require technological support by implementing formative assessments with students, recording these assessment results, and allowing a sharing of the information. Students are monitored easily because the infrastructure that is targeted in the plan creates a ubiquitous environment that supports the use of technology throughout the school district. Students and teachers need this open technological environment because many times RTI support is provided outside the traditional classroom and in numerous locations that support small student groups. This includes for example hallways where students may be assessed or in offices. A strong infrastructure creates a network that teachers and students can access anytime and in any location. That support is vital because technology such as devices, software, and websites that support the instructed NYS curriculum and RTI remediation program are used continuously throughout the grades and each and every lesson.

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.**

To ensure that every student has access to an internet-capable computing device the District is implementing one-to-one program with Chromebooks and iPads for students which is stratified by grade level. Wireless networking infrastructure will be upgraded to the new IEEE 802.11ax Wi-Fi 6E, to maximize the performance of mobile devices in each classroom and provide connectivity to the District's high-speed Internet connection. Faculty and students have access to a appropriate software and and resources for use in and out of school for educational research.

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

The District's information technology staff, CSE Chairperson and Special Education faculty members will be upgrading the existing Apple iPads that are used in self-contained classrooms for students where it would be necessary to meet their IEP goals. The expansion of this program would require additional funding for purchasing additional mobile devices and for the professional development of faculty members in the area of assistive technologies to improve access for students with disabilities. As part of the Google Chromebooks deployment for grade levels 3-8 and Apple iPads deployment for grade levels K-2, the District plans to utilize the extensive framework of assistive technologies which are integrated within Chromium and iOS to assist students with disabilities in utilizing their devices. This includes utilizing features such as zoom, high contrast, speech-to-text and third-party extensions as part of learning strategies in the classroom to differentiate instruction. Professional Development in the usage of Apple School Manager and Google Classroom will be provided to faculty members by assistive technology experts, which is tailored to the needs of individual students using the devices. Additional adaptive hardware, such as external keyboards, mice, high-contrast stickers and touchscreen devices will be deployed alongside the individual Chromebooks and iPads to accomodate the needs of students with disabilities and ensure that they have access to technology.

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)

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V. NYSED Initiatives Alignment

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

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

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

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

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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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.**

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

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V. NYSED Initiatives Alignment

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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.

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

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

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

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- Other (please identify in Question 10a, below)

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

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VI. Administrative Management Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	1.00
Totals:	3.00

- Investment Plan** Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	Spine-Leaf Network with 802.11ax/Wi-Fi 6E access points in each classroom	125,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ESSER
2	End User Computing Devices	Interactive Flat-Panel Display	200,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	ESSER

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	Hyper-converged Infrastructure (HCI) servers	76,500	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ESSER
4	End User Computing Devices	Student and Faculty mobile-devices (iPads/Chromebooks/Microsoft Surfaces)	200,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	ESSER/Smart Schools

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			601,500			

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

Yes

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

<https://www.emoschools.org/BoardofEducation.aspx?id=techPlan>

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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

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)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

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

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