2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

   Ryan Case

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

   Director of Technology

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

   With a commitment to promote the ideals of the larger American democracy, the mission of Southold Schools is to develop a Self-regulated, Self-motivated learner who knows how to effectively contribute independently and collectively to family, community, business and Society.

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

   The Southold Union Free School District will incorporate technology as a part of education through a diverse, integrated structure to enhance the ability to acquire, apply and evaluate technological resources to ensure that all students and staff will have the opportunity to develop the necessary skills to be productive citizens in an information and technologically-driven, global society. Consistent with the "National Educational Teaching Standards for Students," students will become: • Capable life-long learners. • Information seekers, analyzers and evaluators. • Problem solvers, critical thinkers, and decision makers. • Creative and effective users of productivity tools. • Communicators, collaborators, publishers and producers. • Informed, responsible and contributing citizens. By using technology and facilitating students' use of technology, teachers will: • Improve instructional strategies to increase student achievement regardless of ethnicity, socio-economic status, learning styles and abilities. • Accurately and efficiently assess, monitor and communicate student progress to parents and other educational personnel. • Continuously improve professional skills through staff development. • Share resources and skills with colleagues. By using technology and facilitating the use of technology as a tool, administrators will: • Promote the use of technology as an instructional and administrative tool. • Provide, solicit, and seek adequate funding for maintenance, support, training and equipment. • Demonstrate vision and leadership for the use of technology in raising student achievement and staff productivity. • Provide immediate and easy access to data sources for instructional and administrative decision-making. • Integrate technology into procedures and manuals for the District. To optimize the use of technology in support of its mission, the district will: • Provide sufficient, equal and appropriate access to technology, including a fast, powerful, and reliable infrastructure. • Implement instruction in order to prepare students for technology-related careers and industry certifications. • Promote the responsible and ethical use of technology. • Increase the integration of technology into the curriculum to increase student involvement in their learning. • Integrate technology literacy benchmarks into K-8 curriculum. • Use technology productivity tools to streamline management tasks for all school personnel. • Maintain an up-to-date and well organized student management system. • Provide staff development in the use of technology to support curricula integration, improve personal productivity, and enhance communication. • The district will promote the application of Web 2.0 technologies to encourage collaboration through social networking. • Encourage teachers and students to explore, develop and implement current and future technologies. • Continue to evaluate, select and purchase curricular and productivity software tools in support of district initiatives and priorities. • Develop the computer lab and library spaces to include modern audio visual technology and • Develop the District's social media and website as a vital link to the community

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 stakeholder groups that worked on this plan:
   • A committee was formed that included:
   • parents (including bilingual parent of ENL students)
   • elementary teachers
   • high school teachers
   • high school librarian
   • elementary librarian
   • Director of Educational Technology
   • high school principal
   • elementary principal
   • CSEA clerical
   A timeline of the planning process and meeting outcomes:
   • The committee met for 3 sessions
   • Jan 12, 2022 - Reviewed old plan, reviewed guidance and new plan requirements, established the committee calendar (1.5 hours)
   • Jan 24 - Discussed and decided upon 3 technology goals (3 hours)
   • Feb 7 - Established
   • The Director of Educational Technology completed the plan based on the decisions of the committee.

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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?**

This Technology Plan builds upon the infrastructure improvement completed due to the previous technology plan. With these goals completed, the new plan focuses of use of technology by students and teachers. The previous three-year technology plan established three goals; 1. Provide a robust, secure, reliable and high speed network; 2. All teachers and students will have adequate and equitable access to modern instructional technology tools; and 3. Every student will learn and practice good digital citizenship. The first two goals focused on the district's infrastructure. The district exceded the action goals by providing each student K-12 with a device, beginning a 3 year (ends in 2023) project to replace all of our Smartboards with Newline Touch TVs, establishing a 5 years purchasing cycle for hardware, replacing all of the classroom computers, and upgrading out internet connection from 100 Mbps to 1 Gbps. With these improvements to our infrastructure, we can focus on how our teachers and students can use the technology to teach and learn. How this planning process was different than previous years:
- The planning process was very similar to the previous process but had the following differences;
- More stakeholders participated including both building principals and multiple parents.
- This is the first year we had a bilingual parent represented on the committee
- The committee met virtually for our first meeting.
- How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan
- The committee reviewed the previous goals at the first meeting.
- Each committee member relayed their own experience of the growth of our network capability over the past 4 years.
- Inventory and purchasing data was reviewed
How this plan intends to address any goals from the previous plan that may not have been fully met
- The committee agreed that, though we have made progress over the past 4 years on Digital Citizenship, it is still something that needs to be developed in both our elementary and secondary schools.
- The committee decided to include digital citizenship in our goals for the current plan. These plans will include professional development for teachers and purchasing of curriculum to support digital citizenship learning.

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

Due to completing the infrastructure goals of our 2018-2021, Southold UFSD was prepared for the pandemic. The new plan will contiune to provide devices and internet for students and software to support remote learning if necessary.
- Online or blended learning options (changes or additions)
- no changes. The district will provide in person learning and be prepared to provide online learning if necessary.
- Need to address internet connectivity, to the extent practicable, at students' places of residence -
- no changes. students were, and will continue to be, provided with mobile hotspots.
- Device purchases (any increases, changes in quantity or type, etc.) -
- The district will purchase new devices for 20% of the students each year. Devices will be on a 5 year life cycle.
- Device deployment (changes, if applicable) -
- no changes. all students and teachers will recieve a device
- Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)
- The new technology plan sets goals to provide more professional development for teacher and offer technology training for parents.
- The district will increase the availablitly of technology training for teachers.
- Training will continue to be provided remotely and in-person.
- Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students) -
- One of the district goals for the new plan is to implement the new K-12 Computer Science and Digital Fluency Standards.
- Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)
- The new tech plan calls for technology training for parents and guardians. This training will include use of the parent portal and Google Guardian.

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

Yes

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

How the technology professional development aligns with the district's overall goals to improve learning and instruction Teachers will have access to high quality professional development to help them improve learning and instruction. **How the district determined the current capacity of educators** Teachers are encouraged to self-assess their capability. Principals evaluate technology use as part of the teacher evaluation process. **How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest** Teachers are offered professional development throughout the year. Teacher may self select trainin based on their own needs or will be assigned training from their principal. **How the effectiveness of the professional development plan will be evaluated ?** All teachers will particiapate in at least one professional development activity during the year. Principals will evaluate each teacher's professional development for the year.

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III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**

   Significantly

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**

   Significantly

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments. The district has met this goal:**

   Fully

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

   Fully

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

   Significantly

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1. **Enter Goal 1 below:**

   Utilize technology and training to achieve digital equity with students and families.

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

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.**

   This goal will be collected by the Director of Technology and measured by comparing longitudinal data from the following systems:
   - Parent and Student Portal Sign-In Data
   - The data will be compared to prior years to determine usage. Parents and students not accessing their accounts will be offered training. Training will be provided in English and Spanish.
   - Parent and student surveys
   - Used to determine needs yearly and compared to prior years to determine effectiveness of the program. The data will be compared to prior years to determine usage. Parents and students reporting deficiencies will be offered training. Training will be provided in English and Spanish.
   This goal will be accomplished when:
   - 90% of our parents use the parent portal at least once per quarter.
   - All of our students report via survey that they feel comfortable using technology.
   - All students have access to digital texbooks and/or other digital curriculum

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.**

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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 1	Purchasing	Maintain inventory of Wifi Hotspots to provide to families	Director of Technology	N/A	06/30/2025	$3000
Action Step 2	Professional Development	Maintain inventory of Wifi Hotspots to provide to families	Director of Technology	N/A	06/30/2025	$0
Action Step 3	Staffing	Assign translators to the parent and student trainings.	Building Principal	N/A	06/30/2025	$3500
Action Step 4	Community Partnerships	Utilize student ambassadors to help with educating parents on accessing various district resources and learning platforms.	Building Principal	Director of Technology	06/30/2025	$0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Community Partnerships	Partner with community organizations (library, etc) to promote and host training sessions.	Director of Technology	N/A	06/30/2025	0
Action Step 6	Budgeting	Allocate funds for digital textbooks and Apps/Extensions	Building Principal	N/A	06/30/2025	0
Action Step 7	Purchasing	Purchase digital textbooks and Apps/Extensions	Business Official	School Principal	06/30/2025	150000
Action Step 8	Professional Development	Provide training on newly purchased digital textbooks and Apps/Extensions	Director of Technology	(No Response)	06/30/2025	0

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1.   **Enter Goal 2 below:**

Implement the new K-12 Computer Science and Digital Fluency Standards

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

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.**

A Digital Fluency Assessment will be researched and implimented.
• The district will conduct the assessment at the beginning of each year during the plan.
• The data collected will be analyzed by the Director of Technology. Results of the anaylsis will be used to select future professional development. This goal will be accomplished when:
• All of our students will pass the digital fluency assessment with an 85% or above.

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	Collaboration	Work with the Technology Committee to research and select a Digital	Director of Technology	Technology Committee	06/30/2025	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
		Fluency Assessment				
Action Step 2	Budgeting	Budget for purchase of Digital Fluency Assessment	Director of Technology	N/A	06/30/2025	0
Action Step 3	Purchasing	Purchase Digital Fluency Assessment	Director of Technology	N/A	06/30/2025	$2500
Action Step 4	Implementation	Implement Digital Fluency Survey yearly	Building Principal	N/A	06/30/2025	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Evaluate the data collected in the Digital Equity Survey and use it to plan PD	Director of Technology	N/A	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

    Develop the district's student digital portfolio plan.

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.**

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

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

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

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

    The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.
    • Student portfolios are created and hosted in Google Classroom.
    • Each grade 6 to grade 12 student's portfolio will be assessed by their ELA teacher. Assessment scores will be collected in eSchooldata (our SIS).
    • Google Classroom analytics will be used to collect data on porttfolio completion.
    How the evidence will be analyzed and utilized.
    • Grade 6-12 Portfolio assessment data will be compared year to year.
    • Grade 2-5 aggregate portfolio completion data will be compared year to year.
    How you will know if the goal has been accomplished.
    • Every student, grade 2 to grade 12 will complete a portfolio entry each year.
    • Every student grade 6 to 12 will recieve an assessment score of 4 on their yearly portfolio.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Train teachers on how to assist student's in creating their portfolio and managing student portfolios in Google Classroom.	Director of Technology	Building Librarians	06/27/2025	0
Action Step 2	Collaboration	Foster buy-in by meeting with teachers to plan yearly portfolio entries.	Director of Technology	Building Librarians	06/27/2025	0
Action Step 3	Curriculum	Meet with teachers to map portfolio entries to existing curriculum	Building Principal	Director of Technology	06/27/2025	0
Action Step 4	Budgeting	Budget for substitute teachers to cover classes during collaboration and training.	Building Principal	N/A	06/27/2025	3500

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

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

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

No

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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.**

   With 1:1 devices in grades Grades 3-12, interactive televisions or Smartboards, and access to meaningful software, teachers have access to tools needed creatively integrate technology in the classroom. This hardware and software will enhance curriculum and provide meaningful interactive experiences. Teachers will continue to receive training in the use of Google Classroom, the Google Suite, and iPad usage to provide collaborative learning activities for students. Teachers will also have access to regional and online training like that provided by Model Schools. Teachers and staff will continue to be encouraged to share best practices with peers via conference days and faculty meetings.

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.**

   Short term: Southold UFSD plans to continue to provide equitable learning "everywhere, all the time" by providing the following to our students:
   • A 1:1 device to use at home and at school
   • Provide a 1 Gbps internet collection to all students on campus
   • Provide mobile hotspots to all families without reliable internet access.
   • Provide replacement devices to students whose 1:1 is damaged or lost
   Longterm: Students and parents will be surveyed each year with a needs assessment. Southould UFSD will provide all students with solutions to any technology or access needs they may have at school or at home.

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 meets the needs of all Individualized Education Programs (IEP) and 504 plans where assistive technology is required as part of a student's plan. This is accomplished in a variety of ways including, but not limited to, assigning software and hardware to a classroom, teacher, or individual student when warranted. Students with disabilities have 1:1 access to Chromebooks (grade K -12th grade). When needed, large size versions of the technology is purchased for individual students. Specific apps are loaded on the devices to address the needs of individual students. Examples of assistive technology utilized in the district include: • iPads installed with the "Proloque" app to assist non-verbal students with communicating with their teachers and peers; • Large screen iPads and Chromebooks loaded with screen mirroring apps to allow visually impaired students to see the teacher's screen from anywhere in the room; • Interactive TVs and Smartboards used by students with 504 plans to practice motor skills; • Timers and small vibrating devices to send signals to students with Attention Deficit Disorder in a quiet confidential manner to refocus the student a task.

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)

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.**

☑ 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)

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:**

Other (please explain in Question 7b, below)

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

In English and Spanish. No other languages represented.

V. NYSED Initiatives Alignment

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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)

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.**

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

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

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

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

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

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

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

V. NYSED Initiatives Alignment

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

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

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

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

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

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

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

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

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional Support	0.00
Technical Support	3.00
Totals:	**3.50**

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	CHROMEBOOKS & DESKTOPS	60,000	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
2	Internet Connectivity	1 GBPS DISTRICT INTERNET CONNECTION	40,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate	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
					☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	REPLACE ALL SMARTBOARDS WITH TOUCHSCREEN TVs)over 3 years)	200,000	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
4	Network and Infrastructure	PROVIDE MOBILE HOTSPOTS FOR STUDENTS WITHOUT RELIABLE INTERNET	3,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	N/A

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 ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**303,000**			

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?**

    Not Applicable

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.southoldufsd.com/cms/one.aspx?pageId=479900

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

☑ 1:1 Device Program	☑ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☑ Active Learning Spaces/Makerspaces	☑ English Language Learner	☑ Professional Development / Professional Learning
☑ Blended and/or Flipped Classrooms	☑ Instruction and Learning with Technology	☑ Special Education Instruction and Learning with Technology
☑ Culturally Responsive Instruction with Technology	☑ Infrastructure	☑ Technology Support
☑ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☑ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic B
☑ Digital Fluency Standards	☐ Personalized Learning	☐ 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	Ryan Case	Director of Technology	rcase@southoldufsd.com	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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

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

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

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

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VII. Sharing Innovative Educational Technology Programs

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

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